

“Creative Conservation:” The Environmental Legacy of Pres. Lyndon B. Johnson 1963-1969

THE following curriculum guide explores President Johnson’s environmental legacy through his service during the Roosevelt administration, his time as both a congressman and senator from Texas, and finally as the nation’s 36th president. The First Lady, Claudia Taylor Johnson, lovingly nicknamed Lady Bird as a child, was instrumental in leading the administration in both conservation and beautification efforts. Together, the Johnsons persevered during one of our nation’s most tumultuous periods, always with a “can do” attitude. Their love of both home and country was apparent in their advocacy for both nature and quality of life.



“President Lyndon B. Johnson and Lady Bird Johnson Walking Through a Field of Flowers”

Photography by Frank Wolfe, 1968

<http://www.lbjlibrary.net/collections/photo-archive.html>

President Johnson’s focus on the environment is often overlooked as part of the Great Society domestic plan which included expanding civil rights, immigration and education reform, and much more. Environmental issues are still of concern today evidenced by the vibrant environmental movement led by young activists. Students are encouraged to make connections to contemporary issues by thinking through similar issues of the past such as environmental injustice, air and water pollution, conservation of natural resources, and accessibility to the natural environment. LBJ knew the federal government could not do the work alone. The role of government, in his opinion, was to offer support to localities as they strived to tackle their own environmental issues.

This guide is divided into eight sections containing appropriate materials for grades 5th – 12th, that may be amended as needed. Possible TEKS are included to aid in the educator’s lesson planning. Included in this guide are classroom Activity, video links, vocabulary lists, primary source analysis worksheets, and weblinks for additional resources.

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Educator Resources:

Document Analysis Worksheets from National Archives:

<https://www.archives.gov/education/lessons/worksheets>

- Analyze a Video
- Analyze a Photograph
- Analyze a Sound Recording
- Analyze a Written Document

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President Johnson and the Texas Hill Country

Overview Providing Context for Educators

Lyndon Johnson deeply loved the Texas Hill Country where he grew up. His experiences in this often-harsh setting shaped his personality and values. He grew up poor leading to a unique empathy for his fellow rural Texans. The land and its inability to sustain his family, and others like the Johnson's, left a profound effect on his life. The barrenness and beauty combined molded Johnson in way that compelled him to help his fellow Texans and Hill Country natives whenever and wherever possible. President Johnson accomplished a great deal throughout his life for his home state; and many of these accomplishments created lasting benefits for all Texans.

Through knowledge of the physical environment of the land on which President Johnson was raised, students begin to understand and relate to how the power of place formed President Johnson in a great many ways. LBJ's emotional connection to the place where he was raised fostered a determination to help not only his direct neighbors, but all Texas residents gain access to amenities many of us take for granted, such as electricity.

Today's Hill Country is vastly different than in LBJ's time - greater population, higher land prices relative to the Great Depression, a more varied economy - overall it is more prosperous. Without a doubt, many Texans believe the Hill Country is one of the state's greatest assets. Much of this is due to the work of Lyndon Johnson.

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Activity: Developing a Sense of Place and LBJ’s Texas

Elementary teachers can incorporate the Activity in this section into lessons covering geography, history, or economics.

Discussion: Place Shapes Identity

1. Define the “power of place” and discuss what it means to have a “sense of place.” Ask students to think of places that are meaningful to them. How do the experiences in those places contribute to how they view themselves. Ask students how their favorite places change over time. This abstract understanding of geography creates awareness between people and their environment, it serves as a form of human geography.
2. A hands on activity to solidify the meaning of place is to have students draw a map of their school. Take them on a senses scavenger hunt where they document the senses experienced in different places around school. Then have them write about their favorite places in the building or outside. Ask a big picture question pertaining to the greater community. What other places would the students like to explore or learn about.

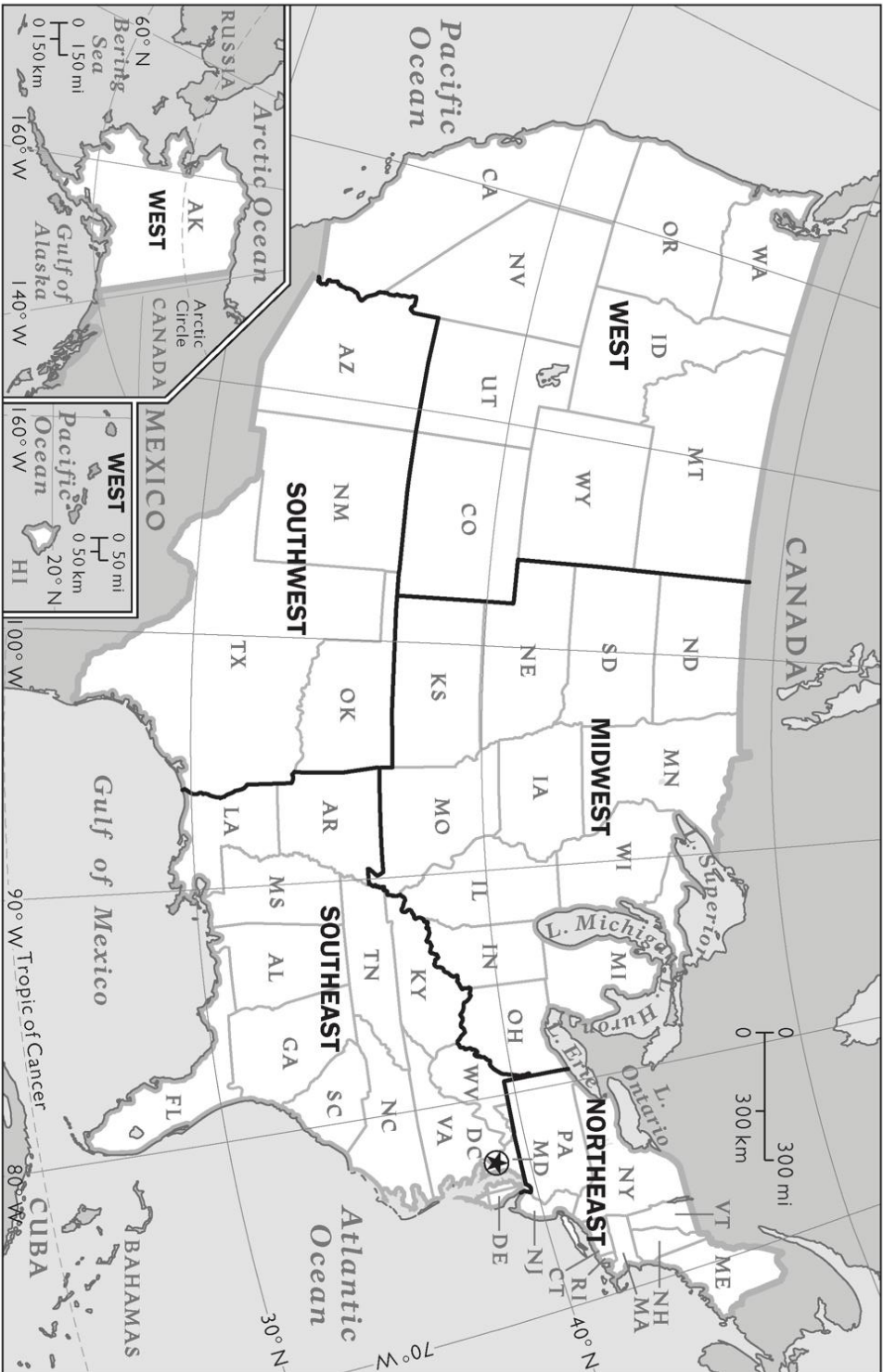
Resources:

For more information about fostering a sense of place or Activity visit:

<https://www.naeyc.org/resources/pubs/yc/jul2015/sense-of-place-human-geography>

3. After discussing place, students can connect how they relate to the physical, economic, and political structures of their place, comparing that to LBJ’s experience while growing up in the Hill Country.
4. Explain how the United States, Texas, and local communities are comprised of economic regions often determined by physical properties such as rivers, available vegetation, and mountain ranges in addition to local culture.
5. Ask students to find Texas on the map of the region map United States, on page 7 of this guide. Then, using the Texas region map, on page 8, ask students to identify where they live and where LBJ lived in Johnson City, Texas. Using the Texas economic regions map, on page 9, ask students to note the economic industries of where they live then compare that to the economic industries in the Hill Country, where LBJ lived. What other regions in the United States have similar economic industries? Use the map on page 10. Why do people settle in these particular regions and how did they get there?
6. Explain the difference between urban, rural, and suburban areas. What is their hometown considered? What about LBJ’s home town of Johnson City, Texas?

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NATIONAL
GEOGRAPHIC

education

UNITED STATES
REGIONS

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TEXAS



Capital: **Austin**

Area: **268,601 sq. miles (2nd)**

Population: **28,700,000 (2nd)**

Date of Union Entry: **12/19/1845 (28th state)**

State Bird: **Mockingbird**

State Flower: **Bluebonnet**

State Tree: **Pecan**

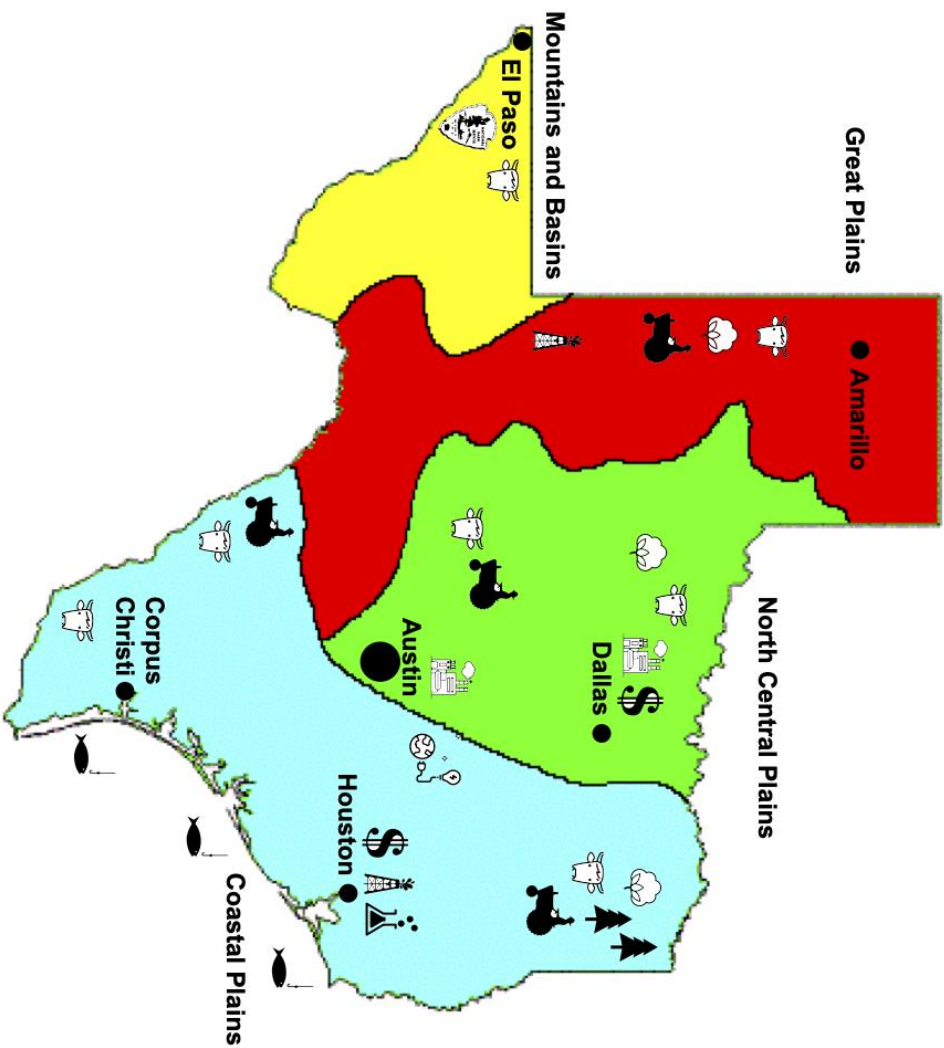
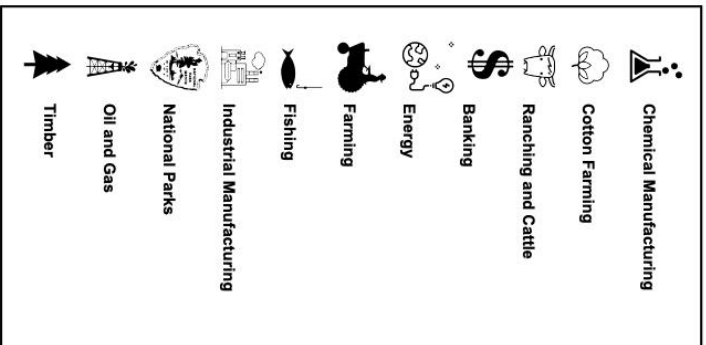
Highest Point: **Guadalupe Peak – 8,751 feet**

