

# GERALD R. FORD: A TEST OF CHARACTER

★ EDUCATOR GUIDE ★



 NATIONAL  
GEOGRAPHIC

**Table of Contents**

**About the Documentary**

*Gerald R. Ford: A Test of Character* ..... 1

**To the Teacher: Using the Educator Guide**..... 2

**Lesson 1: Building Character**..... 3

**Lesson 2: A Congressional Leader**..... 5

**Lesson 3: Domestic Affairs**..... 7

    Part 1: Nixon Pardon

    Part 2: Clemency Program

    Part 3: Government in the Sunshine

**Lesson 4: Fiscal Affairs**..... 11

    Part 1: Whip Inflation Now

    Part 2: New York City Fiscal Crises

**Lesson 5: Foreign Affairs**..... 14

    Part 1: The Fall of Saigon

    Part 2: Operation Babylift

    Part 3: The Helsinki Accords

**Lesson 6: A Character-Filled Life**..... 17

**Resources**..... 19

**Rubrics**..... 23

**Connection to Standards**..... 28

**References**..... 31

**Credits**..... 33

vice president, even though he had served 25 years in the House of Representatives. However, Ford’s peers in the House and other areas of government knew him from his work on many committees, on the Warren Commission, and as House minority leader, among other actions. Ford viewed himself as a negotiator and reconciler, working across party lines to effect change.

The documentary features interviews with those who knew him, worked alongside him, and studied him—public leaders, historians, and members and friends of the Ford family. Their stories are interwoven with archival materials that describe Gerald R. Ford as a person, politician, and president. Narrated by actor and Michigan native Jeff Daniels, *Gerald R. Ford: A Test of Character* offers thoughtful revelations about the man who became the 38th president of the United States.

**To the Teacher: Using the Educator Guide**

The documentary *Gerald R. Ford: A Test of Character* brings the tumultuous period of the post-Watergate era to life for students through images and interviews with those who lived it. This Educator Guide builds on the documentary with select resources from the Gerald R. Ford Presidential Library & Museum that illustrate Ford as a person, politician, and president. The Educator Guide highlights various aspects of Ford’s personal and political life in six lessons:

- Lesson 1: Ford’s early life
- Lesson 2: Ford’s entry into politics and how he became president
- Lesson 3: President Ford’s approach to domestic affairs
- Lesson 4: President Ford’s approach to fiscal affairs
- Lesson 5: President Ford’s approach to foreign affairs
- Lesson 6: Reflections on Ford’s life

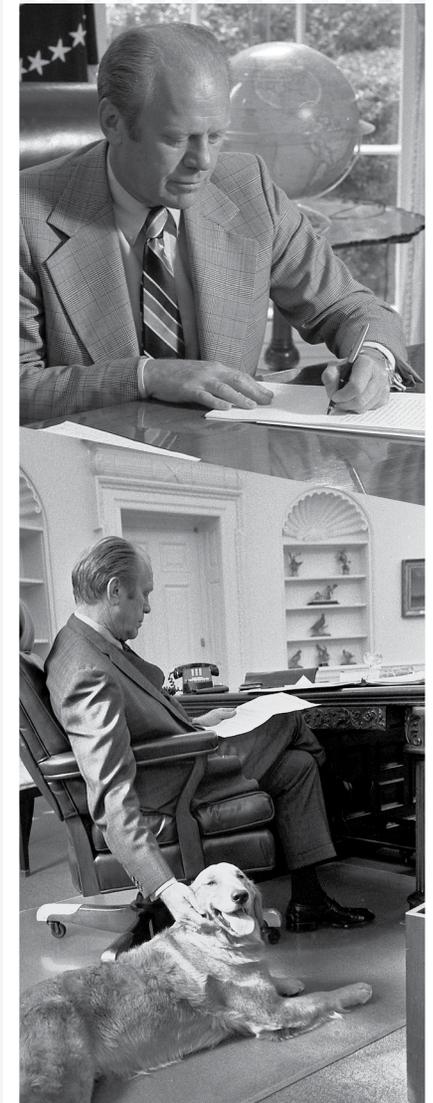
Each lesson includes:

- Overview
- Learning Objectives
- Connections to Standards
- Background Information
  - Information about Ford’s personal and political life that pertains to the topic of the lesson. This section is intended to provide background knowledge to both teachers and students.
- Documentary Segments
  - Specific segments from the documentary that relate to the topic of the lesson.

**About the Documentary *Gerald R. Ford: A Test of Character***

Gerald R. Ford served one of the shortest presidential tenures in United States history. Yet his overall time in public service was long and filled with action supporting the American people and his vision of the country’s ideals. The only president not to have been elected to the office, he was immediately thrust into the tumultuous times of the Watergate scandal, followed by the end of the Vietnam War.

*Gerald R. Ford: A Test of Character* gives viewers insight into the man who was not well known by the general public before he was appointed



- **Gerald R. Ford Presidential Library & Museum Resources**  
One or more authentic text resources from the Gerald R. Ford Presidential Library & Museum enable students to develop a broader view of each lesson topic and are supported with close reading and analysis strategies.
- **Discussion Questions**  
Questions that engage students in critical thinking about the lesson topic based on information from the background, documentary segments, and the Gerald R. Ford Presidential Library & Museum.
- **Summary Activity**  
An activity that helps students synthesize information gathered through the documentary, readings, and additional resources.
- **Assessment**  
Rubrics for assessing the Summary Activities are located at the end of the Educator Guide and can be shared with students.
- **Additional Resources**  
Additional resources from the Gerald R. Ford Presidential Library & Museum that students may use as they conduct the Summary Activity or to extend the lesson.

**Intended Audience** This Educator Guide is intended to support teaching in high school or introductory college courses. The content fits well with History, Social Studies, or AP United States History courses. Students who have a general understanding of the following topics will have richer discourse:

- The structure of the United States Congress and presidency
- The potential of the public to impact government institutions
- Basic concepts in economics
- The United States government's interactions with other countries

If you are using the documentary and Educator Guide with middle school students or those with lesser reading proficiency, consider using only some of the multipart lessons and portions that include a documentary segment. Team with a language arts colleague to tackle the reading to ensure greater comprehension, then use only selected Supporting Questions for discussion.

**Using the Lessons** Lessons may be used sequentially or individually to enhance a specific topic under study. For example, Lesson 5 includes material you might use during examination of the Vietnam War.

**Documentary Connections** The documentary may be shown in its entirety. If your students would better engage with shorter segments, note that those are detailed in each lesson, with most lasting two to six minutes total. Multiple segments throughout the documentary—totaling around 35 minutes—are aligned with the Nixon Pardon section of Lesson 3.

### **Gerald R. Ford Presidential Library & Museum Resources**

The Ford Library & Museum Resources represent an array of authentic documents, including presidential addresses, newsletters, memoranda, and bills. The particular documents listed in this guide were selected based on how they reflected Ford's attitudes and the workings of his government, their connection to the documentary, and their range of readability. Use the suggestions for focusing students on certain parts of longer documents to tailor the reading to the needs of your class and available time. If you are accessing this guide online, the guide contains hyperlinks to these resources on the Ford Library & Museum website. If you are using a printed hard copy, links to the resources can be found at the end of this guide.

Students can access the originals directly from the Gerald R. Ford Presidential Library & Museum website and save the files to their own folders. If they do this, encourage students to use markup tools to annotate the text. For students who need more support, create a plain text version by extracting the text from the digitized documents and formatting it. Promote success with close reading strategies by encouraging students to carefully read the text more than once.



## Lesson 1: Building Character

### Overview

This lesson explores Ford's early life from childhood through college. It provides insight into the influences and experiences that developed the character and judgment he displayed as an adult.

### Learning Objective

- Students will be able to relate influences and experiences to the development of personal identity and character.

### Connections to Standards

- NCSS Theme
  - Individual Development and Identity
- C3 Framework
  - D2.His.16.9-12, D2.Soc.7.9-12
- CCSS.ELA-LITERACY
  - RI.11-12.1, RI.11-12.7

### Background Information

Personal identity is shaped by a person's culture, the influences of various institutions, and experiences shared with others throughout a person's life. From his earliest days as part of a hardworking and loving family, and through his experiences in the Boy Scouts, college, law school, and the Navy, Gerald R. Ford was instilled with beliefs, values, and traditions that would define and shape the leader he was to become.

Gerald R. Ford, Jr., was born Leslie Lynch King, Jr., on July 14, 1913, in Omaha, Nebraska. His mother, Dorothy King, fled from his father just two weeks after her son's birth due to her husband's violent temper. Dorothy moved with her son to Grand Rapids, Michigan, and soon filed for divorce. Three years later, she married Gerald R. Ford, who gave his name to Dorothy's child and raised him as his own son. Ford only learned about his biological father when he was a teenager, and met him just a few times in his life. Ford would later explain, "My stepfather was a magnificent person and my mother equally wonderful. So I couldn't have written a better prescription for a superb family upbringing."

Young Gerald R. Ford, known as Junior, grew up in a neighborhood that was a mix of middle-class and working-class families. In the Ford household there were three rules



that were absolute: tell the truth, work hard, and come to dinner on time. As a result, Junior and his three half brothers shared household chores, worked part-time, and were active in their community and their local church.

When he was 12, Ford became involved with the Boy Scouts of America, an organization whose mission is to train young men to become responsible citizens and help them develop self-reliance through various outdoor activities and educational programs. Ford eventually became an Eagle Scout, the highest rank. It was through the Boy Scouts that Ford learned to appreciate nature and to become an excellent swimmer. His scouting experiences would continue to influence him throughout his life.

In high school, Ford excelled in the subjects of history and government. He was also captain of the football team. After high school, Ford attended the University of Michigan where he majored in economics and was the star of the football team. During his senior year, the Georgia Tech football team refused to play the University of Michigan if Michigan's black player, Willis Ward, was in the game. Despite protests from students and players, university officials decided to keep Ward out of the game. Ford was good

friends with Ward, and he threatened to quit in response to the university's decision. He eventually agreed to play against Georgia Tech only after Ward asked him to play. This incident and his friendship with Ward had a big impact on Ford, helping to shape his thoughts on equality and civil rights.

After college, Ford turned down two offers to play professional football. He entered Yale Law School in 1938 and graduated in the top third of his class. Ford returned to Grand Rapids, where he and his friend Philip Buchen opened a law practice. In December 1941, when Ford was 28, the Japanese attacked Pearl Harbor and the United States entered World War II. Feeling it was his duty as an American citizen, Ford enlisted in the United States Navy and eventually served on the aircraft carrier U.S.S. *Monterey*.

### Documentary Segment

3:17—7:56

Examples that show how family, Boy Scouts, and other childhood and young adult experiences played roles in the development of Gerald R. Ford's personal identity.

### Gerald R. Ford Presidential Library & Museum Resource

#### Bill's Place and Leslie King

Ford describes a job he held at a restaurant during his high school years and an unexpected meeting with his biological father. The resource allows students to reflect on Ford as an individual when he was about the same age as they are.

**Guiding Questions:** What do you know about Ford's early life that led him to react this way? Would you have done the same?

#### Reading Strategy: Make Predictions

To help students access the text resource, have them identify the main idea of each paragraph, chunk, or section. Suggest they write a prediction for what will come in the next paragraph, chunk, or section. Students can reread the text and place a check beside predictions that are correct.