Motto: **Friendship**

Source: <https://mrnussbaum.com/texas-fact-sheet>

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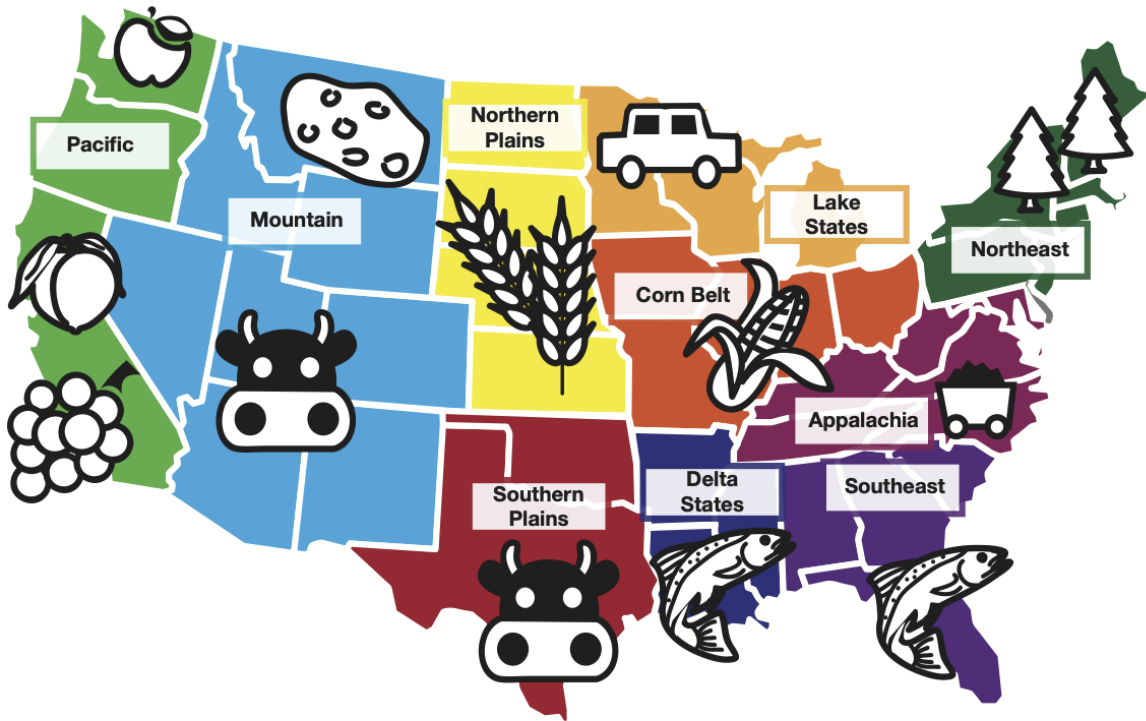
Texas Economic Regions



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Land Use Map

Use the map to answer the questions below.



- 1) What does the Pacific region of the United States produce? _____

- 2) What region in the United States is known for farming corn? _____

- 3) Where would you find a lot of car makers in the United States? _____

- 4) The Mountain States and Southern Plains have what in common? _____

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The Great Depression:

As part of the study on the Great Depression educators may explore a young Lyndon Johnson’s contribution to Texas as part of the New Deal programs initiated by the Roosevelt administration. In 1935, at the age of twenty-six Lyndon Johnson was appointed Director of the Texas division of the newly created National Youth Administration, nestled under the Works Program Administration (WPA). He was the youngest leader of any New Deal program. The goal of this program was to offer work for youth not enrolled in schools, provide work study jobs for both high school and college students, provide apprenticeships, and summer youth camps.



<http://www.lbjlibrary.net/collections/photo-archive.html>

Johnson’s clever programs were appreciated in Texas communities. Hundreds of thousands of Texas youth participated in the program. The NYA’s environmental legacy lives on in the Texas Hill Country through its restoration project of Villita Historic Arts Village in San Antonio, the many roadside picnic areas created by the project teams, and the improvement of Inks Lake State Park in western Burnet County.

The Roosevelt Administration adamantly urged Johnson and all NYA directors to include African American students and young people in their programs, yet Johnson pushed back which is surprising considering his future works with civil rights and the legislative acts passed during his presidential administration.

The provided primary sources from the archives of the LBJ library allow students to analyze the benefits of the NYA projects to the environment, communities, and participants. Provided sources also facilitate discussion on how Johnson worked within the confines of Jim Crow segregation in a southern state to provide economic opportunities for African American youth. The NYA was one of the few New Deal programs that equally funded African American participation. These sources do contain racially sensitive terms used in the era the source was created. A possible warm up for discussion could consider if Lyndon Johnson could have done more to expand NYA programs to minority populations in Texas? What were the structural barriers to that expansion?

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Multiple Age Activity: Video Analysis

Although younger students will not understand the full economic causes and resulting consequences of the financial crash, they can comprehend that President Roosevelt tried to revive the economy through a series of administrative initiatives packaged as the New Deal and Second New Deal. One such program was the National Youth Administration.

After explaining LBJ’s role in the Texas program have students watch the short video linked here:

<https://www.youtube.com/watch?v=8R6u-jvrnVs&t=18s>

This 1937 government produced silent film demonstrates different work opportunities, for boys, related to the aviation industry in Tampa, Florida. Students may complete the primary source video analysis worksheet, created by National Archives and available for multiple grade levels, linked below.

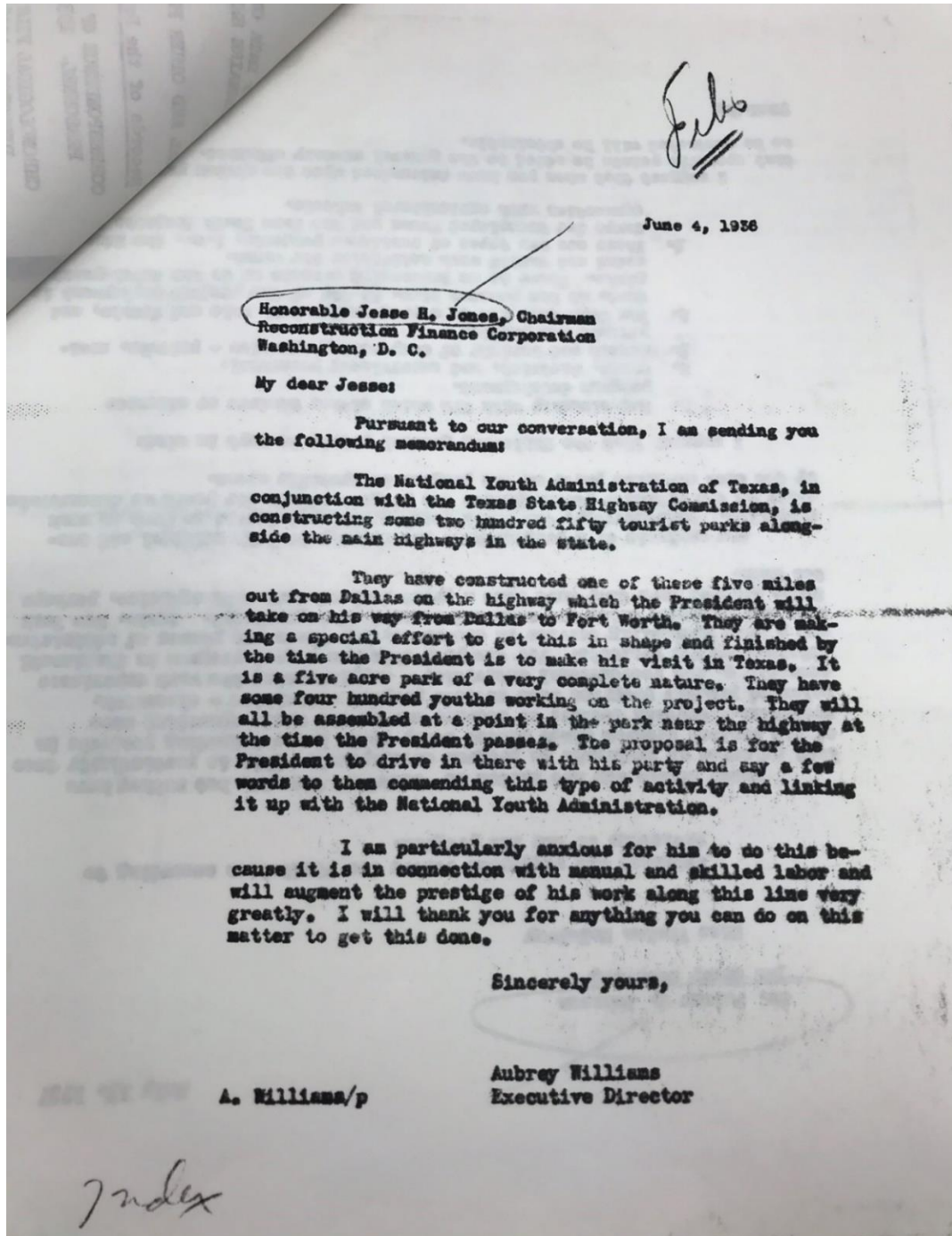
<https://www.archives.gov/education/lessons/worksheets>

This lesson provides an opportunity to discuss both the gendered and racial components of New Deal programs.

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Activity: Analyze the effects of NYA projects on local communities using primary sources. The main idea of this source follows the document. Students may use the Analyze a Primary Source document provided by National Archives including in this guide or found at:

<https://www.archives.gov/education/lessons/worksheets>



Source: Archives at LBJ Library

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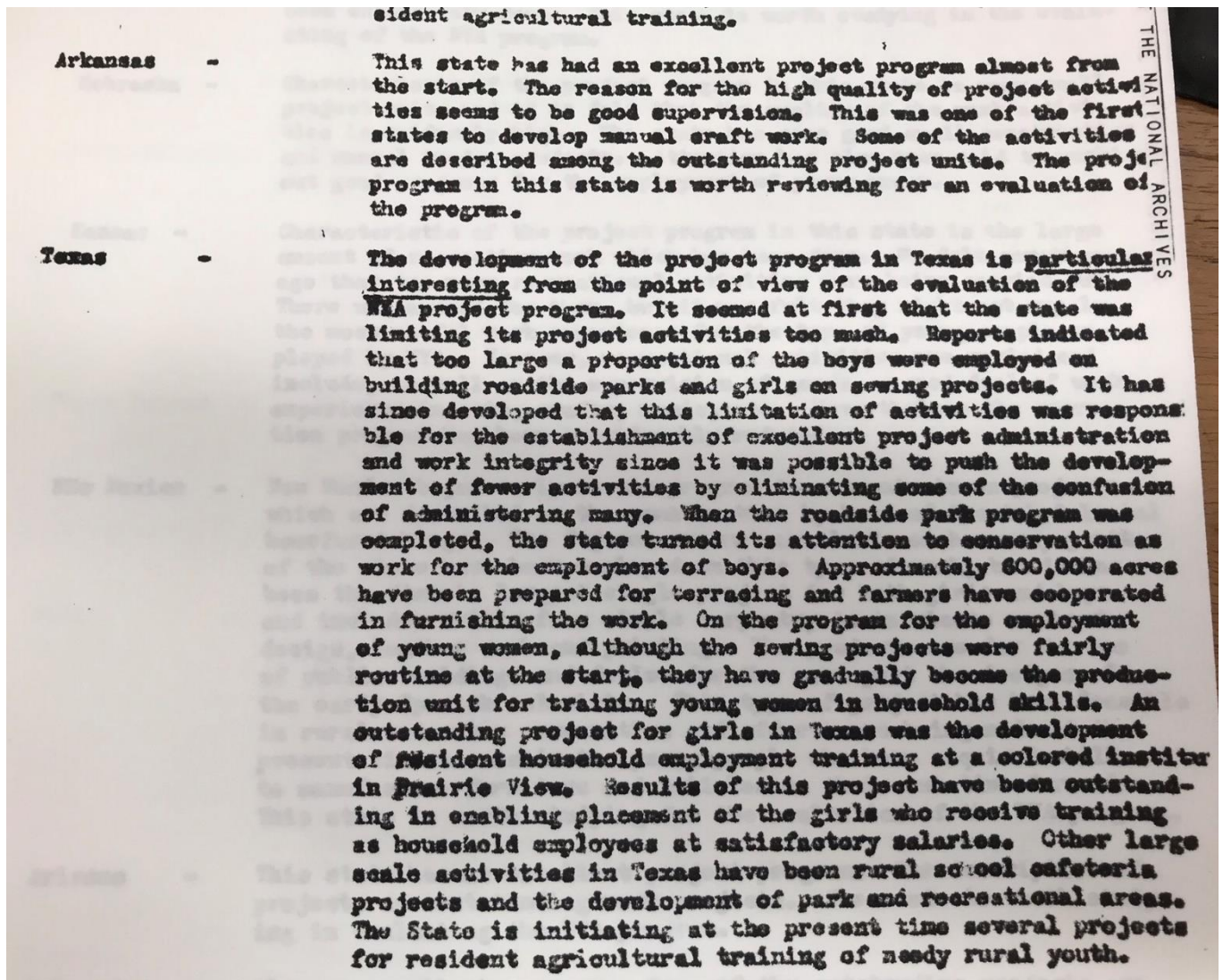
Activity Continued: Source Main Idea

This letter was written by Aubrey Williams, the executive director of President Roosevelt’s National Youth Administration. He oversaw the work of Texas director Lyndon Johnson. Mr. Williams wrote to Jesse Jones, the chairman of the Reconstruction Finance Committee and overseer of how large sums of federal money was distributed to industries affected by the Great Depression.