### Discussion Questions

*Engage students in critical thinking as they discuss the influence of family, peers, school, and community on Ford as an individual.*

**Question 1:** How valuable is culture in building individual character?

### Supporting Questions:

- How would you evaluate the impact of life events on someone's character?
- What inferences can be made about Ford's character based on what you have learned about his upbringing?

**Question 2:** In what way can having rules support the foundation of a strong character?

### Supporting Questions:

- Ford and his brothers lived with three rules that were "absolute." What does that mean?
- How would you compare the Ford household rules with rules in your own household?

**Interview Ford:** What two questions would you have asked President Ford about the ways in which his upbringing influenced his character?

### Summary Activity: Sequential Questioning

Students will identify an artifact from the president's youth and engage in sequential questioning that highlights how it provides insight into how Ford's early experiences and the culture in which he lived influenced his character development.

**Grouping:** Pairs or small groups

### Directions

1. Explain to students that their task will be to identify one or more artifacts, likely in the form of photos or quotes, that tie Ford's character development to the environment in which he grew up. Guide students in exploring Ford's early years using the documentary, background information, and resource from the Ford Library & Museum. Give students time to do further research using the Additional Resources from the Ford Library & Museum. Different groups might focus on different aspects of how culture and family influenced Ford's character development.
2. Have students share their artifact (or multiple artifacts) by describing it within a framework of sequential questions. The presenters will ask a series of questions, answering each question themselves. Encourage the listeners to interject additional questions. For example, a group could use Ford's merit badge certificates as an artifact:
  - a. What are these?
  - b. Why were they given?
  - c. What did Ford have to do to receive them?

- d. How does that relate to the oath he took when joining the Scouts?
- e. How do we think aspects of that oath might be reflected later in life?

3. After the presentations, have students write a short summary about how experiences and actions in Ford's early life might lead to the development of his personal identity and character.

### Assessment

Use the Rubric for Lesson 1 Summary Activity to assess students' presentations and written summaries about the development of Ford's personal identity and character.

### Additional Resources from the Gerald R. Ford Presidential Library and Museum

- Boy Scout merit badge certificates
- News or magazine clipping of Most Valuable Player Announcement
- Athletic press clippings
- "In Defense of the Competitive Urge," article by President Ford; Sports Illustrated article, July 8, 1974
- Scouter of the Year Dinner, Washington, D.C., December 2, 1974
- Talking Points, Scout Induction Ceremony, Charleston, West Virginia, November 11, 1975
- Biography and pictures of Gerald R. Ford, A Special Report by the Grand Rapids Press
- "Inclusive America Under Attack," by President Ford; the New York Times, August 8, 1999
- Growing Up GRAND: Michigan's Own Gerald R. Ford



## Lesson 2: Congressional Leader

### Overview

This lesson explores Ford's time in Congress and his ability to keep his constituency informed about his work and the work of the government.

### Learning Objective

- Students will use a sample of Ford's communications as a congressman to analyze the functions and purposes of government and the role of communication by government.

### Connections to Standards

- NCSS Theme
  - Power, Authority, and Governance
- C3 Framework
  - D2 HIS 4.9-12
- CCSS.ELA-LITERACY
  - RI.11-12.6, RI.11-12.7
- APUSH Standards
  - POL 3.0

### Background Information

Power, authority, and governance refer to the way that people, groups, and nations attempt to resolve conflicts and establish order. Ford was encouraged to enter politics by his family and friends, and his experience in the military broadened his world view. Politicians are elected by the public to represent them in government and to use their power and authority in order to serve the public good. As a politician, Ford saw himself as a negotiator and reconciler, someone who would try to bring people together across the issues.

After returning to Grand Rapids in 1946, Ford became active in local Republican politics. Two years later, he was encouraged to challenge U.S. Representative Bartel Jonkman in the Republican primary. Jonkman was an isolationist who believed that the United States should not become involved in the conflicts of other countries. Ford had originally shared this belief, but his experience in the military had changed his view of the world. He now felt that the United States had an international responsibility. Surprising everyone, Ford defeated Jonkman in the primary. In the



general election that fall, he received 61 percent of the vote. Ford served in the United States House of Representatives from 1949 to 1973. He was reelected 12 times, each time with more than 60 percent of the vote.

In Congress, Ford was known for his personal integrity, hard work, and the ability to deal effectively with both Republicans and Democrats. In the 1950s, Ford declined offers to run for both the Senate and the Michigan governorship. His political ambition was specific—to become the speaker of the House. During the early 1960s, this goal seemed attainable. Ford joined a group of young House Republicans who rebelled against their party's leadership, which they believed was out of touch with postwar issues. With their support, Ford won the number three leadership position in the party in 1963.

In 1964, Democrat Lyndon B. Johnson won a landslide victory in the presidential election, and the Republican Party lost 36 seats in the House of Representatives. Three members of the House approached Ford to see if he would be willing to serve as the new House minority leader. After a narrowly won election, Ford became minority leader, a position he held for eight years.

As minority leader, Ford made over 200 speeches a year across the country as part of an effort to rebuild the Republican Party. Under his leadership, the House Republicans gained members, but never reached a majority. In both the 1968 and 1972 elections, Ford supported Richard Nixon, his friend for many years. But not even the Nixon victory of 1972 gave Republicans a majority in the House. Despite his many political successes, Ford was unable to reach his speakership goal.

### Documentary Segment

7:49—9:02

Gerald R. Ford was a key member of the House of Representatives for many years. During his long career he worked tirelessly for the people and his party but also took time for his family.

### Gerald R. Ford Presidential Library & Museum Resource

#### News Releases from the Office of Congressman Gerald R. Ford, Republican House Leader

News releases from September 1965 through March 1966 highlighted comments Ford wrote in weekly newsletters to his 5th District constituents in Michigan. These documents provide insight into the work of a congressional leader and help students understand how such actions are intended to aid people.

**Guiding Questions:** Which news release do you think did a good job of informing the public and why?

**Reading Strategy:** Document Analysis—HIPPO

- **Historical Context**—Think about social, economic, and political happenings in the United States when the text was written. How does that help you to better understand the document?
- **Intended Audience**—Think about the person or group the author tried to influence or inform. How does this impact the way in which the message is presented?
- **Purpose**—Why was the text created and what was its intended use?
- **Point of View**—Think about the author. How does the author's background and political position impact the perspective of the writing?

- *Outside Information*—Think about any specific historical information that could be connected to the text. How does this information aid understanding of the text?

### Discussion Questions

Engage students in critical thinking as they discuss Ford's role as an individual in the U. S. political system at the national level.

**Question 1:** Why would a person want to become a member of the United States House of Representatives?

Supporting Questions:

- How would you explain the importance of being a member of the United States House of Representatives?
- What were the key points of Ford's platform during his congressional campaign? Do you agree or disagree with any of them?

**Question 2:** How do the structures of power and authority work in the United States House of Representatives?

Supporting Questions:

- What are the benefits of having an extended career in the House—to both the representative and the constituents?
- Should politicians plan to stay in office for that long, or should they only serve for a limited amount of time? Explain.

**Interview Ford:** What two questions would you have asked President Ford about his time in Congress?

### Summary Activity: Interviews

Students will explore the role of communications in relaying the functions of government and how Ford used them in his time in Congress to keep the public informed about the work he and the government were accomplishing.

**Grouping:** Pairs or small groups

### Directions

1. Divide the class into 10 pairs or small groups and assign one of Congressman Ford's news releases to each group.
2. Ask students how they think these news releases were disseminated. Remind them that newspapers reached a huge readership at that time, only three national television broadcast companies existed, and radio broadcasts consisted mostly of music or other entertainment. Point out that a great deal of communication was delivered via the U.S. Postal Service. Students can also explore the Additional Resources to see more examples of Ford's communications.

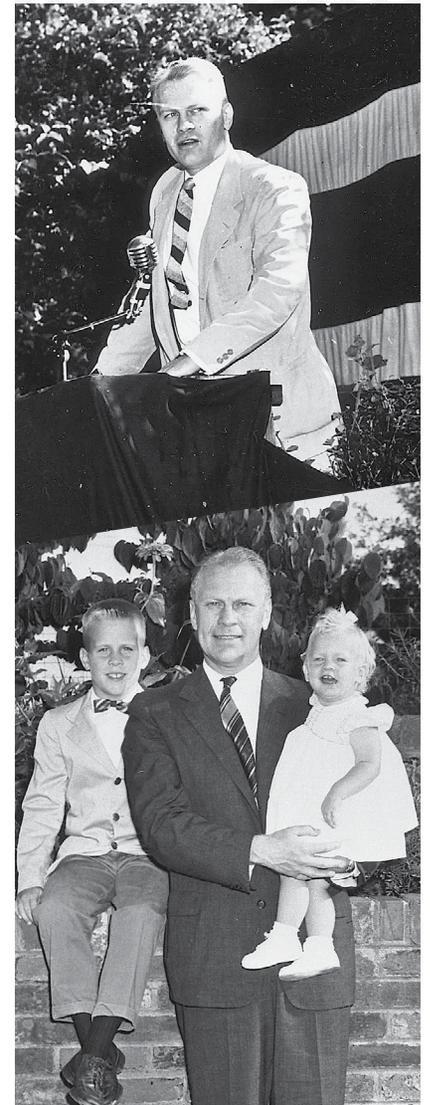
3. Instruct students to review their HIPPO analyses of the releases to focus on the issue the release addressed, the government's role in it, and Ford's position.
4. Ask each group to create a short one- or two-minute radio or television interview about the printed news release in order to reach a wider audience listening to radio or television. For example, students might take on the roles of a press secretary, a congressional aide, or a reporter. Students can create their interviews using a question-and-answer format.
5. Encourage students to augment their scripts with additional research into the political or social issue.
6. During the interviews, audience members should record strong and weak points or points that would have been pertinent but were not raised. They should also note inaccuracies, misconceptions, solutions, or effective techniques.
7. Conclude the series of interviews by facilitating a debrief discussion with the following questions:
  - What are the purposes and functions of government as relayed in the communications?
  - What is the role of communication in government?
  - How do the forms of communication available in the 1970s compare to those of today?

### Assessment

Use the Rubric for Lesson 2 Summary Activity to assess students' interviews and responses during debrief discussion.

### Additional Resources from the Gerald R. Ford Presidential Library and Museum

- Photograph of Ford making a speech
- "Your Washington Review," January 1961, a weekly newsletter
- Scripts for use by 5th District radio stations for between June and October, 1973
- Holland Radio Interview, September 9, 1948; describes Ford's campaign platform
- Excerpts from a speech at a rally, October 28, 1972
- Speech about a meeting between Nixon and Leonid Brezhnev, June 25, 1973



## Lesson 3: Domestic Affairs

### Overview

This lesson explores three actions that illustrate Ford's approach to domestic affairs—the Nixon pardon, the Clemency Program, and the Government in the Sunshine Act.

### Learning Objective

- Students will examine three of Ford's actions in domestic affairs to analyze the role of institutions of the United States government in addressing social and political issues.

### Connections to Standards

- NCSS Theme
  - Individuals, Groups, and Institutions
- C3 Framework
  - D2.His.11.9-12, D2.His.16.9-12, D2.Civ.5.9-12
- CCSS.ELA-LITERACY
  - RI.11-12.6, RI.11-12.8
- APUSH Standards:
  - 8.2.III.E. and 8.2.III.F

### Background Information

Institutions, such as schools and government organizations, are an important part of our lives and make up the backbone of our society. Just as institutions affect individuals and groups, individuals and groups affect institutions. As someone who became president at a time when Americans were critical and distrustful of the federal government, Gerald R. Ford was faced with the task of trying to make amends.