Mr. Williams discusses the partnership between the Texas NYA and the Texas State Highway Commission in building rest area parks alongside the state’s main highways. Mr. Williams explains the types of parks built by the boys of the NYA and hopes President Roosevelt will stop at one during his trip to Dallas, Texas. The hope was that President Roosevelt’s approval of the project would bring importance to the work of the NYA.

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Activity: Analyze the effects of the NYA projects on local communities using primary sources.



Source: Archives at LBJ Library

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Activity: Analyze the effect of NYA projects on local communities

Source: Archives at LBJ Library

The Houston Post
June 21, 1936

NYA AIDS SCHOOL CHILDREN



Three hundred and fifty youths employed part time by the National Youth Administration are building shell sidewalks along Humble highway on each side of the Berry school, so children may walk to the school in safety.

Uncle Sam Plays Practical Santa to Children Of Berry School Section Through Youth Agency

By BESS WHITEHEAD SCOTT.

Santa Claus with the jingle bells and pack on his back is just another pretty story, perhaps, to the fourth and fifth grade children of Berry school on Humble road, for the modern youngster of this age takes his fairy stories with a grain of salt.

But Berry school children have a patron saint none the less, and one who is putting into their collective sock the gifts of safety, individual responsibility and a tremendous pride in their school community.

This practical Santa is none other than Uncle Sam, working through the national youth administration. In co-operation with the Texas highway department, the NYA is bringing to the Berry school community a guarantee of safety for the children by building sidewalks for two miles north and south of the school on both sides of this much-traveled, paved highway.

The children of the safety council of Berry school believe this recently opened NYA project is a culmination of their efforts toward greater safety for the student body. It was three years ago a little girl, on her way to school, was knocked from the highway and killed by a car. Shortly afterward a boy student suffered a broken leg when hit by a car on this same highway. The older children of the school and their principal, Mrs. Ruth R. Whit-

mire, took counsel, and made an earnest start in teaching safety rules to the younger children.

The Berry School Safety council was organized, with the fourth and fifth grades as active members and the children of the lower grades as associate members. These children draw up their own safety rules, teach them in meeting and on the school grounds to other children, and serve as a trial court and jury to try students who have been guilty of violation of the safety rules.

From the viewpoint of the NYA officials, the sidewalk project is one of the most worth-while units of the national program in Harris county, according to W. O. Alexander, district director. The benefits, Mr. Alexander said, are three-fold in that the work guarantees safety to the children, a civic improvement for the community, and part-time employment to 350 young men for six months.

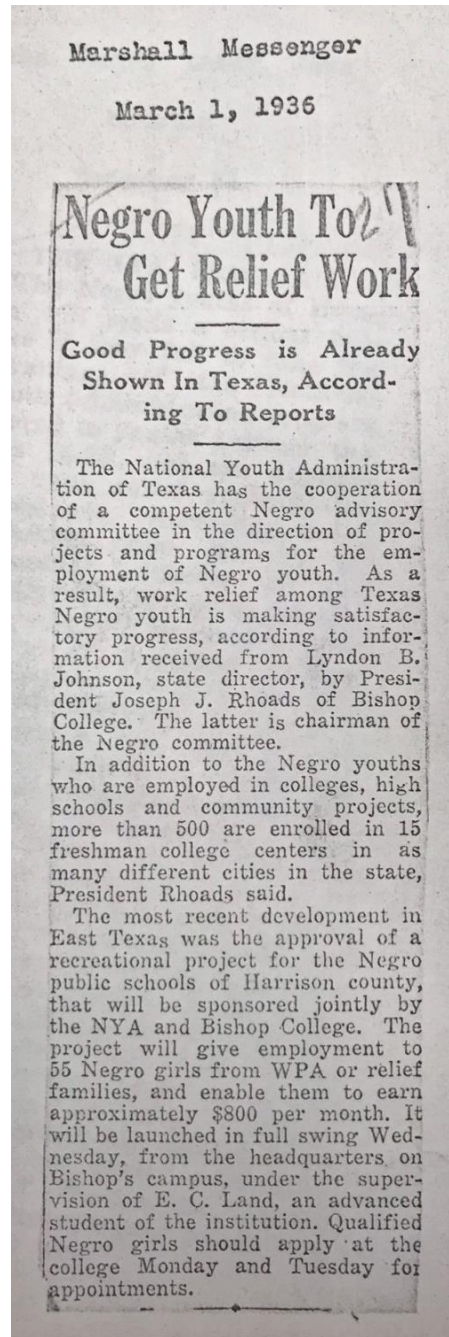
The Texas highway department is co-operating, in that it furnishes the shell for topping the walks, trucks and other equipment for the work, and two supervisors to aid in directing the work.

Workers on the project, according to NYA eligibility rules, are between 16 and 25 years of age and from families on relief. They are given 45 hours' work a month on the various highway projects of the county, and paid \$2 per working day. Other NYA highway projects now in operation in Harris county are on the Katy road, five miles from Houston; on the La Porte road near the San Jacinto battle ground; at Morgans Point, and on the Pasadena highway.

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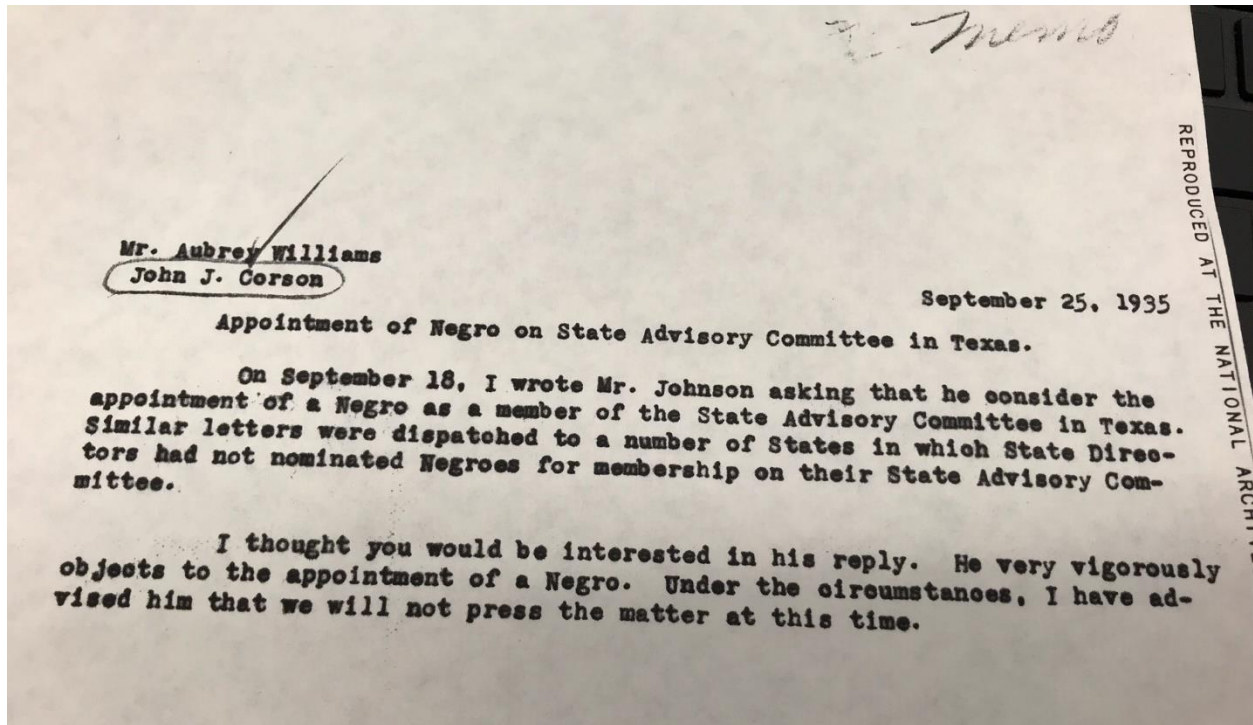
Activity: Analyze the following sources to consider Johnson’s role in expanding NYA funding to the African American community. Watch the You Tube video referenced below then answer the following question on a separate sheet of paper: His the program’s success measured in 1936?

Source: Archives at LBJ Library. Silent footage of African American youth participating in NYA programs: https://www.youtube.com/watch?v=hVK_FFMWJhM



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Activity: After reading through the following sources why did Johnson not want to include an African American on the state advisory board? Discuss with a partner.

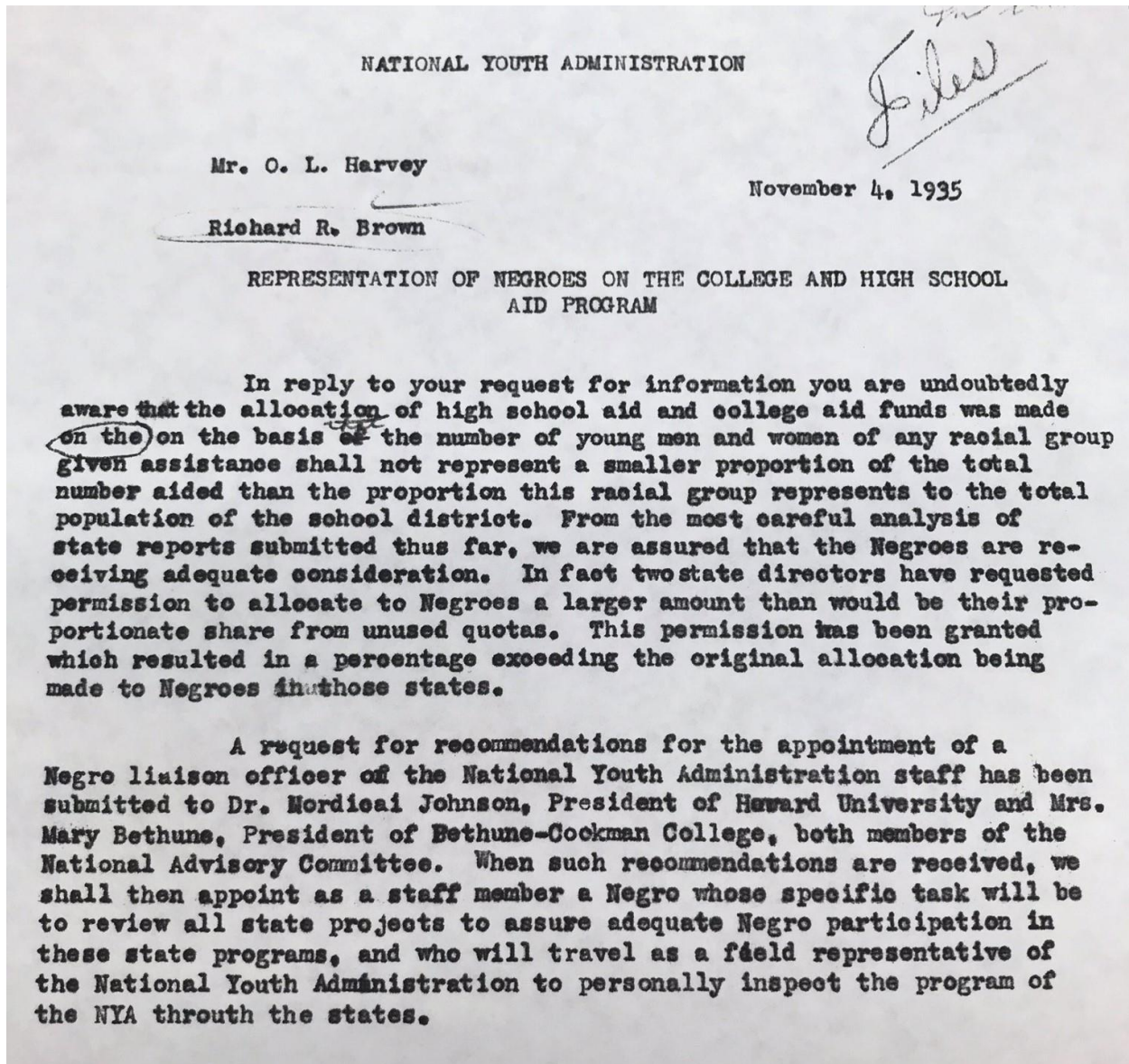


Source: Memo from the internal files of the NYA located in the LBJ Library's archives. Aubrey Williams was the Executive Director of the NYA.

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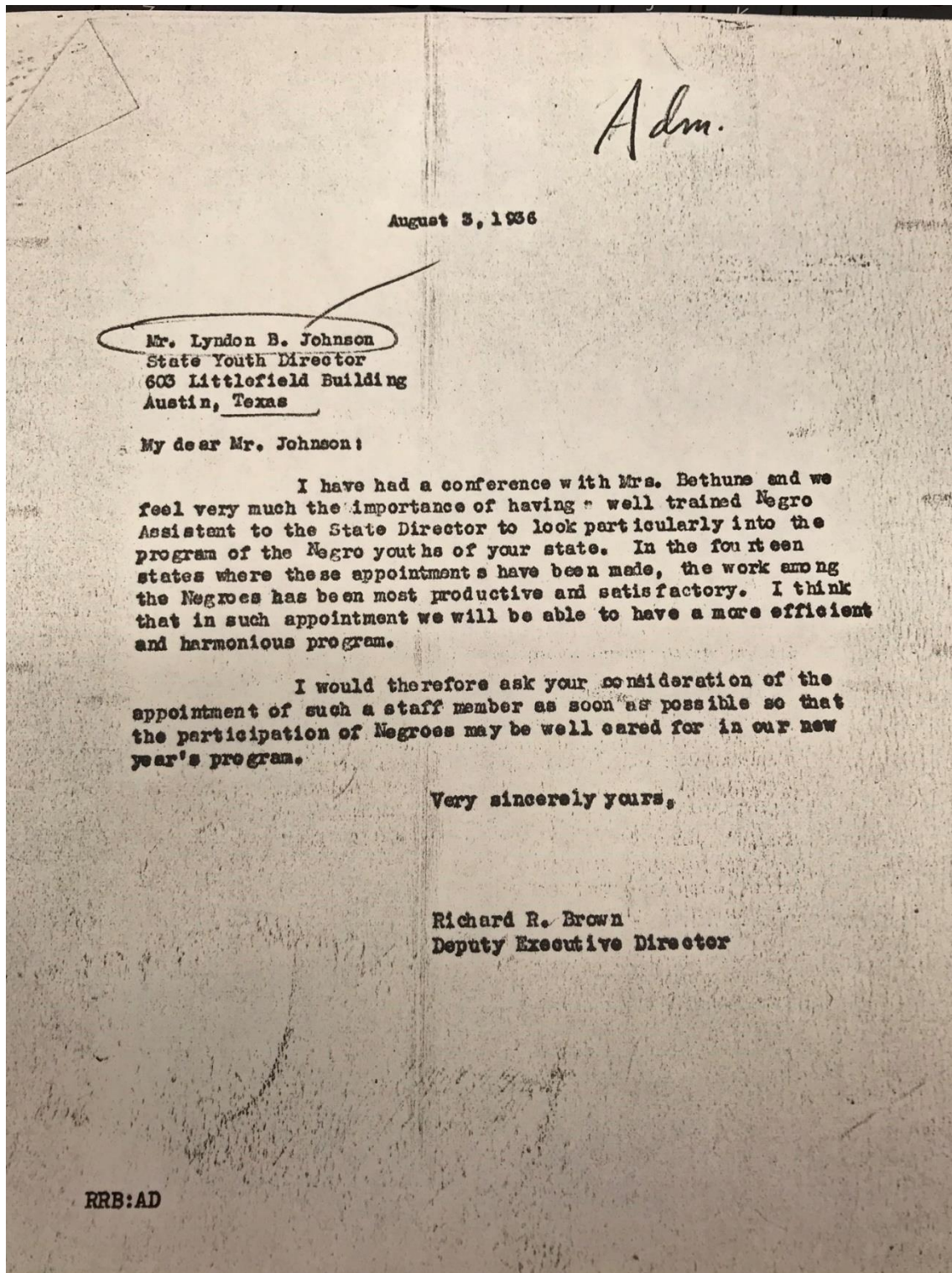
Activity: The federal government demands inclusion of African American’s participation in leadership of NYA programs, yet the Texas Director declines. The agency still complies with funding and educational opportunities as required. Why do you think Johnson made that decision?

Source: Archives at LBJ Library



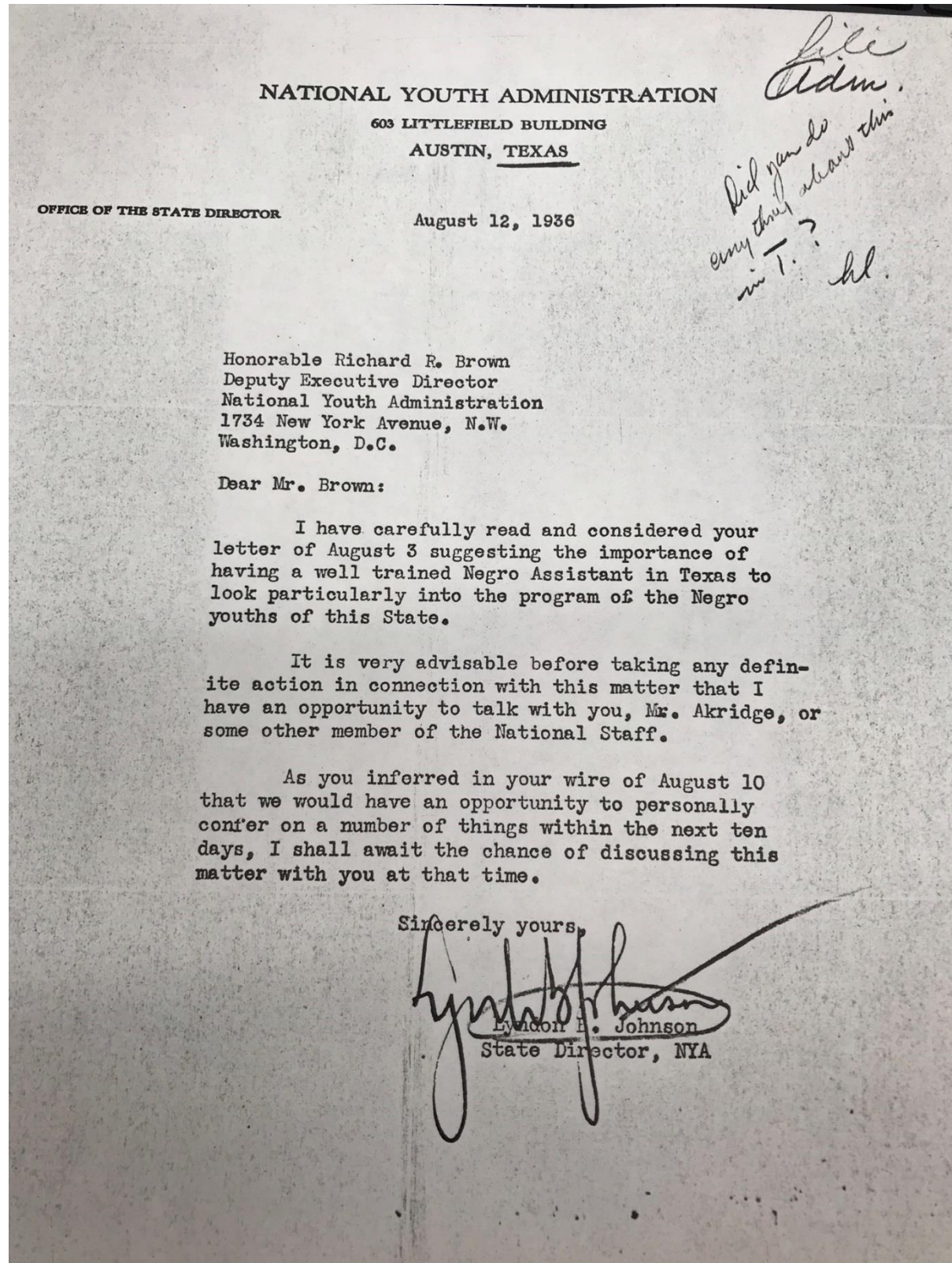
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Source: Archives at LBJ Library



"Creative Conservation:" The Environmental Legacy of Pres. Lyndon B. Johnson 1963-1969

Source: Archives at LBJ Library



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Rural Electrification Administration

America's farmers were among the last citizens to gain access to electricity in the early 20th century, affecting a great many Texas residents. Farmers lived a pioneer existence as they still used kerosene lamps for light, hand cranked their washing machines for laundry cleaning, and cooked over an open fire or wood burning range. Farmers begged electric companies to bring electricity into their homes. Utility companies denied the farmers' pleas claiming the process too expensive to be cost effective for their bottom line.

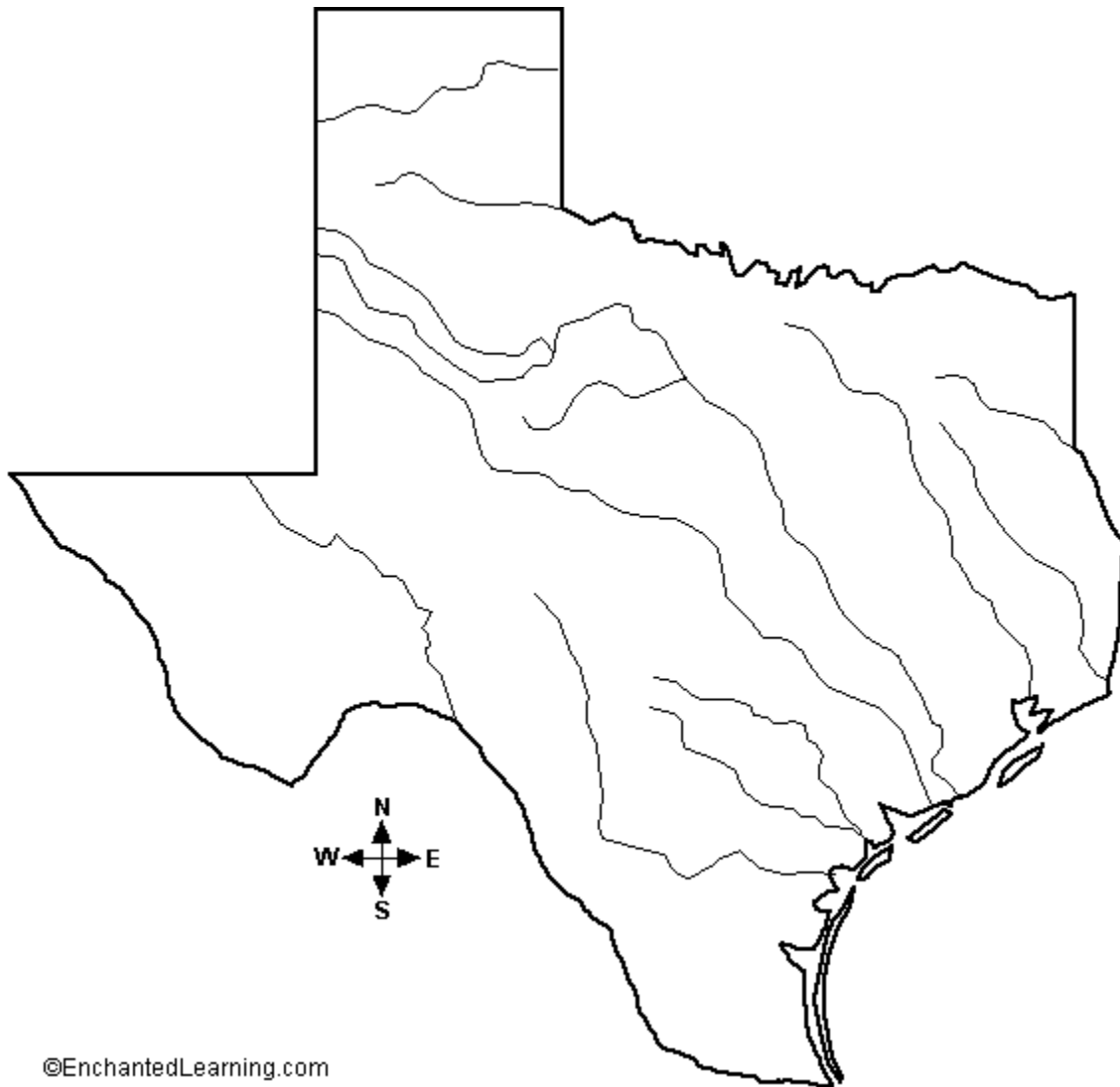
Arguments over who owned hydroelectric power stewed for decades. Powerful utility companies lobbied against government interference to maintain control over the generated power. Upon President Roosevelt's election in 1933 he set out to pass legislation to bring electricity, via dam construction, to a broader section of the population, believing there was a direct correlation to quality of life. In May of 1935 President Roosevelt signed an executive order creating the Rural Electrification Administration. One year later Congress passed the REA bill allowing the agency to make loans to farmers for electric improvements allowing them to form their own cooperatives separate from the electric companies. However, change happened slowly in the Texas Hill Country.

Congressman Johnson, a freshmen representative, promised local residents that he would be the one to bring electricity to the Hill Country when the pleas of the Hill Country farmers went unanswered. The area was still sparsely populated, and some residents feared the commitment of a monthly bill on their already meager earnings, they feared the legal forms necessary to start the process with the REA, and most importantly scared of electricity. Without full support the REA would not loan the needed money. Johnson and friend, Babe Smith, drove to local picnics on July 4th, 1938 persuading people to sign the required application. Together Smith and Johnson showed pictures of appliances in the Sears & Roebuck catalog as a persuasion technique. Finally, the undeterred freshman Congressman from Texas secured a meeting with the President asking for his assistance. **Despite Johnson lacking the needed number of signatures to secure the loan from the REA, the President of the United States made a phone call asking for this one rule to be broken, citing a belief that the population would increase over time. On September 27, 1938, the REA approved the loan which could build over 1800 miles of electric lines serving almost 3,000 Hill Country farms and homes.**

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Activity: Label the Texas Rivers. Then draw the dams/reservoirs in your area that were created with REA funds using the primary source from the Texas Water Commission Report from 1964. Using the same sources map two dams built in the Austin area. How did population growth affect the physical environment?