In October of 1973, Vice President Spiro Agnew was forced to resign due to criminal charges, and Gerald R. Ford became the new vice president. Then, less than a year later, the Watergate scandal drew widespread attention. President Richard Nixon had attempted to cover up evidence of wrongdoing during his 1972 reelection campaign. Due to continued investigations and impeachment proceedings started by Congress, Nixon ultimately resigned. On August 9, 1974, Vice President Gerald R. Ford was sworn in as the 38th president.

President Ford had hoped the country could move past the Watergate scandal. When this soon appeared impossible, Ford made the decision to pardon Richard Nixon. In his speech to



the nation on September 8, 1974, President Ford noted that his pardon reflected both his responsibilities as president and his own personal beliefs. The public's reaction, however, was again not at all what he'd hoped for. Many were outraged and felt the pardon simply continued the cover-up started by Watergate. Some Americans even believed that the pardon was part of a secret deal between Ford and Nixon. Over time, however, people began to reconsider Ford's decision. In 2001, Ford received the John F. Kennedy Foundation's Profile in Courage Award, an award given annually to an elected official who has withstood strong opposition to follow what she or he believes is right.

A week after the Nixon pardon, President Gerald R. Ford announced the formation of the Presidential Clemency Board. This was a conditional amnesty program for anyone accused of having dodged the draft or deserted the military during the Vietnam War. Ford acted on the board's recommendations and nearly half of those recommended received immediate pardons. Many of the rest received presidential pardons or a change in military discharge status after fulfilling three to six months of public service.

In 1976, as a measure to reassure the country that government transparency was of the utmost concern in light of Watergate and the Vietnam War, President Ford signed into law the Government in the Sunshine Act. This law expanded the Freedom of Information Act, allowing meetings of government agencies to be open to the public. It declared that "the public is entitled to the fullest practicable information regarding the decision-making processes of the Federal Government."

### PART 1: THE NIXON PARDON

#### Documentary Segments

16:04—23:38

Gerald R. Ford went from his leadership role in the House of Representatives to being named the first unelected Vice President of the United States. As vice president, Ford backed President Nixon until it became impossible for him to do so.

24:06—27:40

Gerald R. Ford became our nation's 38th president under the shadow of the Watergate scandal. His focus was the need for continuity.

27:40—32:48

Gerald R. Ford's first task was to rebuild trust in the presidency.

32:48—39:41

Gerald R. Ford determined that the country could be mired in the Watergate problem for years. He had to decide if the risk of resolving the situation was worth the consequences.

### Gerald R. Ford Presidential Library & Museum Resource

#### Reading A: President Gerald R. Ford's Proclamation 4311

The text of the official proclamation of Nixon's pardon allows students to reflect on Ford's reasoning.

#### Reading B: Nixon's Response

The text of Nixon's response to the pardon gives students insight into his reflection on the events of Watergate.

**Guiding Questions:** How effective do you think Ford's proclamation was in convincing the public that the Nixon pardon was warranted? What level of sincerity do you think Nixon conveyed in his response to the pardon?

#### Reading Strategy: Annotated Reading

As students read have them make notes to address the guiding questions:

- In Ford's proclamation have students underline or highlight portions of the text that help understand how President Ford came to his decision.
- In the Nixon passage have students underline or highlight genuine attitude changes and acknowledgment of wrongdoing.
- In both, have students note passages that raise questions for them and write the questions in the margin.
- Students can also take notes on the connections they observe between the text and the *Gerald R. Ford: A Test of Character* documentary.

### Discussion Questions

*Engage students in critical thinking as they evaluate the role of government in addressing social and political issues.*

**Question 1:** How can individuals be checked and influenced by governmental institutions?

Supporting Questions:

- What features of the institution of government, that protect society as a whole, led President Nixon to resign?
- What evidence leads you to believe that President Ford did, or did not, act responsibly when pardoning former President Nixon?

**Question 2:** What were the political consequences of pardoning Nixon that Ford had to consider?

Supporting Questions:

- What role should the public have with regards to issues of national concern?
- How should citizens hold elected officials accountable for their actions?

**Interview Ford:** What two questions would you have asked President Ford about pardoning former President Nixon?

## PART 2: THE CLEMENCY PROGRAM

### Gerald R. Ford Presidential Library & Museum Resource

#### Presidential Clemency Board Press Kit

A press kit that describes a public-relations effort was distributed at a press conference regarding the president's clemency program for young Americans of the Vietnam War era.

Have students focus on pages 4 to 7 of the document to find out what the press kit included as well as its purpose. Then, if time allows, encourage small groups to evaluate the various tools contained within the kit. PSA scripts, news releases, explanations for alternate service, and applicant case studies are included on pages 8 to 37 of the document.

**Guiding Questions:** What was the purpose of the press kit? Why did so many different tools need to be included?

**Reading Strategy:** Document Analysis—HIPPO

- **H**istorical Context—Think about social, economic, and political happenings in the United States when the text was written. How does that help you to better understand the document?
- **I**ntended Audience—Think about the person or group the author tried to influence or inform. How does this impact the way in which the message is presented?



- **Purpose**—Why was the text created and what was its intended use?
- **Point of View**—Think about the author. How does the author's background and political position impact the perspective of the writing?
- **Outside Information**—Think about any specific historical information that could be connected to the text. How does this information aid understanding of the text?

**Discussion Questions**

Engage students in critical thinking as they evaluate the role of government in addressing social and political issues.

**Question 1:** In what ways should governments evaluate the impact that decisions have on groups of citizens or individuals?

Supporting Questions:

- What are reasonable methods a government might use to evaluate its impact on the common good of their citizens?
- How would you identify who should remedy a government's program that has adversely affected a group of citizens?

**Question 2:** Why is it important to work to resolve conflicts in a democracy?

Supporting Questions:

- Under what conditions should someone who has broken a law be given a second chance at clearing his or her record?
- What is a conflict in our democracy that you want to solve? Why do you think it's important?

**PART 3: GOVERNMENT IN THE SUNSHINE**

**Gerald R. Ford Presidential Library & Museum Resource**

**Government in the Sunshine Act**

This report from the Committee on Government Operations describes how meetings of government agencies and of congressional committees will be open to the public. Students should focus on the first nine pages and the last four pages of this nearly 200-page document. Pages 1 to 9 summarize the legislation and describe how it should work. The last four pages of the document are a fact sheet, the president's remarks during signing, and the president's statement.

**Guiding Questions:** What were the key points of the act? How would these key points result in the intended purpose?

**Reading Strategy: Highlight**

As students read pages 1 to 9, have them note key points or features of the act. (These are listed on the fact sheet at the end of the document.) As students reread, they should indicate phrases or sentences that explain how the legislation is supposed to function—what should happen or how it ideally should happen.

**Discussion Questions**

Engage students in critical thinking as they evaluate the role of government in addressing social and political issues.

**Question 1:** How do governmental institutions change?

Supporting Questions:

- What safeguards should a governmental institution have in place to identify that change is required?
- Who should be involved in the everyday workings and efforts of a governmental institution?

**Question 2:** What is the role of citizens in bringing about change in governmental institutions?

Supporting Questions:

- How many citizens or what percentage of the population should be involved in effecting governmental change?
- How might governments that make decisions in an open fashion be more effective in supporting the populace than those that do not?

**Interview Ford:** What two questions would you have asked President Ford about why the government should be more transparent?

**Summary Activity: Debate**

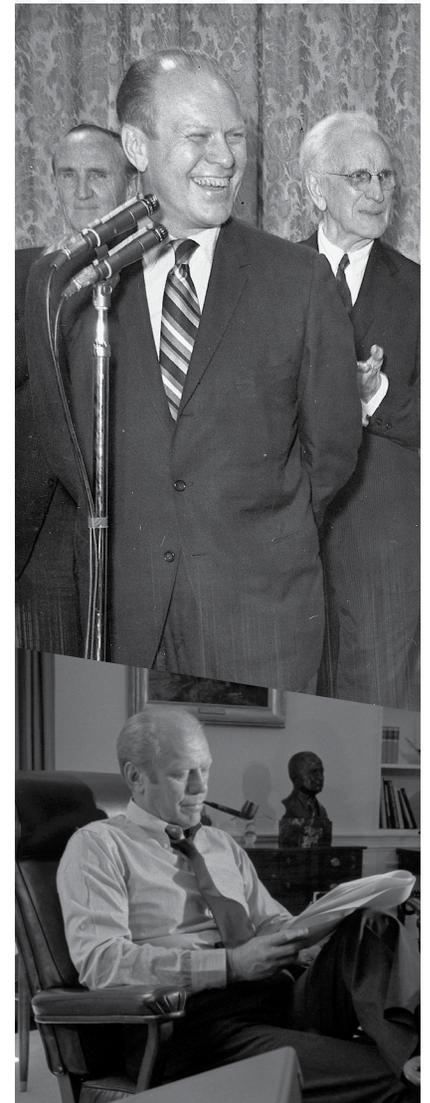
Students conduct debates on topics associated with Ford's domestic policies and determine if their decisions would have been the same and for what reasons.

**Grouping:** Small groups

**Debate Questions**

Offer these three debate questions. Students can also form their own questions to debate.

- Should former President Nixon have been pardoned?
- Should the process by which our government makes decisions be open and transparent?
- Should draft dodgers be offered clemency or even amnesty?



**Directions**

1. As a class, identify pro and con positions for each of the three topics.
2. Poll the class and gather first responses for each of the six positions.
3. Allow students to select their team and position and conduct research using the Additional Resources or other valid sources as needed. Consider shortening some of the resources if it would better meet the needs of your students. Students might also explore the documents as homework in preparation for the debate.
4. Conduct debates. Those not debating that particular topic will act as the general population, questioning the debaters for additional information or clarification.
5. After the debates, poll the class again about the three pro and three con positions. Teams with the largest movement to its position could be recognized as superior debaters.
6. Close with student discussions on how their opinions today might have differed from the general population at the time. Ask them to offer examples of how Ford's decisions regarding Nixon, clemency for those accused of draft or military absence during the Vietnam War, or freedom of information contributed to the shared goals and desires of society.

**Assessment**

Use the *Lesson 3 Summary Activity Rubric* to assess students' analysis of the role of institutions of government in addressing social and political issues.