Compare and Contrast the population in Austin, Texas in 1930 and today. One helpful source is: https://www.austintexas.gov/sites/default/files/files/Planning/Demographics/population_history_pub.pdf

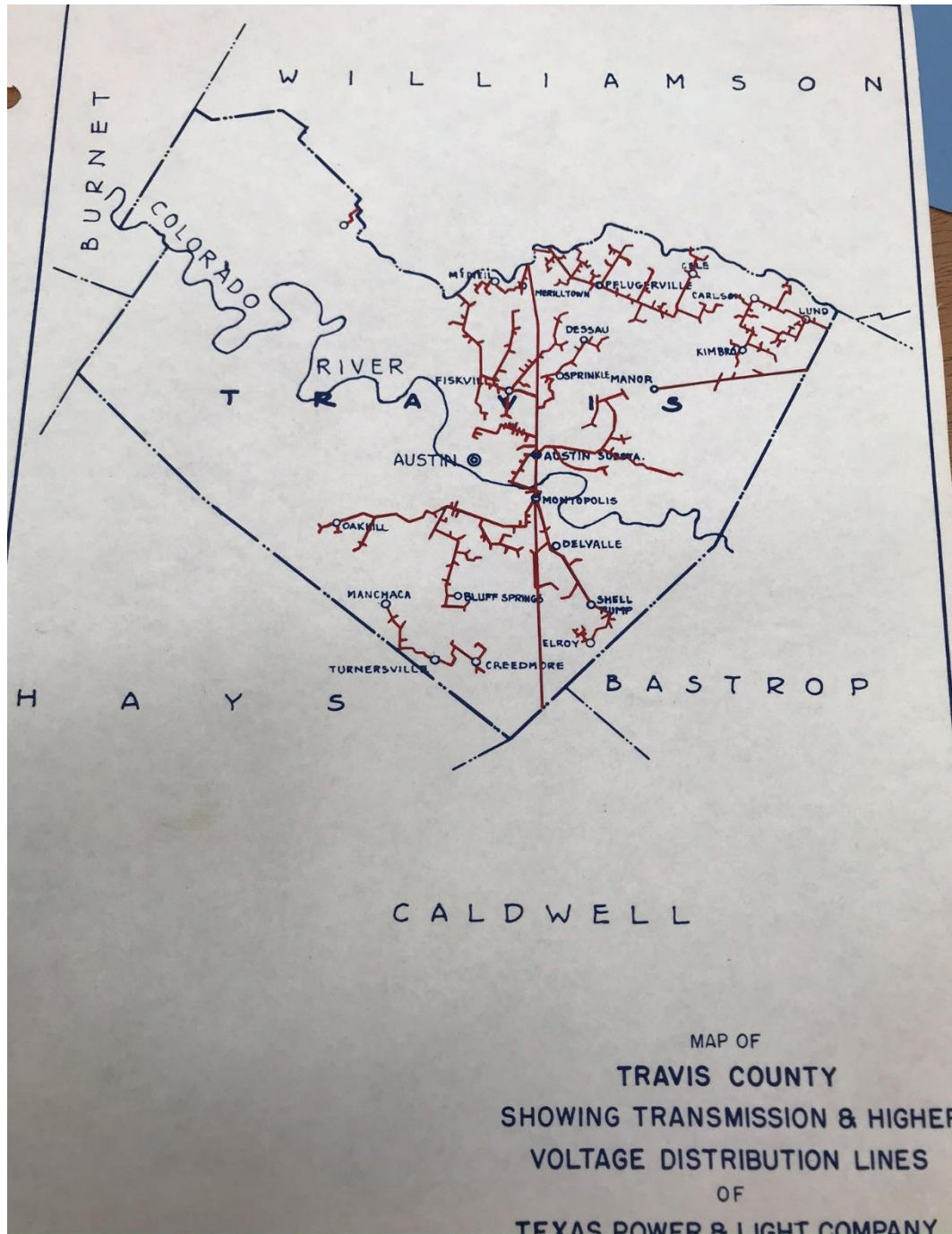


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Activity: Meet the Photo. Use the Meet the Photo worksheet to analyze the photo.

Map of Travis County included in a report of service by Texas Power and Light Company showing the current power lines in 1938.



Source: Archives at LBJ Library

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Activity: "Meet the Cartoon" Use the Analyze a Cartoon worksheet to determine this cartoon's importance.

Source: Cartoon and statement found in the archives of the LBJ Library in information pertaining to the REA.

Let's Have Both Ends of Her

UTILITY OWNER

PRIVATE UTILITY LIGHT AND POWER CONSUMPTION

OUT OF STATE TEXAS

DOLLARS PAID BY CONSUMER

Light and power consumption in Texas in the past largely has been like a great big cow with her head and her front feet in Texas and her hind feet and udder in the financial centers of the North and East.

This big cow has been EATING OFF OF Texas for years, waxing fat from high power rates; while up in New York, the private utility barons have been milking her for BIG PROFITS.

All but a SMALL PER CENT of the thousands upon thousands that we have been paying for light and power have been SHIPPED AWAY to the power trust in the great financial centers of the North and East.

Now in Central Texas, we have a chance to TURN THE COW AROUND and have both ends of her.

The Lower Colorado River Authority is offering the cheap power it will generate to cities of this section. If they take advantage of this opportunity, theirs, in the form of lower rates, city improvements, and lower taxes, will be the rich profits the power interests are now milking from them in HIGH RATES.

You can help turn that cow around by voting FOR MUNICIPAL OWNERSHIP so we can have the benefits of cheap power for ourselves and —

Keep Our Money at Home

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Activity: “Meet the Photo” Use the Analyze a Photograph worksheet to determine this photograph’s relevance.

Source: Photo included in a 1938 report made by the Texas Power and Light Company in the archives of the LBJ Library.



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Activity: “Meet the Video” Use the Analyze a Video worksheet provided by National Archives, found at <https://www.archives.gov/education/lessons/worksheets> to determine this video’s relevance.

You Tube video on life before electricity

<https://www.youtube.com/watch?v=jaFEVPWAmnY>

You Tube video, “Energy 101 Hydro Power”
by Department of Energy, April 2013.

<https://www.youtube.com/watch?v=tpigNNTQix8>

Consider the following:

How would life be different without electricity in our homes and schools?

How does geography affect energy sources?

What was LBJ’s role in bringing electricity to the Hill Country?

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TEKS 113.16. Social Studies, Grade 5, Adopted 2018

Knowledge and Skills

(5) History. The student understands important issues, events, and individuals in the United States during the 20th and 21st centuries. The student is expected to:

(A) explain the significance of issues and events of the 20th century such as industrialization, urbanization, the Great Depression, the world wars, the civil rights movement, and military actions;

(C) identify the accomplishments and contributions of individuals and groups such as Susan B. Anthony, Martin Luther King Jr., Rosa Parks, Cesar Chavez, Franklin D. Roosevelt, Ronald Reagan, the Tuskegee Airmen, and the 442nd Regimental Combat Team in the areas of civil rights, women's rights, military actions, and politics

(6) Geography. The student understands places and regions in the United States. The student is expected to:

(A) describe political and economic regions in the United States that result from patterns of human activity

(7) Geography. The student understands the location and patterns of settlement and the geographic factors that influence where people live. The student is expected to:

(A) identify and describe the patterns of settlement such as rural, urban, and suburban;

(B) explain the geographic factors that influence patterns of settlement and the distribution of population in the United States; and

(C) analyze the geographic factors that influence the location of the five largest urban areas in the United States and explain their distribution.

(8) Geography. The student understands how people adapt to and modify their environment. The student is expected to:

(A) describe how and why people have adapted to and modified their environment in the United States such as the use of human resources to meet basic needs; and

(B) analyze the positive and negative consequences of human modification of the environment in the United States

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TEKS 113.16. Social Studies, Grade 5, Continued

(12) Economics. The student understands patterns of work and economic Activity in the United States. The student is expected to:

- (A) compare how people in different regions of the United States earn a living, past and present;
- (B) identify and explain how geographic factors have influenced the location of economic Activity in the United States

(18) Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to:

- (A) identify past and present leaders in the national government, including the president and various members of Congress, and their political parties; and
- (B) identify leadership qualities of national leaders, past and present.

(22) Science, technology, and society. The student understands the impact of science and technology on society in the United States. The student is expected to:

- (A) identify the accomplishments of notable individuals in the fields of science and technology such as Benjamin Franklin, Eli Whitney, John Deere, Thomas Edison, Alexander Graham Bell, George Washington Carver, the Wright Brothers, and Neil Armstrong;
- (B) identify how scientific discoveries, technological innovations, and the rapid growth of technology industries have advanced the economic development of the United States, including the transcontinental railroad and the space program; and

(12) Economics. The student understands patterns of work and economic Activity in the United States. The student is expected to:

- (A) compare how people in different regions of the United States earn a living, past and present;
- (B) identify and explain how geographic factors have influenced the location of economic Activity in the United States

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TEKS - 113.17 Social Studies, Grade 6

Knowledge and Skills

(2) A and B History: The student understands the influences of individuals and groups from various cultures on various historical and contemporary societies.

(3) Geography: the student understands the factors that influence the locations and characteristics of locations of various contemporary societies on maps and/or globes. The student is expected to:

- (A) Identify and explain the geographic factors responsible for patterns of population in places and regions
- (C) Identify and locate major physical and human geographic features such as landforms, water bodies, and urban centers of various places and regions

(5) Geography: The student understands the impact of interactions between people and the physical environment on the development and conditions of places and regions. The student is expected to:

- (A) Identify and analyze ways people have modified the physical environment such as mining, irrigation and transportation infrastructure

(18) Science, technology and society: the student understands the influences of science and technology on contemporary societies. The student is expected to:

- (A) Identify examples of scientific discoveries, technological innovations, and scientists and inventors that have shaped the world
- (B) Explain how resources, economic factors, and political decisions affect the use of technology.

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TEKS 113.19 Social Studies, Grade 7, Texas History

Knowledge and Skills

(1) History. The student understands traditional historical points of reference in Texas history. The student is expected to:

(A) Identify the major eras in Texas history, describe their defining characteristics, and explain the purpose of dividing the past into eras, including Natural Texas and its People; Age of Contact; Spanish Colonial; Mexican National; Revolution and Republic; Early Statehood; Texas in the Civil War and Reconstruction; Cotton, Cattle, and Railroads; Age of Oil; Texas in the Great Depression and World War II; Civil Rights; and Contemporary Texas

(7) History. The student understands how individuals, events, and issues shaped the history of Texas during the late 19th, 20th, and early 21st centuries. The student is expected to

(E) analyze the political, economic, and social impact of World War I, the Great Depression, World War II, and significant issues in the latter half of the 20th and early 21st centuries such as political and economic controversies, immigration, and migration on the history of Texas.

(8) Geography. The student understands the location and characteristics of places and regions of Texas. The student is expected to:

(A) locate and compare the Mountains and Basins, Great Plains, North Central Plains, and Coastal Plains regions;

(B) locate and compare places of importance in Texas in terms of physical and human characteristics such as major cities, waterways, natural and historic landmarks, political and cultural regions, and local points of interest; and

(C) analyze the effects of physical and human factors such as climate, weather, landforms, irrigation, transportation, and communication on major events in Texas.

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TEKS 113.19 Social Studies, Grade 7, Texas History Continued

(9) Geography. The student understands the effects of the interaction between humans and the environment in Texas. The student is expected to:

(A) identify ways in which Texans have adapted to and modified the environment and explain the positive and negative consequences of the modifications; and

(B) explain ways in which geographic factors such as the Galveston Hurricane of 1900, the Dust Bowl, limited water resources, and alternative energy sources have affected the political, economic, and social development of Texas.

(17) Citizenship. The student understands the importance of effective leadership in a democratic society. The student is expected to:

(A) Identify the leadership qualities of elected and appointed leaders of Texas, past and present, including Texas who have been president of the United States; and

(B) Identify the contributions of Texas leaders such as Lyndon Baines Johnson to Texas.

(19) Science, technology, and society. The student understands the impact of scientific discoveries and technological innovations on the political, economic, and social development of Texas. The student is expected to

(A) compare types and uses of technology, past and present;

(D) evaluate the effects of scientific discoveries and technological innovations on the use of resources such as fossil fuels, water, and land; and

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TEKS, 113.41 United States History Studies Since 1877

Knowledge and Skills.

(2) History. The student understands traditional historical points of reference in U.S. history from 1877 to the present. The student is expected to:

A) identify the major eras in U.S. history from 1877 to the present and describe their defining characteristics; and.

(B) explain the significance of the following years as turning points: 1929 (the Great Depression begins), 1939-1945

(9) History. The student understands the impact of the American civil rights movement. The student is expected to:

(B) explain how Jim Crow laws and the Ku Klux Klan created obstacles to civil rights for minorities such as the suppression of voting;

(14) Geography. The student understands the relationship between population growth and the physical environment. The student is expected to:

(A) identify the effects of population growth and distribution on the physical environment; and

(B) identify the roles of governmental entities and private citizens in managing the environment such as the establishment of the National Park System, the Environmental Protection Agency and Endangered Species Act.