**Additional Resources from the Gerald R. Ford Presidential Library and Museum**
**Nixon Pardon**

- Collection of communications by congressmen and others regarding the pardon
- Press releases about the pardon from various news outlets
- terHorst resignation letter, September 8, 1974
- Excerpt of Reverend Duncan Littlefair's sermon on the Nixon pardon
- Student letter on the Nixon Pardon; handwritten and negative
- Student letter on the Nixon Pardon; handwritten and positive
- Ford Narrative on Pardon, October 12, 1974

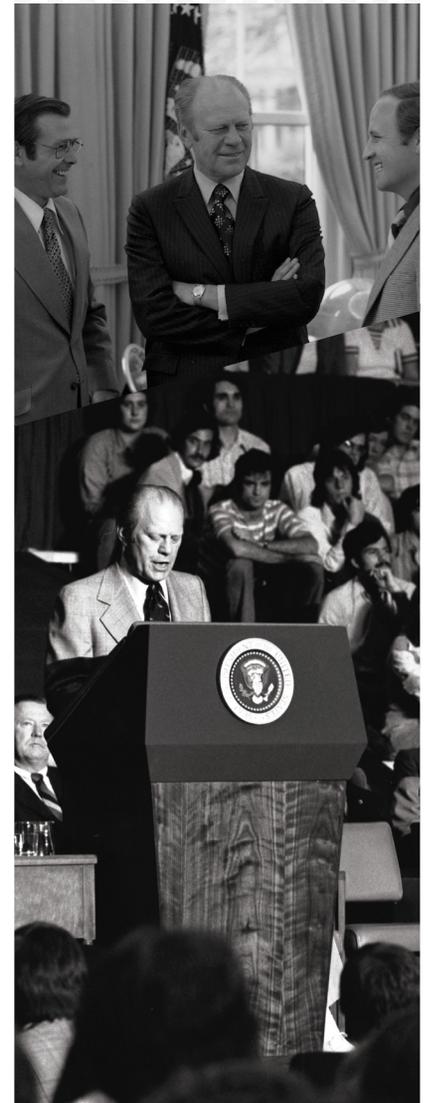
**The Clemency Program**

- Recommendations for extension of clemency with case studies
- Communications regarding amnesty
- Clarifications and agreement on alternative service

- Talking points for meeting with the Presidential Clemency Board
- Final Report of the Presidential Clemency Board
- Clarification of aggravating factors

**The Government in the Sunshine Act**

- Signing remarks; press release, September 13, 1976
- Fact Sheet; press release, September 13, 1976
- Daily Diary for September 13, 1976
- Republican speech kit on many topics; searchable for "Sunshine"
- President's Briefing Book; for TV interview; February 26, 1976



## Lesson 4: Fiscal Affairs

### Overview

This lesson explores Ford's approach to fiscal affairs using the Whip Inflation Now program and his response to the New York City fiscal crisis.

### Learning Objective

- Students will identify and describe the issues that influenced Ford's decision-making on the production, distribution, and consumption of scarce resources in a nation's economy.

### Connections to Standards

- NCSS Theme
  - Production, Distribution, and Consumption
- C3 Framework
  - D2.His.11.9-12, D2.His.16.9-12, D2.Eco.12.9-12
- CCSS.ELA-LITERACY
  - RI.11-12.1, RI.11-12.7
- APUSH Standards:
  - 8.2.III.E., 8.2.III.F.

### Background Information

Production, distribution, and consumption involve the ways that people make decisions about the various resources, or goods and services, available to them. One of the basic problems of economics is that people tend to want more resources than are available to them. Both individuals and the government play a role in the economy, and during his presidency, Gerald R. Ford attempted to solve some basic economic problems by asking people to change the decisions they made about the limited resources available. When some economic crises were deemed too large and unmanageable, Ford called upon the government to intervene.

When Ford assumed the presidency in August of 1974, the American economy was in trouble, having fallen into the deepest recession since World War II. Unemployment was on the rise, and inflation was approaching 12 percent annually. Energy prices were soaring due to an oil shortage in the country. The combination of rapid inflation, high unemployment, and slow economic growth came to be known as *stagflation*. President Ford relied on his economics degree and extensive congressional budgeting experience in order to solve the economic crisis.



In the fall of 1974, Ford announced the Whip Inflation Now or WIN program. He urged the public to “make up a list of 10 ways you can save energy and fight inflation.” At the time, Ford and his advisers believed inflation was the worst threat to the economy, even more than the growing unemployment. The WIN program focused on voluntary measures by individuals to purchase cheaper products and for businesses to reduce prices and to conserve energy and reduce waste on the job. The WIN program was well received at first, but

ultimately did not result in any obvious gains. By early 1975, it was dropped.

Individual states and numerous cities also faced serious financial crises at this time. New York City faced bankruptcy by the fall of 1975. The city's deficits had increased over the previous five years, even though there were restrictions in place that required a balanced budget. In November of 1975, Ford asked Congress to approve federal loans to New York City. In exchange for the loans, New York City agreed to fiscal reforms that would help correct its budget imbalance.

### PART 1: WHIP INFLATION NOW

#### Documentary Segment

39:41—41:24

Gerald R. Ford recognized the economy getting weaker and announced a bold package of measures to lift America out of recession. Although he believed in fiscal discipline, he knew that his plan must help all Americans.

#### Gerald R. Ford Presidential Library & Museum Resource

##### Whip Inflation Now (WIN)

A collection of communications regarding the WIN program helps students gain an understanding of how the program was intended to work. Have students focus on pages 2 to 3 of the document which provide an overview of the WIN program status and efforts to garner support. Students should also read pages 10 to 18 of the document to find out more about the role of the Citizens Action Committee to Fight Inflation. Then, if time allows, small groups can review the supporting information in the rest of the document.

**Guiding Question:** Which of the actions proposed by the Citizen's Action Committee do you think would be more effective in fighting inflation than others?

##### Reading Strategy: Scan, Annotate, Reread

Students should scan the selected communications from the collection. As they do, they should highlight phrases that explain that aspect's purpose or write a phrase about what they think it does. Then students should reread the communications more closely.

## Discussion Questions

Engage students in critical thinking as they discuss the fiscal climate of the day and economic policy decisions.

**Question 1:** What role should the government play concerning inflation in the economy?

Supporting Questions:

- How can a government determine when to act to address inflation in the economy?
- What tools does the government have to control inflation?

**Question 2:** How important is it for the government to encourage public action to curb inflation?

Supporting Questions:

- Should anti-inflationary actions on the part of the public be voluntary or mandatory? Why?
- How should citizens be encouraged to take part in voluntary anti-inflation programs?

**Interview Ford:** What two questions would you have asked President Ford about dealing with inflation?

## PART 2: NEW YORK CITY FISCAL CRISIS

### Gerald R. Ford Presidential Library & Museum Resource

#### New York Fiscal Crisis

A collection of communications regarding the situation and possible scenario of events related to the New York City fiscal crisis describes a course of action similar to others that governments and businesses follow when crises arise.

Have students focus on pages 2 to 3 of the document to read a memorandum for the president regarding the timeline of events in the New York City financial situation. This memorandum includes an anecdotal use of humor in the entry on page two regarding November 22. Encourage students to discuss its purpose.

Students should also read pages 46 to 51 of the document to review New York City's cash flow needs and a memorandum to the president regarding the New York plan. Then, if time allows, small groups can review the supporting information in the rest of the document.

**Guiding Questions:** What actions are included in the plan and how will they help overcome the crisis?

**Reading Strategy:** Circle and Highlight

As students read the selected pages, have them circle key points or features of the plan. As students reread, they should highlight phrases or sentences that explain how the plan is supposed to function—what could happen or how it should happen ideally.

## Discussion Questions

Engage students in critical thinking as they discuss the fiscal climate of the day and economic policy decisions.

**Question 1:** What criteria should be used to identify an economic problem within state or local government?

Supporting Questions:

- How can not having a balanced budget lead to economic problems within a government?
- Why is it important for government to have a balanced budget?

**Question 2:** What is the proper role of the federal government in state and city economies?

Supporting Questions:

- How involved should the federal government be in the economies of state and local governments?
- To what extent can the federal government limit its involvement in supporting state and local governments during an economic crisis?

**Interview Ford:** What two questions would you have asked President Ford about helping New York City in its time of need?

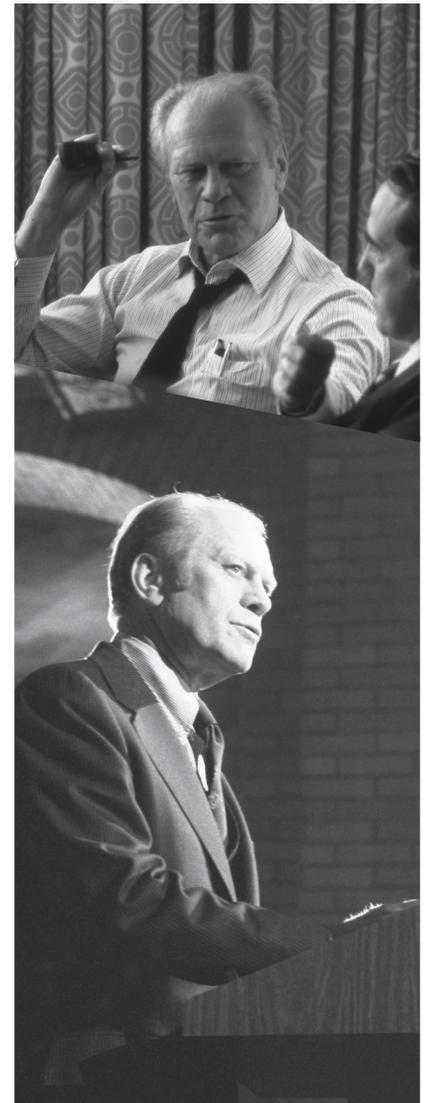
## Summary Activity: Promote the Cause

Both Whip Inflation Now and Ford's solutions to solving the New York City Fiscal Crisis were efforts not well noticed by the general public. Students can create campaigns to increase public awareness.

**Grouping:** Small groups

### Directions

1. Have students choose to work on one of the two topics. Further divide students into groups of 3 to 4 within their chosen topics.
2. Give students time to do further research on the policies set forth. Point students to the Additional Resources for related information.



3. Have each team consider solutions that will bring more attention to their campaign. Their options can include:
  - radio or television press release
  - print or Internet advertisement(s)
  - timeline of a promotional campaign
4. Have teams present their campaigns to the class or to an audience of “uninformed” citizens, such as students in another subject area. The audience might use rating scales of understanding to evaluate the campaigns.
5. Ask students to make comparisons between their campaigns and the efforts of the Ford Administration based on the reading resources and their research.

**Assessment**

Use the *Lesson 4 Summary Activity Rubric* to assess student efforts to identify and describe the issues that influenced Ford’s decision-making about the nation’s economy.

**Additional Resources from the Gerald R. Ford Presidential Library and Museum ****Whip Inflation Now**

- Address to Joint Session of Congress; available in both text and .mp3 format
- WIN artifacts; photographs from the museum collections
- Remarks by the president for the White House Conference on Domestic and Economic Affairs
- WIN button; photograph
- Planning kit for a Conference on Inflation
- Committee for the Re-election of the President; ratings on Inflation and Taxes

**New York City Fiscal Crisis**

- Memo regarding meeting with the New York governor and New York City mayor
- News release, November 19, 1975
- “Speaking Up for New York,” John V. Lindsay
- Congressional Quarterly, Weekly Report, November 1, 1975
- Press Release, November 26, 1975

## Lesson 5: Foreign Affairs

### Overview

This lesson explores three events that illustrate Ford's approach to foreign affairs—the fall of Saigon, Operation Babylift, and the Helsinki Accords.

### Learning Objective

- Students will examine Ford's decisions on foreign affairs to analyze the role of the United States in international affairs and the responsibilities to and impact on the global community.