(18) Government. The student understands changes over time in the role of government. The student is expected to:

(A) evaluate the impact of New Deal legislation on the historical roles of state and federal government

(B) explain constitutional issues raised by federal government policy changes during times of significant events, including World War I, the Great Depression, World War II, the 1960s, and September 11, 2001

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TEKS, 113.41 United States History Studies Since 1877

(23) Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to:

(A) evaluate the contributions of significant political and social leaders in the United States such as Andrew Carnegie, Thurgood Marshall, Billy Graham, Sandra Day O'Connor, and Hillary Clinton; and

(B) evaluate the impact of relationships among the legislative, executive, and judicial branches of government, including Franklin D. Roosevelt's attempt to increase the number of U.S. Supreme Court justices and the presidential election of 2000.

(26) Science, technology, and society. The student understands the impact of science, technology, and the free enterprise system on the economic development of the United States. The student is expected to:

(A) explain the effects of scientific discoveries and technological innovations such as electric power, telephone and satellite communications, petroleum-based products, steel production, and computers on the economic development of the United States;

(B) explain how specific needs result in scientific discoveries and technological innovations in agriculture, the military, and medicine; and

(27) Science, technology, and society. The student understands the influence of scientific discoveries, technological innovations, and the free enterprise system on the standard of living in the United States.

(A) analyze how scientific discoveries, technological innovations, space exploration, and the application of these by the free enterprise system improve the standard of living in the United States, including changes in transportation and communication

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Sources for President Johnson and the Texas Hill Country

Great Depression Sources on National Youth Administration

Primary Sources:

Johnson, Lyndon B. Photo of LBJ visiting National Youth Administration Parks Project. 1936. LBJ Presidential Library. <http://www.lbjlibrary.net/collections/photo-archive.html>. Serial number 36-1/2-1

Oral History of President Lyndon B. Johnson by Michael L Gille 4/16/1970:

President Johnson, interviewed by Michael L Gille, about his relationship with President Roosevelt after his election to the House of Representatives in 1937. President Johnson recalls the helpfulness of the Roosevelt administration in getting his initiatives passed, many of which were life changing for Texas residents. President Johnson specifically mentions “the Colorado River, aid for the farmers, aid for youth projects, public buildings, public grants for electric systems, and so forth.” The interview goes on to describe President Roosevelt’s support of the Colorado River development. The goal of this project, according to LBJ, was to conserve water and provide affordable electricity.

Johnson, Lyndon B. Interviewed by Michael L. Gille. Oral History. April 16, 1970.
<https://www.discoverlbj.org/item/oh-lbj-19700416-na-gillette>

“Highland Lakes and Dams.” *LCRA.org*. Lower Colorado River Authority. Accessed October 9, 2019. <https://www.lcra.org/water/dams-and-lakes/Pages/default.aspx>.

“LCRA’s Creation,” *LCRA.org*. Lower Colorado River Authority. Accessed October 9, 2019.
<https://www.lcra.org/about/overview/history/Pages/roots-in-public-service.aspx>.

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Bowman, Bob. “Depression Era Roadside Parks.” *Texas Escapes Online Magazine*.

TexasEscapes.Com. <http://www.texasescapes.com/AllThingsHistorical/Depression-Parks-BB1208.htm>.

Caro, Robert. *The Years of Lyndon Johnson: Means of Ascent*. Alfred A. Knopf, Inc: New York, 1990.

Conkin, Paul. *Big Daddy of the Pedernales: Lyndon Baines Johnson*. Boston: TwaynePublishers1986: 74-79.

Cotner, Robert Crawford, *Texas Cities and the Great Depression*. Texas Memorial Museum. Miscellaneous Papers, No. 3. Texas Memorial Museum, 1973.

Handbook of Texas Online, Ben H. Procter, "GREAT DEPRESSION," accessed October 19, 2019, <http://www.tshaonline.org/handbook/online/articles/npg01>.

Handbook of Texas Online, Kenneth E. Hendrickson, Jr., "NATIONAL YOUTH ADMINISTRATION," accessed October 19, 2019, <http://www.tshaonline.org/handbook/online/articles/ncn04>.

“LaVillita Historic Site.” *The Living New Deal*. University of California Berkely. Accessed October 19, 2019. <https://livingnewdeal.org/projects/la-villita-historic-area-san-antonio-tx/>

Woolner, David. “African Americans and the New Deal: A Look Back in History.” The Roosevelt Institute.org. February 5, 2010. <https://rooseveltinstitute.org/african-americans-and-new-deal-look-back-history/>

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Sources for Great Depression Rural Electrification Administration

"Climate Johnson City-Texas," U.S. Climate Data, Temperature-Precipitation-Sunshine-Snowfall, last modified 2019, <https://www.usclimatedata.com/climate/johnson-city/texas/united-states/ustx0659>.

Handbook of Texas Online, Terry G. Jordan, "HILL COUNTRY," accessed October 19, 2019, <http://www.tshaonline.org/handbook/online/articles/ryh02>.

"Physical Regions of Texas." *Texas Almanac*. Texas State Historical Association. Accessed October 19, 2019. <https://texasalmanac.com/topics/environment/physical-regions-texas>

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The Great Society Responds to the Environmental Crisis

Overview Providing Context to Educator

It was the United States’ unbridled growth and economic development through industrialization that created, over time, the environmental crisis of the 1960s. From our country’s founding, Americans exploited the land and its resources for private economic benefit. Resource management and conservation was not a priority. As early as 1960, President Eisenhower, commissioned a public health study on the effects of car fumes on the air quality.

In 1962, scientist, Rachel Carson wrote *Silent Spring*. This work brought attention to the use of synthetic pesticides in agriculture and to control insects. Although she did not begin the environmental movement, her book gave the movement an additional impotence and created public awareness. Both President Kennedy and then Vice-President Johnson read her book and followed her testimony closely before Congress in 1963.

By the time that LBJ became President of the United States, the effects of environmental degradation were more apparent on the landscape of the country. Severe smog epidemics plagued major cities such as Los Angeles and New York. Polluted rivers, such as the Cuyahoga River in Ohio near Cincinnati, caught fire. Urban sprawl and inner-city decay were widespread in metropolitan areas across the nation, and the disappearance of open spaces galvanized activists and politicians to demand the government action.

During Johnson’s presidency the environmental movement flourished. LBJ admired the conservation work of former presidents such as Theodore Roosevelt and Franklin D. Roosevelt and was inspired by the conservation work brought about by the New Deal during his own early political career. As Johnson assumed office, Secretary of the Interior Stewart Udall, appointed in 1961, continued to play an important role as cheerleader of environmental conservation, instilling faith that the federal government could lead the country in the conservation battle, thus shaping Johnson’s own environmental views. Along with Kennedy’s legacy and Udall’s encouragement, Johnson was also influenced by his wife Lady Bird, who helped raise environmental issues to national attention and was most responsible for shaping his aesthetic sense. As president, Johnson made it a personal goal to accomplish more than his predecessors in the preservation of the nation’s natural beauty, to bring about his vision for a Great Society.

Johnson signed the first Clean Air Act that regulated pollution in December 1963. More importantly, he brought the Federal government in as an active player in improving and maintaining the quality of the American environment. Johnson felt strongly about our environment and preserving it—both for health and for recreation. He said, “...Once our natural splendor is destroyed, it can never be recaptured.”

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The Environmental Crisis and the “Great Society”

On May 22, 1964, President Johnson delivered his famous “Great Society” speech at the University of Michigan’s commencement ceremony. While the address is best known for Johnson’s endorsement of civil rights and his declaration of War on Poverty, the president also outlined how his vision of a Great Society would commit itself to the cause of environmental protection.

He also warned those in the audience that, “once our natural splendor is destroyed, it can never be recaptured.” Johnson noted that the challenge of the next half century, “is whether we have the wisdom to use (the nation’s) wealth to enrich and elevate our national life, and to advance the quality of life of our American civilization.” The idea of “quality of life” played a key role in Johnson’s vision for a Great Society.

During his time in office, Johnson worked to refocus and reorganize existing federal programs to efficiently address the issues of the environmental crisis and bring natural beauty and preservation to the foreground. His administration believed that government assistance could give Americans the means to overcome blight and restore beauty, not only in the nation’s countryside and national parks, but also in city parks, along riverfronts, in older residential neighborhoods and along highways. His vision for a Great Society sought to apply scientific management of the nation’s natural resources, for the benefit of a growing society and economy, while at the same time preserving designated areas, a source of inspiration and restoration of the human spirit. Johnson’s administration also worked to educate the public and government officials of the shortcomings of the nation as stewards of the natural environment in the hope of changing American values and beliefs concerning natural resources used for the betterment of mankind. In his State of the Union address in 1965, Johnson noted that his vision for a Great Society asked, “not how much, but how good; not only how to create wealth but how to use it; not only how fast we are going, but where we are headed.”

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LBJ’s Environmental Legislation

From 1963 to 1968, Johnson organized nine task forces to directly address environmental problems and oversee his plans for a Great Society. He signed into law almost three hundred conservation and beautification measures supported by \$12 billion in funding. His legislation spanned issues from land policy to water pollution, and from wilderness areas to urban open spaces representing more environmental measures than had been passed in the previous 187 years of the nation’s history.

Johnson’s push for preservation and beautification stressed the value of managing the nation’s natural resources not just for economic security but for the betterment of the human spirit in his Great Society. His call for partnership in preservation with local participation appealed to the American sense of individualism and the personal pursuit of prosperity, emphasizing the human benefits in restoring beauty and preserving the natural environment.

President Johnson’s Legislative Legacy

President Johnson left a significant legacy by setting a precedent of government action related to environmental issues by including the environment as part of the Great Society platform. His formal legislation includes:

Clean Air Act, 1963

Wilderness Act, 1964

Pesticide Control Bill, 1964

Water Quality Act, 1965

Water Resources Planning Act, 1965

Water and Sanitation Systems in Rural Areas
Bill, 1965

Solid Waste Disposal Bill, 1965

Highway Beautification Act, 1965

Saline Water Conservation Act, 1965

Air Quality Acts, 1966 & 1967

National Water Commission

Central Arizona Project

Nation Historic Preservation Act, 1966

Endangered Species Act, 1966

National Park Foundation , 1967

National Trails, System, 1967

Wild and Scenic Rivers System, 1967

Wetlands Preservation Bill, 1967

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Activity:

Check out these websites for a list of various timelines on Environmental History:

<http://archive.pov.org/ifatreefalls/environmental-timelines/>;

<https://sites.google.com/site/thewesterngreen/publications>;

What do the various timelines say about humankind’s relationship to their world? -

How active has the United States been in the environmental movement?

As demonstrated by LBJ’s legislative successes, groundbreaking environmental legislation was passed during his administration, however, he is rarely credited with this accomplishment.

Have you ever been in a situation where you weren’t given credit for something you did?

Do you think Johnson deserves more credit for his commitment to the environment? _____

How could that be accomplished? Discuss with a partner for four minutes.

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Activity: Analyze this cartoon created by Bill Roberts for the Cleveland Press in the 1960s using the National Archives analysis worksheet located at:

<https://www.archives.gov/education/lessons/worksheets/cartoon-novice>

Source: Doyle, Jack. “Burn On, Big River...,” Cuyahoga River Fires, *PopHistoryDig.com*, May 12, 2014.



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Activity:

In post World War II America multiple environmental crises resulted in death, prompting the federal government to take action. One such crisis occurred in Denora, Pennsylvania in 1948.

Watch the 1:41 video linked below then answer the following questions:

<https://www.youtube.com/watch?v=zOGvQsWW1As>

Find Denora, Pennsylvania on a map?

Why is the community’s location unique for industrialization?

What were the main forms of industry in this area? _____

What form of pollution was most prevalent? _____

What is a temperature inversion?

What was the result of this pollution crisis?

What effect can the government have in regulating these types of problems? What’s needed to enforce government law? Discuss with a partner.

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Additional Resources and Activity:

The following You Tube video gives a 1-minute overview of Rachel Carson’s work related to environmental advocacy. https://www.youtube.com/watch?v=7zpBfK_HtKU

For more information on Rachel Carson:

Rachel Carson. *Silent Spring*. Houghton Mifflin: Cambridge, 1962.

Mid-Century Smog Events:

Multiple smog and water pollution events, some deadly, affected American cities throughout the 1950s and 1960s prompting local governments and the federal government to take action. To learn more about these events consult the following sources:

Popkin, Roy. “Two ‘Killer Smogs’ The Headlines Missed.” *EPA Journal* 12, no 10 (December 10, 1986): 27-29.
<https://nepis.epa.gov/Exe/ZyNET.exe/93000EN0.txt?ZyActionD=ZyDocument&Client=EP A&Index=1986%20Thru%201990&Docs=&Query=&Time=&EndTime=&SearchMethod=1&TocRestrict=n&Toc=&TocEntry=&QField=&QFieldYear=&QFieldMonth=&QFieldDay=&UseQField=&IntQFieldOp=0&ExtQFieldOp=0&XmlQuery=&File=D%3A%5CZYFILES%5CINDEX%20DATA%5C86THRU90%5CTXT%5C00000029%5C93000EN0.txt&User=ANONYMOUS&Password=anonymous&SortMethod=h%7C-&MaximumDocuments=1&FuzzyDegree=0&ImageQuality=r75g8/r75g8/x150y150g16/i425&Display=hpfr&DefSeekPage=x&SearchBack=ZyActionL&Back=ZyActionS&BackDesc=Results%20page&MaximumPages=1&ZyEntry=29>

BUKRO, C. “22 Died in Donora's 'Killer Smog.’” *Chicago Tribune (1963-1996)* November 16, 1969.

Bigart, Homer. “Smog Emergency Called for City.” *New York Times (1923-Current File)*, Nov 26, 1966

Doyle, Jake. “ ‘Burn on Big River...’ Cuyahoga River Fires.” *Pophistorydig.com*. May 12, 2014. Accessed December 2, 2019. <https://www.pophistorydig.com/topics/cuyahoga-river-fires/>

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113.16. Social Studies, Grade 5, Adopted 2018

Knowledge and Skills

(5) History. The student understands important issues, events, and individuals in the United States during the 20th and 21st centuries. The student is expected to:

(A) explain the significance of issues and events of the 20th century such as industrialization, urbanization, the Great Depression, the world wars, the civil rights movement, and military actions

(C) identify the accomplishments and contributions of individuals and groups such as Susan B. Anthony, Martin Luther King Jr., Rosa Parks, Cesar Chavez, Franklin D. Roosevelt, Ronald Reagan, the Tuskegee Airmen, and the 442nd Regimental Combat Team in the areas of civil rights, women's rights, military actions, and politics

(6) Geography. The student understands places and regions in the United States. The student is expected to:

(D) create a map of important physical features such as the Appalachian Mountains, Great Lakes, Mississippi River, Great Plains, and Rocky Mountains.

(7) Geography. The student understands the location and patterns of settlement and the geographic factors that influence where people live. The student is expected to:

(A) identify and describe the patterns of settlement such as rural, urban, and suburban;

(B) explain the geographic factors that influence patterns of settlement and the distribution of population in the United States; and

(8) Geography. The student understands how people adapt to and modify their environment. The student is expected to:

(A) describe how and why people have adapted to and modified their environment in the United States such as the use of human resources to meet basic needs; and

(B) analyze the positive and negative consequences of human modification of the environment in the United States

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113.16. Social Studies, Grade 5, Continued

(12) Economics. The student understands patterns of work and economic Activity in the United States. The student is expected to:

(A) compare how people in different regions of the United States earn a living, past and present;

B) identify and explain how geographic factors have influenced the location of economic Activity in the United States;

(17) Citizenship. The student understands the importance of individual participation in the democratic process at the local, state, and national levels. The student is expected to:

(A) explain why individuals have a duty to participate in civic affairs at the local, state, and national levels; and

(B) explain how to contact elected and appointed leaders in local, state, and national governments.

(18) Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to:

(A) identify past and present leaders in the national government, including the president and various members of Congress, and their political parties; and

(B) identify leadership qualities of national leaders, past and present.

(21) Culture. The student understands the contributions of people of various racial, ethnic, and religious groups to the United States culture. The student is expected to

(B) summarize the contributions of people of various racial, ethnic, and religious groups to our national identity.

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113.18. Social Studies, Grade 6, Adopted 2018

Knowledge and skills.

(3) Geography. The student understands the factors that influence the locations and characteristics of locations of various contemporary societies on maps and/or globes. The student is expected to:

- (A) identify and explain the geographic factors responsible for patterns of population in places and regions;
- (B) explain ways in which human migration influences the character of places and regions;
- (C) identify and locate major physical and human geographic features such as landforms, water bodies, and urban centers of various places and regions; and

(4) Geography. The student understands how geographic factors influence the economic development and political relationships of societies. The student is expected to

- (A) explain the geographic factors responsible for the location of economic activity in places and regions; and
- (B) identify geographic factors such as location, physical features, transportation corridors and barriers, and distribution of natural resources that influence a society's political relationships.

(5) Geography. The student understands the impact of interactions between people and the physical environment on the development and conditions of places and regions. The student is expected to:

- (A) describe ways people have been impacted by physical processes such as earthquakes and climate;
- (B) identify and analyze ways people have adapted to the physical environment in various places and regions; and
- (C) identify and analyze ways people have modified the physical environment such as mining, irrigation, and transportation infrastructure

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113.18. Social Studies, Grade 6, Continued

(11) Citizenship. The student understands that the nature of citizenship varies among societies. The student is expected to:

- (A) describe and compare roles and responsibilities of citizens in various contemporary societies, including the United States; and
- (B) explain how opportunities for citizens to participate in and influence the political process vary among various contemporary societies

(12) Citizenship. The student understands the relationship among individual rights, responsibilities, duties, and freedoms in societies with representative governments. The student is expected to:

- (A) identify and explain the duty of civic participation in societies with representative governments; and
- (B) explain relationships among rights, responsibilities, and duties in societies with representative governments.

(18) Science, technology, and society. The student understands the influences of science and technology on contemporary societies. The student is expected to:

- (A) identify examples of scientific discoveries, technological innovations, and scientists and inventors that have shaped the world;
- (B) explain how resources, economic factors, and political decisions affect the use of technology; and
- (C) make predictions about future social, political, economic, cultural, and environmental impacts that may result from future scientific discoveries and technological innovations.

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113.19. Social Studies, Grade 7, Adopted 2018

Knowledge and Skills

(15) Citizenship. The student understands the rights and responsibilities of Texas citizens in a democratic society. The student is expected to:

(B) explain civic responsibilities of Texas citizens and the importance of civic participation

(17) Citizenship. The student understands the importance of effective leadership in a democratic society. The student is expected to:

(A) identify the leadership qualities of elected and appointed leaders of Texas, past and present, including Texans who have been president of the United States; and

(B) identify the contributions of Texas leaders such as Lawrence Sullivan "Sul" Ross, John Nance Garner ("Cactus Jack"), James A. Baker III, Henry B. González, Kay Bailey Hutchison, Barbara Jordan, Raymond L. Telles, Sam Rayburn, and Raul A. Gonzalez Jr.

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113.41. United States 113.41 History Studies Since 1877, Adopted 2018.

Knowledge and Skills

(2) History. The student understands traditional historical points of reference in U.S. history from 1877 to the present. The student is expected to:

(A) identify the major eras in U.S. history from 1877 to the present and describe their defining characteristics

(9) History. The student understands the impact of the American civil rights movement. The student is expected to:

(C) describe the roles of political organizations that promoted African American, Chicano, American Indian, and women's civil rights;

(D) identify the roles of significant leaders who supported various rights movements, including Martin Luther King Jr., Cesar Chavez, Dolores Huerta, Rosa Parks, and Betty Friedan;

(G) describe presidential actions and congressional votes to address minority rights in the United States, including desegregation of the armed forces, the Civil Rights Act of 1964, and the Voting Rights Act of 1965;

(I) evaluate changes in the United States that have resulted from the civil rights movement, including increased participation of minorities in the political process

(10) History. The student understands the impact of political, economic, and social factors in the U.S. from the 1970s through 1990. The student is expected to:

(E) describe significant societal issues of this time period such as the War on Drugs and the AIDS epidemic. (Environmental movements)

(11) History. The student understands the emerging political, economic, and social issues of the United States from the 1990s into the 21st century. The student is expected to:

(B) identify significant social and political issues such as health care, immigration, and education from different viewpoints across the political spectrum

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113.41. United States 113.41 History Studies Since 1877, Continued

(13) Geography. The student understands the causes and effects of migration and immigration on American society. The student is expected to:

(A) analyze the causes and effects of changing demographic patterns resulting from migration within the United States, including western expansion, rural to urban, the Great Migration, and the Rust Belt to the Sun Belt; and

(B) analyze the causes and effects of changing demographic patterns resulting from immigration to the United States.

(14) Geography. The student understands the relationship between population growth and the physical environment. The student is expected to:

(A) identify the effects of population growth and distribution on the physical environment; and

(B) identify the roles of governmental entities and private citizens in managing the environment such as the establishment of the National Park System, the Environmental Protection Agency (EPA), and the Endangered Species Act.

(18) Government. The student understands changes over time in the role of government. The student is expected to:

(A) evaluate the impact of New Deal legislation on the historical roles of state and federal government;

(B) explain constitutional issues raised by federal government policy changes during times of significant events, including World War I, the Great Depression, World War II, the 1960s, and September 11, 2000

(D) describe the role of contemporary government legislation in the private and public sectors such as the Community Reinvestment Act of 1977, USA PATRIOT Act of 2001, and the American Recovery and Reinvestment Act of 2009.

(19) Government. The student understands the changing relationships among the three branches of the federal government. The student is expected to:

(B) evaluate the impact of relationships among the legislative, executive, and judicial branches of government, including Franklin D. Roosevelt's attempt to increase the number of U.S. Supreme Court justices and the presidential election of 2000.

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113.41. United States 113.41 History Studies Since 1877, Continued

(23) Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to:

(A) evaluate the contributions of significant political and social leaders in the United States such as Andrew Carnegie, Thurgood Marshall, Billy Graham, Sandra Day O'Connor, and Hillary Clinton

(25) Culture. The student understands how people from various groups contribute to our national identity. The student is expected to:

(A) explain actions taken by people to expand economic opportunities and political rights for racial, ethnic, gender, and religious groups in American society;

(C) explain how the contributions of people of various racial, ethnic, gender, and religious groups shape American culture; and

(26) Science, technology, and society. The student understands the impact of science, technology, and the free enterprise system on the economic development of the United States. The student is expected to:

(A) explain the effects of scientific discoveries and technological innovations such as electric power, telephone and satellite communications, petroleum-based products, steel production, and computers on the economic development of the United States;

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113.44. United States Government, Adopted 2018

Knowledge and Skills

(2) History. The student understands the roles played by individuals, political parties, interest groups, and the media in the U.S. political system, past and present. The student is expected to:

- (A) describe the processes used by individuals, political parties, interest groups, or the media to affect public policy; and
- (B) analyze the impact of political changes brought about by individuals, political parties, interest groups, or the media, past and present.

(6) Government. The student understands the American beliefs and principles reflected in the U.S. Constitution and why these are significant. The student is expected to:

- (B) explain how the federal government serves the purposes set forth in the Preamble to the U.S. Constitution;
- (F) identify how the Declaration of Independence and the U.S. Constitution continue to shape American beliefs and principles in the United States today.

(7) Government. The student understands the structure and functions of the government created by the U.S. Constitution. The student is expected to:

- (D) identify the purpose of selected independent executive agencies, including the National Aeronautics and Space Administration (NASA), and regulatory commissions, including the Environmental Protection Agency (EPA), Occupational Safety and Health Administration (OSHA), Food and Drug Administration (FDA), and Federal Communications Commission (FCC)
- (F) analyze selected issues raised by judicial activism and judicial restraint

(8) Government. The student understands the concept of federalism. The student is expected to:

- (B) categorize government powers as national, state, or shared;
- (C) analyze historical and contemporary conflicts over the respective roles of national and state governments; and
- (D) explain how the U.S. Constitution limits the power of national and state governments

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113.44. United States Government, Continued

(12) Citizenship. The student understands the rights that are protected and secured by the U.S. Constitution and Bill of Rights. The student is expected to:

(B) identify and define the unalienable rights;

(13) Citizenship. The student understands the difference between personal and civic responsibilities. The student is expected to:

(A) describe scenarios where good citizenship may require the subordination of personal desire for the sake of the public good

(14) Citizenship. The student understands the importance of voluntary individual participation in the U.S. constitutional republic. The student is expected to:

(A) analyze the effectiveness of various methods of participation in the political process at local, state, and national levels;

(B) analyze historical and contemporary examples of citizen movements to bring about political change or to maintain continuity; and

(C) describe the factors that influence an individual's political attitudes and actions

(15) Citizenship. The student understands the importance of the expression of different points of view in a constitutional republic. The student is expected to:

(A) analyze different points of view of political parties and interest groups such as the League of United Latin American Citizens (LULAC), the National Rifle Association (NRA), and the

(B) explain the responsibilities, duties, and obligations of citizenship such as being well informed about civic affairs, serving in the military, voting, serving on a jury, observing the laws, paying taxes, and serving the public good; and

(16) Culture. The student understands the relationship between government policies and the culture of the United States. The student is expected to:

(A) evaluate a U.S. government policy or court decision that has affected a particular racial, ethnic, or religious group such as the Civil Rights Act of 1964 and the U.S. Supreme Court cases of *Hernandez v. Texas* and *Grutter v. Bollinger*; and

(B) explain changes in American culture brought about by government policies such as voting rights, the Servicemen's Readjustment Act of 1944 (GI Bill of Rights), the Immigration and Nationality Act of 1965, the Immigration Reform and Control Act of 1986, affirmative action, and racial integration.

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113.44. United States Government, Continued

(17) Science, technology, and society. The student understands the role the government plays in developing policies and establishing conditions that influence scientific discoveries and technological innovations. The student is expected to:

(B) identify examples of government-assisted research that, when shared with the private sector, have resulted in improved consumer products such as computer and communication technologies.