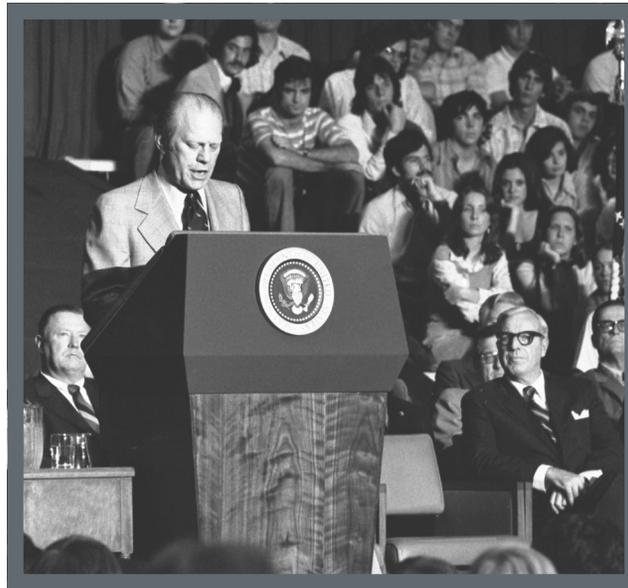
### Connections to Standards

- NCSS Theme
  - Global Connections
- C3 Framework
  - D2.His.11.9-12, D2.His.16.9-12
- CCSS.ELA-LITERACY
  - RI.11-12.6, RI.11-12.8
- APUSH Standards:
  - 8.1.1.B and 8.1.1.C

### Background Information

Global connections refer to how countries relate to each other and interconnect in the world. By the time Gerald R. Ford entered politics, he already supported internationalism. In a 1974 speech to Congress he said, "We live in an interdependent world and, therefore, must work together to resolve common economic problems." He also believed that one of the roles of the United States was to help bring peace to other nations around the world.

When Ford became president, he immediately had to deal with a deteriorating situation in Vietnam. As the North Vietnamese forces advanced south in early 1975, Ford ordered the immediate evacuation of all U.S. personnel and any South Vietnamese citizens with connections to the United States. In addition, Ford authorized the evacuation of thousands of Vietnamese orphans. Many of these children had been fathered by American military personnel. This evacuation, in April of 1975, became known as Operation Babylift. By the final American flight out of South Vietnam, thousands of infants and children had been evacuated to the United States. President Ford released a brief statement on April 29 informing the country that the American evacuation



of Vietnam was complete. The following day, communist North Vietnamese and Viet Cong forces captured the South Vietnamese capital of Saigon, forcing South Vietnam to surrender. The war had ended.

In other foreign affairs, President Ford supported Nixon's policies, including détente with the Soviet Union, or the easing of tense political relations. In the Middle East, Ford developed a shuttle diplomacy, which is the action of an outside party serving as an intermediary between others who are in a dispute. Though the truce did not last, the Ford Administration convinced Israel and Egypt to accept an interim truce agreement by giving more aid to both countries.

In August 1975, Ford and Soviet leader Leonid Brezhnev and the heads of other European nations signed the Helsinki Accords, which recognized the existing boundaries of European countries established after World War II and included statements in support of human rights. Ford's role in negotiating the Helsinki Accords is now seen as the first step toward the collapse of the Soviet Union and the democratization of Eastern Europe.

## PART 1: THE FALL OF SAIGON

### Documentary Segment

41:24—42:16

In addition to all of the domestic and fiscal problems facing America, Gerald R. Ford dealt with the end of the Vietnam War.

### Gerald R. Ford Presidential Library & Museum Resource

#### The Vietnam Evacuation

Documentation of a White House meeting regarding the evacuation of refugees from Vietnam provides insight about the factors under consideration as the events unfolded.

Students can examine the dialogue of the participants in the meeting and assess the decisions and outcomes.

**Guiding Questions:** Why did President Ford decide to evacuate the refugees from Vietnam?

#### Reading Strategy: Listen and Take Notes

Conduct the reading as role-play. Alert the main cast so they can practice, perhaps by watching Internet footage of the principles at that time. The rest of the class should act as the journalists at a press conference, raising questions about what they heard and recording short summary phrases. Questions can be based on those in the document.

### Discussion Questions

*Engage students in critical thinking as they discuss the role of the United States in international affairs and the responsibilities to and impact on the global community*

**Question 1:** How do tensions or actions in one country become a global concern?

Supporting Questions:

- What priorities should be established when ending a war?
- What factors should be examined after a war has ended?

**Question 2:** What potential outcomes must be considered by a country before it goes to war?

Supporting Questions:

- What considerations should be made for refugees fleeing a war-torn country?
- What realities must a leader face when his or her country is involved in a war?

**Interview Ford:** What two questions would you have asked President Ford about his role during the final days of the Vietnam War?

## PART 2: OPERATION BABYLIFT

### Documentary Segment

42:16—45:55

Once Saigon fell, most Americans wanted to be out of Vietnam's issues. Gerald R. Ford swam against the political current to help hundreds of thousands of South Vietnamese refugees.

### Gerald R. Ford Presidential Library & Museum Resource

#### Reading A: A Press Conference Opening Statement

Annotated text of the president's opening remarks at a press conference show the thought behind making a statement about evacuating orphans from South Vietnam.

#### Reading B: Operation Babylift: Excerpts from White House Memoirs

Three excerpts from those directly involved in Operation Babylift give insight into the importance of this effort to both President and Mrs. Ford.

**Guiding Questions:** What do you think drove the president to focus on the action of evacuating orphans from Vietnam?

**Reading Strategy: Annotate Text**

Have students highlight phrases that describe emotions and responsibilities involved in this action.

### Discussion Questions

*Engage students in critical thinking as they discuss the role of the United States in international affairs and the responsibilities to and impact on the global community.*

**Question 1:** What global relationships need to be addressed as a war is ending?

Supporting Questions:

- Under what conditions should a country accept refugees from another country?
- When should a country refuse to let refugees enter their borders?

**Question 2:** How would you determine if policy alternatives have national or global implications?

Supporting Questions:

- In what situations is it appropriate to place national concerns above global concerns?
- What role should a country play in solving an international problem that it was partially or wholly responsible for?

**Interview Ford:** What two questions would you have asked President Ford about the problems he solved to assist refugees from the Vietnam War?

## PART 3: THE HELSINKI ACCORDS

### Documentary Segment

45:55—48:25

Gerald R. Ford met with Soviet Union leaders to ease tension in the world. His efforts established that the subject of human rights had international application.

### Gerald R. Ford Presidential Library & Museum Resource

#### Ford's Address in Helsinki

The text of President Ford's address before the Conference on Security and Co-operation in Europe summarizes the position of the United States on cooperation among nations in economic, scientific, humanitarian, and other areas.

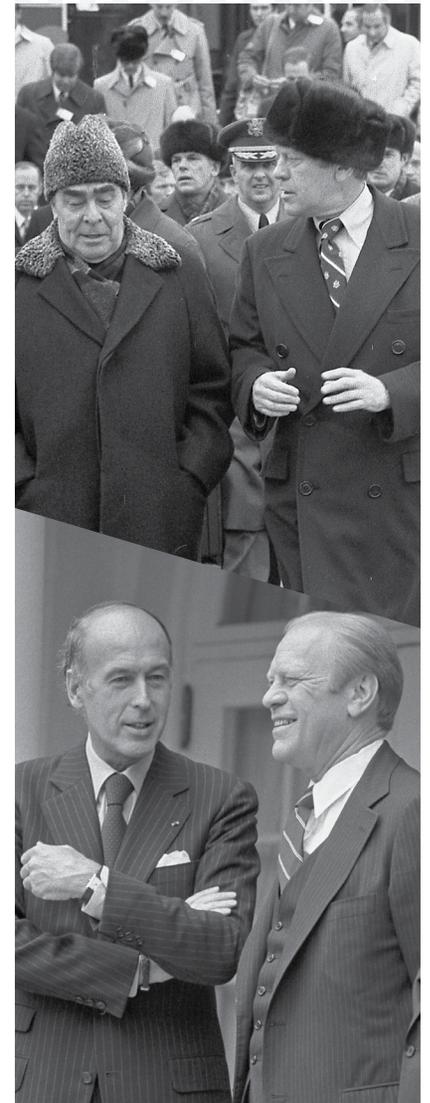
**Guiding Questions:** How would you summarize the two or three most important points made in the speech?

**Reading Strategy: Annotate Text**

Have students highlight and label phrases that stress the economic (E), scientific (S), and humanitarian (H) aspects of the speech.

### Discussion Questions

*Engage students in critical thinking as they discuss the role of the United States in international affairs and the responsibilities to and impact on the global community.*



**Question 1:** What are the benefits from and problems associated with global interdependence?

Supporting Questions:

- In what ways can countries work together to increase the benefits of global interdependence?
- What incentives do countries have to cooperate with other countries?

**Question 2:** How would you determine if global connections are increasing or decreasing over time?

Supporting Questions:

- What role does technology play in global connectedness?
- What impact does increasing global connections have on cultures?

**Interview Ford:** What two questions would you have asked President Ford about détente?

### Summary Activity: Connections to Recent Times

Students brainstorm a list of recent global events and compare and contrast the actions of the United States in those events with what occurred in 1975.

**Grouping:** Individuals and small groups

#### Directions

1. Have students brainstorm or research to create a list of recent global events in which the United States has been involved, such as Middle East peace talks, the Syrian refugee crisis, or the wars in Afghanistan and Iraq.
2. Discuss which events are similar to the events that Ford responded to in 1975, and identify one or two corollaries.
3. Divide students into small groups and assign them one of the topics in the lesson so that each topic is equally represented.
4. Direct students to compare and contrast the situation in the 1970s and the corollary current event. Students might make graphic or verbal descriptions. Explain to students that the Additional Resources expand on the events of 1975 and can be used to support their analysis.
5. Encourage small groups to form into larger groups where each of the three topics is represented. Have each small group take a turn presenting to their larger group. Those students watching a presentation can act as members of the media or informed public, raising questions and making additional points as needed.

6. Conclude by having individuals or small groups state a claim about whether or not recent actions indicate that the governments have learned from the past with regards to global connections. Students should use evidence from the presentations, Background Information, the documentary, and Gerald R. Ford Presidential Library & Museum Resources to support their claims.

#### Assessment

Use the Lesson 5 Summary Activity Rubric to assess student understanding of the role of the United States in international affairs and the responsibilities to and impact on the global community.

#### Additional Resources from the Gerald R. Ford Presidential Library and Museum

##### The Fall of Saigon

- “Ominous Developments in Vietnam,” National Security Council memo, March 12, 1975
- Notes from an address given at Tulane University, April 1975
- “Lessons of Vietnam,” National Security Council memo, May 12, 1975
- President’s remarks at the opening of the Saigon Staircase Exhibit
- President’s remarks at the Conference “After the Fall: Vietnam Plus 25”

##### Operation Babylift

- Use of naval transports for refugees; press release, March 29, 1975
- Release of aircraft to bring orphans to the U.S.; press release, April 3, 1975
- Flight to greet orphans; press release, April 5, 1975
- Request for approval of humanitarian aid for refugees, letter to speaker of the House, April 30, 1975
- Congress Rejects Refugees; press release, May 1, 1975
- Ford Signs Appropriation Bill; press release, May 24, 1975
- Status report; press release, September 25, 1975

##### The Helsinki Accords

- Proposed remarks for Helsinki, July 25, 1975
- President’s departure statement; July 26, 1975
- Brezhnev Memcons; transcripts of four different meetings; July 30, 1975–August 2, 1975
- Reaction to Brezhnev’s speech; July 31, 1975



## Lesson 6: A Life of Character

### Overview

This lesson summarizes Ford's life and offers others' reflections on his life.

### Learning Objective

- Students will provide examples of Ford's character during his political career and discuss why his decisions and style of leadership were important during this chapter in U.S. history.

### Connections to Standards

- NCSS Theme
  - Individual Development and Identity
- C3 Framework
  - D2.His.11.9-12, D2.His.16.9-12
- CCSS.ELA-LITERACY
  - RI.11-12.1, RI.11-12.7

### Background Information

Gerald R. Ford's presidency ended after two and a half years. During the 1976 presidential election, he first faced Ronald Reagan who challenged him throughout the primary season for the Republican nomination. Ford ultimately lost the general election to Democrat Jimmy Carter. However, at the start of his inauguration address, Carter stated, "For myself and for our nation, I want to thank my predecessor for all he has done to heal our land."

After leaving the White House, Ford and his wife Betty retired to California. Ford remained active in political life, commenting on current events and serving on various corporate boards. In 1977, he was appointed president of the Eisenhower Fellowships, an international leader exchange program that had been founded in 1953 to honor President Dwight D. Eisenhower's dedication to world peace. From 1980 to 1986, Ford served as its chairman of the board. In 1979, Ford published an autobiography called *A Time to Heal*. A reviewer in *Foreign Affairs* magazine described it as "serene, unruffled, unpretentious, like the author."

Ford died on December 26, 2006, at the age of 93, which was the longest lifespan of any American president. During his presidency,



many Americans felt that his pardon of Nixon had betrayed their trust in him. However, in hindsight, many recognized that he had made an honorable decision for the country at that time, especially since it likely lost him reelection in 1976. Scholars tend to agree that Ford's greatest contribution as president was his decency and his honesty, which went a long way toward restoring the American public's faith in political leaders.

Ford's identity was shaped by his culture, the influences on his life, and his experiences. Gerald R. Ford grew up in a family that stressed honesty and hard work. His experiences in the Boy Scouts taught him responsibility and self-reliance. In college he learned to recognize injustice and to stand up to it when necessary. As a congressman, he was a negotiator and reconciler, someone who brought people together despite their views on the issues. As president, he attempted to heal the nation after major political crises, and worked to bring peace both to his own country and to other countries around the world. Through the course of his 93 years, Gerald R. Ford lived a character-filled life.

### Documentary Segment

53:42—56:29

Gerald R. Ford left the White House after only two years as president, but he left a lasting mark.

### Discussion Questions

*Engage students in critical thinking about the development of character over time and its role in decision-making and leadership.*

**Question 1:** In what way is a person's character shaped by groups, culture, and institutional influences and vice versa?

Supporting Questions:

- How does a president's background shape the White House and vice versa?
- How did Ford's character and leadership fit with the time in U.S. history in which he was a political leader?

**Question 2:** How can understanding a person's character help in understanding his or her actions?

Supporting Questions:

- What aspects of President Ford's character were evident in his decision-making over the course of his life?
- How does your background and character influence your own decision-making?

**Interview Ford:** What two questions would you have asked President Ford about how his experiences shaped the decisions he made throughout his life?

### Summary Activity: Gallery Walk

**Grouping:** Pairs

#### Directions

1. Have pairs of students examine the Ford Library & Museum Resources from Lessons 1 through 5 and identify President Ford's decisions or actions that demonstrate or speak to his character.
2. Ask pairs to create a visual of their selection, such as a:
  - cartoon
  - map
  - campaign slogan
  - print or video advertisement

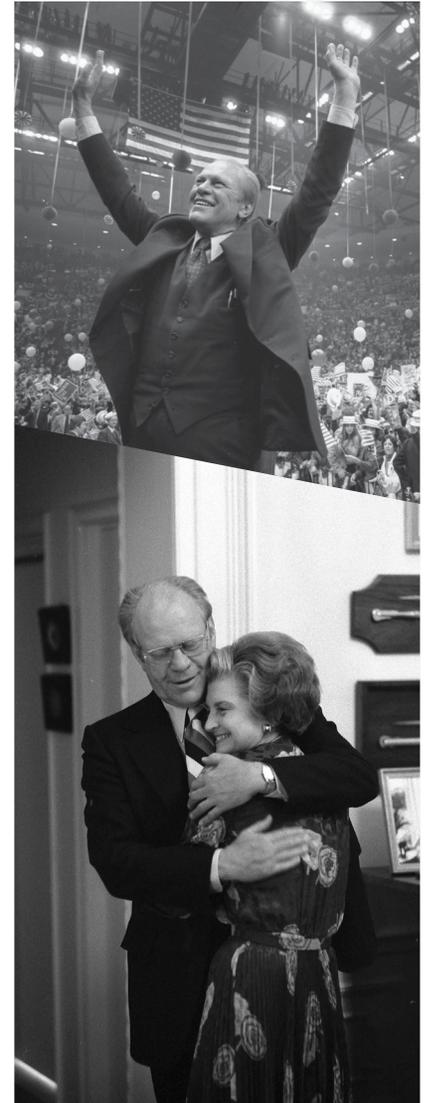
3. Conclude by doing a gallery walk. Have half of the students present their visual and give a short informational talk to their peers about how the visual provides insight into Ford's character and why his decisions or actions were important to that chapter in U.S. history. Then have the other half of the students present their visuals.

**Assessment**

Use the Lesson 6 Summary Activity Rubric to assess students' presentations on how Ford's character was demonstrated through his decisions and actions and why they were important to that chapter in U.S. history.

**Additional Resources from the Gerald R. Ford Presidential Library & Museum**

- For the Summary Activity, students can use the Gerald R. Ford Presidential Library & Museum Resources from Lessons 1 through 5.



## Resources from the Gerald R. Ford Presidential Library & Museum

Lesson 1: Building Character	
Resource	Link
Bill's Place and Leslie King	<a href="https://www.fordlibrarymuseum.gov/museum/exhibits/GROWING%20UP%20GRAND-%20WEBSITE/Pages/Ford'sLifeSubpages/BillsPlace.html">https://www.fordlibrarymuseum.gov/museum/exhibits/GROWING%20UP%20GRAND-%20WEBSITE/Pages/Ford'sLifeSubpages/BillsPlace.html</a>
Boy Scout merit badge certificates	<a href="https://fordlibrarymuseum.gov/library/document/selected/MCOLL0000-001.pdf">https://fordlibrarymuseum.gov/library/document/selected/MCOLL0000-001.pdf</a>
News or magazine clipping of Most Valuable Player Announcement	<a href="https://fordlibrarymuseum.gov/library/document/selected/BOOK00000-010.pdf">https://fordlibrarymuseum.gov/library/document/selected/BOOK00000-010.pdf</a>
Athletic press clippings	<a href="https://www.fordlibrarymuseum.gov/library/document/0394/039400026.pdf">https://www.fordlibrarymuseum.gov/library/document/0394/039400026.pdf</a>
"In Defense of the Competitive Urge," article by President Ford; Sports Illustrated article, July 8, 1974	<a href="https://www.fordlibrarymuseum.gov/library/document/0047/phw19740915-03.pdf">https://www.fordlibrarymuseum.gov/library/document/0047/phw19740915-03.pdf</a>
Scouter of the Year Dinner, Washington, D.C., December 2, 1974	<a href="https://www.fordlibrarymuseum.gov/library/document/0122/1252161.pdf">https://www.fordlibrarymuseum.gov/library/document/0122/1252161.pdf</a>
Talking Points, Scout Induction Ceremony, Charleston, West Virginia, November 11, 1975	<a href="https://www.fordlibrarymuseum.gov/library/document/0122/1252580.pdf">https://www.fordlibrarymuseum.gov/library/document/0122/1252580.pdf</a>
Biography and pictures of Gerald R. Ford, A Special Report by the Grand Rapids Press	<a href="https://www.fordlibrarymuseum.gov/library/document/0394/039400022.pdf">https://www.fordlibrarymuseum.gov/library/document/0394/039400022.pdf</a>
"Inclusive America Under Attack," by President Ford; the New York Times, August 8, 1999	<a href="https://www.fordlibrarymuseum.gov/library/speeches/990808.asp">https://www.fordlibrarymuseum.gov/library/speeches/990808.asp</a>
Growing Up GRAND: Michigan's Own Gerald R. Ford	<a href="https://www.fordlibrarymuseum.gov/museum/exhibits/GROWING UP GRAND- WEBSITE/Pages/Ford's Life.html">https://www.fordlibrarymuseum.gov/museum/exhibits/GROWING UP GRAND- WEBSITE/Pages/Ford's Life.html</a>

Lesson 2: Congressional Leader	
Resource	Link
News Releases from the Office of Congressman Gerald R. Ford, Republican House Leader	<a href="https://www.fordlibrarymuseum.gov/library/document/0054/4525561.pdf">https://www.fordlibrarymuseum.gov/library/document/0054/4525561.pdf</a>
Photograph of Ford making a speech	<a href="https://www.fordlibrarymuseum.gov/images/avproj/pop-ups/AV82-18-0232.html">https://www.fordlibrarymuseum.gov/images/avproj/pop-ups/AV82-18-0232.html</a>
"Your Washington Review," January 1961, a weekly newsletter	<a href="https://www.fordlibrarymuseum.gov/library/document/0054/4525459.pdf">https://www.fordlibrarymuseum.gov/library/document/0054/4525459.pdf</a>
Scripts for use by 5th District radio stations for between June and October, 1973	<a href="https://www.fordlibrarymuseum.gov/library/document/0054/12222092.pdf">https://www.fordlibrarymuseum.gov/library/document/0054/12222092.pdf</a>
Holland Radio Interview, September 9, 1948; describes Ford's position going into the race against Jonkman	<a href="https://www.fordlibrarymuseum.gov/library/document/0054/4529681.pdf">https://www.fordlibrarymuseum.gov/library/document/0054/4529681.pdf</a>
Excerpts from a speech at a rally, October 28, 1972	<a href="https://www.fordlibrarymuseum.gov/library/document/0054/4526463.pdf">https://www.fordlibrarymuseum.gov/library/document/0054/4526463.pdf</a>
Speech about a meeting between Nixon and Soviet Communist Party Chief Leonid Brezhnev, June 25, 1973	<a href="https://www.fordlibrarymuseum.gov/library/document/0054/4526503.pdf">https://www.fordlibrarymuseum.gov/library/document/0054/4526503.pdf</a>

Lesson 3: Domestic Affairs	
Nixon Pardon	Link
Reading A: President Gerald R. Ford's Proclamation 4311	<a href="https://www.fordlibrarymuseum.gov/library/speeches/740061.asp">https://www.fordlibrarymuseum.gov/library/speeches/740061.asp</a>
Reading B: Nixon's Response	<a href="https://www.fordlibrarymuseum.gov/library/document/0019/4520706.pdf">https://www.fordlibrarymuseum.gov/library/document/0019/4520706.pdf</a>
Collection of communications by congressmen and others regarding the pardon	<a href="https://www.fordlibrarymuseum.gov/library/document/0019/4520701.pdf">https://www.fordlibrarymuseum.gov/library/document/0019/4520701.pdf</a>
Press releases about the pardon from various news outlets	<a href="https://www.fordlibrarymuseum.gov/library/document/0204/1511857.pdf">https://www.fordlibrarymuseum.gov/library/document/0204/1511857.pdf</a>
terHorst resignation letter, September 8, 1974	<a href="https://www.fordlibrarymuseum.gov/library/exhibits/pardon/044200000-004.pdf">https://www.fordlibrarymuseum.gov/library/exhibits/pardon/044200000-004.pdf</a>
Excerpt of Reverend Duncan Littlefair's sermon on the Nixon pardon	<a href="https://www.fordlibrarymuseum.gov/library/document/0047/phw19740918-02.pdf">https://www.fordlibrarymuseum.gov/library/document/0047/phw19740918-02.pdf</a>
Student letter on the Nixon Pardon; handwritten and negative	<a href="https://www.fordlibrarymuseum.gov/library/exhibits/pardon/005601018-015.pdf">https://www.fordlibrarymuseum.gov/library/exhibits/pardon/005601018-015.pdf</a>
Student letter on the Nixon Pardon; handwritten and positive	<a href="https://www.fordlibrarymuseum.gov/library/exhibits/pardon/005601018-003.pdf">https://www.fordlibrarymuseum.gov/library/exhibits/pardon/005601018-003.pdf</a>
Ford Narrative on Pardon, October 12, 1974	<a href="https://www.fordlibrarymuseum.gov/library/exhibits/pardon/001900391-001.pdf">https://www.fordlibrarymuseum.gov/library/exhibits/pardon/001900391-001.pdf</a>
The Clemency Program	Link
Presidential Clemency Board Press Kit	<a href="https://www.fordlibrarymuseum.gov/library/document/0067/1562807.pdf">https://www.fordlibrarymuseum.gov/library/document/0067/1562807.pdf</a>
Recommendations for extension of clemency with case studies	<a href="https://www.fordlibrarymuseum.gov/library/document/0193/18558958.pdf">https://www.fordlibrarymuseum.gov/library/document/0193/18558958.pdf</a>
Communications regarding amnesty	<a href="https://www.fordlibrarymuseum.gov/library/document/0193/1505960.pdf">https://www.fordlibrarymuseum.gov/library/document/0193/1505960.pdf</a>
Clarifications and agreement on alternative service	<a href="https://www.fordlibrarymuseum.gov/library/document/0193/1505957.pdf">https://www.fordlibrarymuseum.gov/library/document/0193/1505957.pdf</a>
Talking points for meeting with the Presidential Clemency Board	<a href="https://www.fordlibrarymuseum.gov/library/document/0122/1252507.pdf">https://www.fordlibrarymuseum.gov/library/document/0122/1252507.pdf</a>
Final Report of the Presidential Clemency Board	<a href="https://www.fordlibrarymuseum.gov/library/document/0193/1505992.pdf">https://www.fordlibrarymuseum.gov/library/document/0193/1505992.pdf</a>
Clarification of aggravating factors	<a href="https://www.fordlibrarymuseum.gov/library/document/0193/18558757.pdf">https://www.fordlibrarymuseum.gov/library/document/0193/18558757.pdf</a>
The Government in the Sunshine Act	Link
Government in the Sunshine Act	<a href="https://www.fordlibrarymuseum.gov/library/document/0055/12009357.pdf">https://www.fordlibrarymuseum.gov/library/document/0055/12009357.pdf</a>
Signing remarks; press release, September 13, 1976	<a href="https://www.fordlibrarymuseum.gov/library/document/0248/whpr19760913-019.pdf">https://www.fordlibrarymuseum.gov/library/document/0248/whpr19760913-019.pdf</a>
Fact Sheet; press release, September 13, 1976	<a href="https://www.fordlibrarymuseum.gov/library/document/0248/whpr19760913-014.pdf">https://www.fordlibrarymuseum.gov/library/document/0248/whpr19760913-014.pdf</a>
Daily Diary for September 13, 1976	<a href="https://www.fordlibrarymuseum.gov/library/document/diary/pdd760913.pdf">https://www.fordlibrarymuseum.gov/library/document/diary/pdd760913.pdf</a>
Republican speech kit on many topics; searchable for "Sunshine"	<a href="https://www.fordlibrarymuseum.gov/library/document/0005/1561643.pdf">https://www.fordlibrarymuseum.gov/library/document/0005/1561643.pdf</a>
President's Briefing Book; for TV interview; February 26, 1976	<a href="https://www.fordlibrarymuseum.gov/library/document/0204/1512240.pdf">https://www.fordlibrarymuseum.gov/library/document/0204/1512240.pdf</a>

Lesson 4: Fiscal Affairs	
Whip Inflation Now	Link
Whip Inflation Now (WIN)	<a href="https://www.fordlibrarymuseum.gov/library/document/0011/18540922.pdf">https://www.fordlibrarymuseum.gov/library/document/0011/18540922.pdf</a>
Address to Joint Session of Congress; available in both text and .mp3 format	<a href="https://www.fordlibrarymuseum.gov/library/speeches/740121.asp">https://www.fordlibrarymuseum.gov/library/speeches/740121.asp</a>
WIN artifacts; photographs from the museum collections	<a href="https://fordlibrarymuseum.gov/collections-artifacts.aspx">https://fordlibrarymuseum.gov/collections-artifacts.aspx</a>
Text of remarks by the president to be delivered to the White House Conference on Domestic and Economic Affairs	<a href="https://www.fordlibrarymuseum.gov/library/document/0248/whpr19750203-023.pdf">https://www.fordlibrarymuseum.gov/library/document/0248/whpr19750203-023.pdf</a>
WIN button; photograph	<a href="https://www.fordlibrarymuseum.gov/museum/ArtifactCollectionSamples/Catagories/WIN/ButtonA.html">https://www.fordlibrarymuseum.gov/museum/ArtifactCollectionSamples/Catagories/WIN/ButtonA.html</a>
Planning kit for a Conference on Inflation; conference agenda, seating charts, and other material for an expected 700 participants	<a href="https://www.fordlibrarymuseum.gov/library/document/0204/1511712.pdf">https://www.fordlibrarymuseum.gov/library/document/0204/1511712.pdf</a>
Committee for the Re-election of the President; ratings on Inflation and Taxes	<a href="https://www.fordlibrarymuseum.gov/library/document/0027/1691523.pdf">https://www.fordlibrarymuseum.gov/library/document/0027/1691523.pdf</a>
New York City Fiscal Crisis	Link
New York Fiscal Crisis	<a href="https://www.fordlibrarymuseum.gov/library/document/0005/1561519.pdf">https://www.fordlibrarymuseum.gov/library/document/0005/1561519.pdf</a>
Memo regarding meeting with the New York governor and New York City mayor	<a href="https://www.fordlibrarymuseum.gov/library/document/0039/1534535.pdf">https://www.fordlibrarymuseum.gov/library/document/0039/1534535.pdf</a>
News release, November 19, 1975	<a href="https://www.fordlibrarymuseum.gov/library/document/0011/18540843.pdf">https://www.fordlibrarymuseum.gov/library/document/0011/18540843.pdf</a>
"Speaking Up for New York," John V. Lindsay	<a href="https://www.fordlibrarymuseum.gov/library/document/0014/1075855.pdf">https://www.fordlibrarymuseum.gov/library/document/0014/1075855.pdf</a>
Congressional Quarterly, Weekly Report, November 1, 1975	<a href="https://www.fordlibrarymuseum.gov/library/document/0010/6283018.pdf">https://www.fordlibrarymuseum.gov/library/document/0010/6283018.pdf</a>
Press Release, November 26, 1975	<a href="https://www.fordlibrarymuseum.gov/library/document/0204/1511848.pdf">https://www.fordlibrarymuseum.gov/library/document/0204/1511848.pdf</a>

Lesson 5: Foreign Affairs	
The Fall of Saigon	Link
The Vietnam Evacuation	<a href="https://www.fordlibrarymuseum.gov/library/document/0314/1553051.pdf">https://www.fordlibrarymuseum.gov/library/document/0314/1553051.pdf</a>
"Ominous Developments in Vietnam," National Security Council memo, March 12, 1975	<a href="https://www.fordlibrarymuseum.gov/library/exhibits/vietnam/033600100-001.pdf">https://www.fordlibrarymuseum.gov/library/exhibits/vietnam/033600100-001.pdf</a>
Notes from an address given at Tulane University, April 1975	<a href="https://www.fordlibrarymuseum.gov/library/exhibits/vietnam/1252291excerpt.pdf">https://www.fordlibrarymuseum.gov/library/exhibits/vietnam/1252291excerpt.pdf</a>
"Lessons of Vietnam," National Security Council memo, May 12, 1975	<a href="https://www.fordlibrarymuseum.gov/library/exhibits/vietnam/750512.pdf">https://www.fordlibrarymuseum.gov/library/exhibits/vietnam/750512.pdf</a>
President's remarks at the opening of the Saigon Staircase Exhibit	<a href="https://www.fordlibrarymuseum.gov/library/speeches/990410.asp">https://www.fordlibrarymuseum.gov/library/speeches/990410.asp</a>
President's remarks at the Conference "After the Fall: Vietnam Plus 25"	<a href="https://www.fordlibrarymuseum.gov/library/speeches/20000407.asp">https://www.fordlibrarymuseum.gov/library/speeches/20000407.asp</a>
Operation Babylift	Link
Reading A: A Press Conference Opening Statement	<a href="https://www.fordlibrarymuseum.gov/library/document/0122/1252273.pdf">https://www.fordlibrarymuseum.gov/library/document/0122/1252273.pdf</a>
Reading B: Operation Babylift: Excerpts from White House Memoirs	<a href="https://www.fordlibrarymuseum.gov/library/exhibits/babylift/memoirs.asp">https://www.fordlibrarymuseum.gov/library/exhibits/babylift/memoirs.asp</a>
Use of naval transports for refugees; press release, March 29, 1975	<a href="https://www.fordlibrarymuseum.gov/library/document/0248/whpr19750329-004.pdf">https://www.fordlibrarymuseum.gov/library/document/0248/whpr19750329-004.pdf</a>
Release of aircraft to bring orphans to the U.S.; press release, April 3, 1975	<a href="https://www.fordlibrarymuseum.gov/library/document/0248/whpr19750403-004.pdf">https://www.fordlibrarymuseum.gov/library/document/0248/whpr19750403-004.pdf</a>
Flight to greet orphans; press release, April 5, 1975	<a href="https://www.fordlibrarymuseum.gov/library/document/0248/whpr19750405-009.pdf">https://www.fordlibrarymuseum.gov/library/document/0248/whpr19750405-009.pdf</a>
Request for approval of humanitarian aid for refugees, April 30, 1975	<a href="https://www.fordlibrarymuseum.gov/library/document/0248/whpr19750501-019.pdf">https://www.fordlibrarymuseum.gov/library/document/0248/whpr19750501-019.pdf</a>
Congress Rejects Refugees; press release, May 1, 1975	<a href="https://www.fordlibrarymuseum.gov/library/document/0248/whpr19750501-012.pdf">https://www.fordlibrarymuseum.gov/library/document/0248/whpr19750501-012.pdf</a>
Ford Signs Appropriation Bill; press release, May 24, 1975	<a href="https://www.fordlibrarymuseum.gov/library/document/0248/whpr19750524-007.pdf">https://www.fordlibrarymuseum.gov/library/document/0248/whpr19750524-007.pdf</a>
Status report; press release, September 25, 1975	<a href="https://www.fordlibrarymuseum.gov/library/document/0248/whpr19750925-011.pdf">https://www.fordlibrarymuseum.gov/library/document/0248/whpr19750925-011.pdf</a>
The Helsinki Accords	Link
Ford's Address in Helsinki	<a href="https://www.fordlibrarymuseum.gov/library/speeches/750459.asp">https://www.fordlibrarymuseum.gov/library/speeches/750459.asp</a>
Proposed remarks for Helsinki, July 25, 1975	<a href="https://www.fordlibrarymuseum.gov/library/document/0314/1553184.pdf">https://www.fordlibrarymuseum.gov/library/document/0314/1553184.pdf</a>
President's departure statement; July 26, 1975	<a href="https://www.fordlibrarymuseum.gov/library/document/0122/1252424.pdf">https://www.fordlibrarymuseum.gov/library/document/0122/1252424.pdf</a>
Brezhnev Memcons; transcripts of four different meetings; July 30, 1975–August 2, 1975	<a href="https://www.fordlibrarymuseum.gov/library/document/0331/1554002.pdf">https://www.fordlibrarymuseum.gov/library/document/0331/1554002.pdf</a>
Reaction to Brezhnev's speech; July 31, 1975	<a href="https://www.fordlibrarymuseum.gov/library/document/0314/1553190.pdf">https://www.fordlibrarymuseum.gov/library/document/0314/1553190.pdf</a>

## Rubrics for Lesson Summary Activities

### Rubric for Lesson 1 Summary Activity: Sequential Questioning

*Use to assess students' presentations and written summaries about the development of Ford's personal identity and character.*

Criteria	1	2	3	4
Content Accuracy and Knowledge	Some of the information presented is accurate.	Much of the information is accurate.	Most information presented is accurate.	Information presented is accurate.
Required Elements	Presentation contains 1–3 questions with no increase in complexity.	Presentation contains 3–4 questions with little increase in complexity.	Presentation contains 4 questions of increasing complexity.	Presentation contains 5 or more questions of increasing complexity.
Relevance	No ties connect the object to Ford's individual development and identity.	Weak ties connect the object to Ford's individual development and identity.	Some ties connect the object to Ford's individual development and identity.	Clear ties connect the object to Ford's individual development and identity.
Originality	Object chosen conveyed an unrelated message.	Object chosen demonstrated little thought to how it would convey its message.	Object chosen was unusual or unexpected in how it conveyed its message.	Object chosen was unusual and unexpected in how it conveyed its message.
Oral Presentation	Lacks clarity and makes no eye contact.	Speaks clearly, and maintains eye contact during some of the presentation. Presentation was well prepared.	Speaks confidently, and maintains eye contact during most of the presentation. Presentation was well prepared.	Speaks confidently, and maintains eye contact during entire presentation. Presentation was very well prepared.

### Rubric for Lesson 2 Summary Activity: Interviews

*Use to assess students' interviews and responses during debrief discussion.*

Criteria	1	2	3	4
Content Accuracy and Knowledge	Some of the information about the purposes and functions of government and the role of communications presented is accurate.	Much of the information about the purposes and functions of government and the role of communications presented is accurate.	Most information presented about the purposes and functions of government and the role of communications is accurate.	All information presented about the purposes and functions of government and the role of communications is accurate.
Applying Information	Interview consisted of a reading of the original news release.	Interview was scripted but few questions and answers were included.	Interview was scripted with questions and answers about the topic.	Interview was scripted with questions and answers that clearly illuminated the topic.
Originality	Little or no creativity shown in characters chosen and the portrayal of them.	Some creativity shown in characters chosen and the portrayal of them.	Strong degree of creativity shown in characters chosen and the portrayal of them.	High degree of creativity shown in characters chosen and the portrayal of them.

**Rubric for Lesson 3 Summary Activity: Debate**

*Use to assess students' analysis of the role of institutions of government in addressing social and political issues.*

Criteria	1	2	3	4
Argumentation	Offers assertions with no reasoning or evidence and has clearly borrowed phrases of arguments from other sources.	Inconsistent argument design is missing reasoning and/or evidence in support of most important issues.	Able to establish a clear position requiring a sophisticated reply.	Constructs detailed arguments with substantial evidence to support sound reasoning.
Refutation	Likely to repeat own arguments rather than enhance or develop them.	Uses direct refutation for most arguments but offers ineffective or no reply to important issues.	Able to refute arguments directly and by minimizing their importance or explaining why they are actually a benefit for the speaker's side.	Able to respond with correct arguments on-the-spot to new issues in the debate.
Structure	Arguments are not clearly distinguished from one another and does not use full time.	Inconsistent organization of general and specific argumentation with little support of partners' arguments.	Missing effective introduction or conclusion. Advances and adds to teammates' arguments in the round, rather than simply repeating previous arguments.	Organized in a way that is logical and easy to understand. Integrates major supporting and opposing arguments into the speech.
Oral Presentation	Lacks clarity and makes no eye contact.	Speaks clearly, and maintains eye contact during some of the presentation. Presentation was well prepared.	Speaks confidently, and maintains eye contact during most of the presentation. Presentation was well prepared.	Speaks confidently, and maintains eye contact during entire presentation. Presentation was very well prepared.

### Rubric for Lesson 4 Summary Activity: Promote the Cause

Use to assess students' efforts to identify and describe the issues that influenced Ford's decision-making about the nation's economy.

Criteria	1	2	3	4
Content Accuracy and Knowledge	Some of the campaign information about the issue presented is accurate.	Much of the campaign information about the issue presented is accurate.	Most of the campaign information about the issue presented is accurate.	All of the campaign information about the issue is accurate.
Relevance	Campaign communication tool will not increase public awareness of economic issues.	Campaign communication tool may increase public awareness of economic issues.	Campaign communication tool likely to increase public awareness of economic issues.	Campaign communication tool very likely to increase public awareness of economic issues.
Comprehension	Campaign communication tool includes no additional information or the information did not enhance understanding of the topic.	Campaign communication tool includes additional information but the information did not enhance understanding of the topic.	Campaign communication tool includes some additional information that enhanced understanding of the topic.	Campaign communication tool includes additional information that enabled greater understanding of the topic.
Originality	Little or no creativity shown in the development of the campaign communication tool.	Some creativity shown in the development of the campaign communication tool.	Strong degree of creativity shown in the development of the campaign communication tool.	High degree of creativity shown in the development of the campaign communication tool.
Oral Presentation	Lacks clarity and makes no eye contact.	Speaks clearly, and maintains eye contact during some of the presentation. Presentation was well prepared.	Speaks confidently, and maintains eye contact during most of the presentation. Presentation was well prepared.	Speaks confidently, and maintains eye contact during entire presentation. Presentation was very well prepared.

### Rubric for Lesson 5 Summary Activity: Connections to Recent Times

Use to assess students' understanding of the role of the United States in international affairs and the responsibilities to and impact on the global community.

Criteria	1	2	3	4
Content Accuracy and Knowledge	Comparisons and analogies between past and recent events are inaccurate.	Comparisons and analogies between past and recent events include some inaccuracies.	Comparisons and analogies between past and recent events are mostly accurate.	Comparisons and analogies between past and recent events are accurate.
Required Elements	Comparisons and analogies between past and recent events did not enhance understanding of the topic.	Comparisons and analogies between past and recent events did not support understanding of the topic.	Comparisons and analogies between past and recent events supported understanding of the topic.	Comparisons and analogies between past and recent events enabled greater understanding of the topic.
Relevance	Comparisons and analogies between past and recent events are all irrelevant.	Comparisons and analogies between past and recent events include some irrelevancies.	Comparisons and analogies between past and recent events are mostly relevant.	Comparisons and analogies between past and recent events are relevant.
Originality	Comparisons and analogies between past and recent events demonstrated no connections.	Comparisons and analogies between past and recent events demonstrated little thought about the topic.	Comparisons and analogies between past and recent events was unusual or unexpected in how they enhanced understanding.	Comparisons and analogies between past and recent events were unusual and unexpected in how they enhanced understanding.
Oral Presentation	Lacks clarity and makes no eye contact.	Speaks clearly, and maintains eye contact during some of the presentation. Presentation was well prepared.	Speaks confidently, and maintains eye contact during most of the presentation. Presentation was well prepared.	Speaks confidently, and maintains eye contact during entire presentation. Presentation was very well prepared.

### Rubric for Lesson 6 Summary Activity: Gallery Walk

Use to assess students' presentations on how Ford's character was demonstrated through his decisions and actions and why they were important to that chapter in U.S. history.

Criteria	1	2	3	4
Content Accuracy and Knowledge	Some of the information presented is accurate.	Much of the information is accurate.	Most information presented is accurate.	Information presented is accurate.
Comprehension	Visual representation did not enhance understanding of the topic.	Visual representation did not support understanding of the topic.	Visual representation supported understanding of the topic.	Visual representation enabled greater understanding of the topic.
Relevance	No ties connect the visual representation to Ford's individual development, character, and actions.	Weak ties connect the visual representation to Ford's individual development, character, and actions.	Some ties connect the visual representation to Ford's individual development, character, and actions.	Clear ties connect the visual representation to Ford's individual development, character, and actions.
Originality	Visual representation conveyed an unrelated message.	Visual representation demonstrated little thought to how it would convey its message.	Visual representation was unusual or unexpected in how it conveyed its message.	Visual representation was unusual and unexpected in how it conveyed its message.
Oral Presentation	Lacks clarity and makes no eye contact.	Speaks clearly, and maintains eye contact during some of the presentation. Presentation was well prepared.	Speaks confidently, and maintains eye contact during most of the presentation. Presentation was well prepared.	Speaks confidently, and maintains eye contact during entire presentation. Presentation was very well prepared.

## Connections to Standards

Standards	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
<b>National Council for the Social Studies Theme</b>						
Individual Development and Identity	✓					✓
Power, Authority, and Governance		✓				
Individuals, Groups, and Institutions			✓			
Production, Distribution, and Consumption				✓		
Global Connections					✓	
<b>College, Career, and Civic Life (C3) Framework</b>						
<b>D2.HIS.4.9-12</b> Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.		✓				
<b>D2.HIS.11.9-12</b> Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.			✓	✓	✓	✓
<b>D2.HIS.16.9-12</b> Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.	✓		✓	✓	✓	✓
<b>D2.SOC.7.9-12</b> Cite examples of how culture influences the individuals in it.	✓					
<b>D2.CIV.5.9-12</b> Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.			✓			
<b>D2.ECO.12.9-12</b> Evaluate the selection of monetary and fiscal policies in a variety of economic conditions.				✓		

Standards	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
<b>Common Core State Standards, English Language Arts, Reading Informational Text, Grades 11-12</b>						
<b>CCSS.ELA-LITERACY.RI.11-12.1</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	✓			✓		✓
<b>CCSS.ELA-LITERACY.RI.11-12.6</b> Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.		✓	✓		✓	
<b>CCSS.ELA-LITERACY.RI.11-12.7</b> Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	✓	✓		✓		✓
<b>CCSS.ELA-LITERACY.RI.11-12.8</b> Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).			✓		✓	

Standards	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
<b>AP U.S. History</b>						
<b>POL 3.0</b> Explain how different beliefs about the federal government's role in U.S. social and economic life have affected political debates and policies.		✓				
<b>8.2.III.E.</b> Public confidence and trust in government's ability to solve social and economic problems declined in the 1970s in the wake of economic challenges, political scandals, and foreign policy crises.			✓	✓		
<b>8.2.III.F</b> The 1970s saw growing clashes between conservatives and liberals over social and cultural issues, the power of the federal government, race, and movements for greater individual rights.			✓	✓		
<b>8.1.I.B</b> Concerned by expansionist Communist ideology and Soviet repression, the United States sought to contain communism through a variety of measures, including major military engagements in Korea and Vietnam.					✓	
<b>8.1.I.C</b> The Cold War fluctuated between periods of direct and indirect military confrontation and periods of mutual coexistence (or détente).					✓	

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