(18) Science, technology, and society. The student understands the impact of advances in science and technology on government. The student is expected to: (A) describe the potential impact of recent scientific discoveries and technological innovations on government policy; and

“Creative Conservation:” The Environmental Legacy of Pres. Lyndon B. Johnson 1963-1969

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Activity Sources:

Cuyahoga River Cartoon:

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“Creative Conservation:” The Environmental Legacy of Pres. Lyndon B. Johnson 1963-1969

Lady Bird Johnson Redefines Beauty

Overview Providing Context to Educator

Lady Bird is regarded as a major inspiration for the environmental movement that began during her husband’s presidency. Lady Bird was an environmentalist before the term was coined.

She said while First Lady,

The environment is where we all meet, where we all have a mutual interest; it is the one thing all of us share. It is not only a mirror of ourselves, but a focusing lens on what we can become.

— Speech at Yale University, White House Diary, Oct. 9, 1967.

For a warm-up activity, ask students to read the quote with a partner and write down their interpretation.

Mrs. Johnson and the President both felt that beautification went hand in hand with the “War on Poverty” and the various environmental battles he was waging. In his “Special Message to the Congress on Conservation and Restoration of Natural Beauty,” delivered on February 8, 1965, the President called for the Congress to act to “salvage the beauty and charm of our cities.” Lady Bird said in her book, *Lady Bird Johnson: A White House Diary*, that combining her husband’s “Great Society” agenda with beautification was “like picking up a tangled skein of wool—all the threads are interwoven—recreation and pollution and mental health, and the crime rate, and rapid transit, and highway beautification, and the war on poverty, and parks—national, state, and local.” This kind of thinking is de rigueur today; but was cutting edge in its time.

Over fifty major initiatives related to conservation and beautification were passed during Johnson’s presidency. President Johnson thanked his wife on July 26, 1968 for her dedication by presenting her with 50 pens used to sign these laws. LBJ also gave his wife a plaque that read: “To Lady Bird, who has inspired me and millions of Americans to try to preserve our land and beautify our nation. With love from Lyndon.”

During her husband’s time in office, her major efforts focused on improving Washington D.C., believing that beautifying the dilapidated nation’s capital could become an example to other cities across the country. The Johnson White House was the most active administration in conservation since the time of Theodore and Franklin D. Roosevelt, in no small part due to the efforts of Mrs. Johnson.

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The Environment and the “Great Society”

In the speech introducing the ideas relevant to the “Great Society” at the University of Michigan commencement on May 22, 1964, the President called on the government and citizens to renew man’s contact with nature, reminding those in the audience that, “we have prided ourselves on being not only America the strong and America the free, but America the beautiful.” The idea of “quality of life” was a key theme in Johnson’s vision for a “Great Society.” Although racial equality and the elimination of poverty were the primary goals of the program, Johnson felt that environmentalism, especially where it concerned pollution and degradation of the natural and urban environments also should be included in working toward the goals of a better America that the “Great Society” envisioned.

Lady Bird Johnson said,

“Too often we have bartered away not only the land, but the very air and water. Too often we have sacrificed human values to commercial values under the bright guise of progress. And in our unconcern, we have let a crisis gather which threatens health and even life itself ... Today, environmental questions are matters for architects and layman alike. They are questions, literally, of life and death. Can we have a building boom and beauty too? Must progress inevitably mean a shabbier environment? Must success spoil nature’s bounty? Insistently and with growing volume, citizens demand that we turn our building to a sensible, human purpose. They are asking, literally, for a breath of fresh air.” — B.Y. Morrison lecture at the American Institute of Architects annual convention in Portland, Oregon. June 26, 1968

— B.Y. Morrison lecture at the American Institute of Architects annual convention in Portland, Oregon. June 26, 1968

Share the above quote with students to give an idea of Lady Bird Johnson’s commitment to the environmental cause.

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Lady Bird’s Beautification Projects

One of Lady Bird’s most successful efforts at “beautification” was focused on the nation’s capital, Washington, D.C. The city was plagued by “white flight” and growing slums. In 1964, Mrs. Johnson formed the Committee for a More Beautiful Capital and in early 1965, with the support of wealthy philanthropists, found the Society for a More Beautiful Capital.

She felt that the nation’s capital would serve as an example of what could be done through combined efforts to create a more attractive cityscape for citizens. Through the Committee’s efforts, flowers and plants greeted the nation’s visitors all around the tourist attractions.

These endeavors were combined to help local groups clean up and improve their neighborhoods. Under Lady Bird’s efforts over 800,000 daffodils were planted in addition to thousands of Japanese Cherry Blossoms donated from Japan. Beautification was redefined to include preservation of local historic buildings, and the rehabilitation of the Potomac and Anacostia Rivers. Numerous parks and recreational areas were improved and developed.

LBJ said of her efforts, “ Whey they [Mrs. Johnson’s Committee] improve some neighborhood parks, when they plant an avenue of flowering trees...I think their shovels—their shovels dig dep into the future of this land because those shovels while digging deep are really changing the lives of our children...” (Remarks by the President at a Reception for the Members of the Citizens Advisory Committee on Recreation and Natural Beauty 29 1968)

Perhaps *the* biggest initiative, ultimately resulting in legislation, was Lady Bird Johnson and her committee’s endorsement of the national highway beautification program which was intended to clean up and upgrade America’s highways with more natural, greener appeal. Lady Bird traveled on numerous highways to and from Texas and Washington, D.C. for decades by the time she was First Lady. While some highways were pleasant-looking thoroughfares, others were had become heavily commercialized, littered, and cosmetically ugly.

In 1965, the President’s and First Lady’s potent powers of persuasion, and that of numerous other individuals, Cabinet departments, and environmental lobbying groups forced Congress into action. The Highway Beautification Act of 1965 was finally passed after much debate over its merits and flaws. This legislation sought to limit and control business billboards and promoted eliminating or cleaning-up junkyards along major federal highways. The bill also encouraged implementing anti-littering and dumping programs in the states along roadways. Lady Bird encouraged planting wildflowers and trees on highway borders and medians

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The Lady Bird Johnson Wildflower Center

After President Johnson’s death in 1973, Lady Bird continued her involvement in conservation issues and the environment. She especially loved native plants and in 1982, along with actress Helen Hayes, she established the National Wildflower Research Center in Austin, Texas. It was renamed in her honor in 1997, and is now administered through the University of Texas at Austin.

The Wildflower Center is an ongoing legacy of Mrs. Johnson’s great love of wildflowers and nature. She said, “Our Center works for more than the lovely blossoms in our open spaces. We are concerned for all of North America’s native plants, from the smallest sprout to the tallest tree.”

My special cause, the one that alerts my interest and quickens the pace of my life, is to preserve the wildflowers and native plants that define the regions of our land-to encourage and promote their use in appropriate areas and thus help pass on to generations in waiting the quiet joys and satisfactions I have known since my childhood. Lady Bird Johnson— AARP Convention Speech, 1992.

Schools across America create gardens to teach sustainability, nutrition, and provide opportunities for outdoor learning. Below is a list of resources to help your school continue Lady Bird’s legacy of caring for the environment.

Resources:

<https://slowfoodusa.org/school-gardens/>

<https://civileats.com/2010/01/19/school-gardens-across-the-nation/>

<https://www.fns.usda.gov/cfs/school-gardens>

<https://www.sierraclub.org/lay-of-the-land/2017/01/leading-example-baltimore-students-put-work-their-school-garden>

<https://www.nps.gov/whho/planyourvisit/white-house-kitchen-garden.htm>

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Activity: Find the connection between Lady Bird's environmental work to the problems of the 1960s by analyzing the following two sources. Source: Archives at LBJ Library

Document 1: Japanese government agrees to donate thousands of Cherry Blossoms for planting in the nation's capital.

File

EX-104
CO 141
PP 5/Johnson
Lady Bird
CM/TREES
FG 145
*PA 2/W**

U.S. DEPARTMENT OF THE INTERIOR
March 3, 1961

THE SECRETARY OF THE INTERIOR
WASHINGTON

April 5, 1965

MEMORANDUM FOR THE PRESIDENT

A flash from the beautification front!

At the opening of the Cherry Blossom Festival tomorrow the Japanese Ambassador will announce on behalf of Prime Minister Sato a gift of 3,000-4,000 cherry trees to be planted around the border of the grounds of the Washington Monument. Mrs. Johnson will accept the gift at the ceremony. We are preparing a suggested letter of thanks to Prime Minister Sato for your signature.

Not sent to file on 4/12/65

[Signature]
Stewart L. Udall
Secretary of the Interior

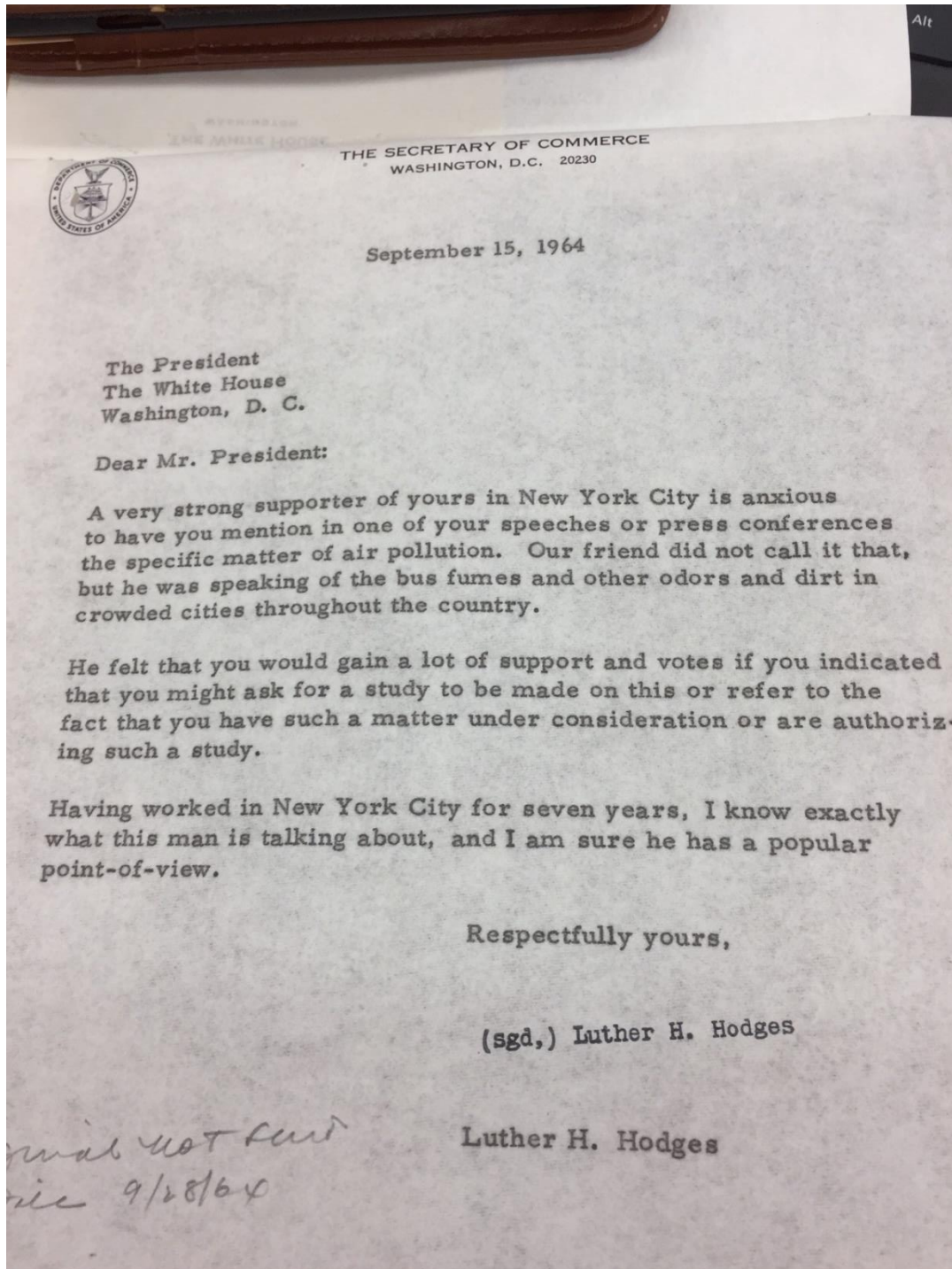
RECEIVED
APR 9 1965
GENERAL FILES

copy in Permanent File
"to Social Files"

"Creative Conservation:" The Environmental Legacy of Pres. Lyndon B. Johnson 1963-1969

Document 2: Letter from Secretary of Commerce addressing Air Pollution in New York City.

Source: Archives at LBJ Library



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For Context: The following letters were sent to Mrs. Johnson in early 1965 inviting her to visit a housing project in Washington, D.C. The First Lady hosted plantings and encouraged overall “beautification” and improvement of the landscape and environment of the housing project. It was Mrs. Johnson’s hope that inspiring improvements to neighborhoods would benefit those living there, as well as the city as a whole.

Activity: Gallery Walk

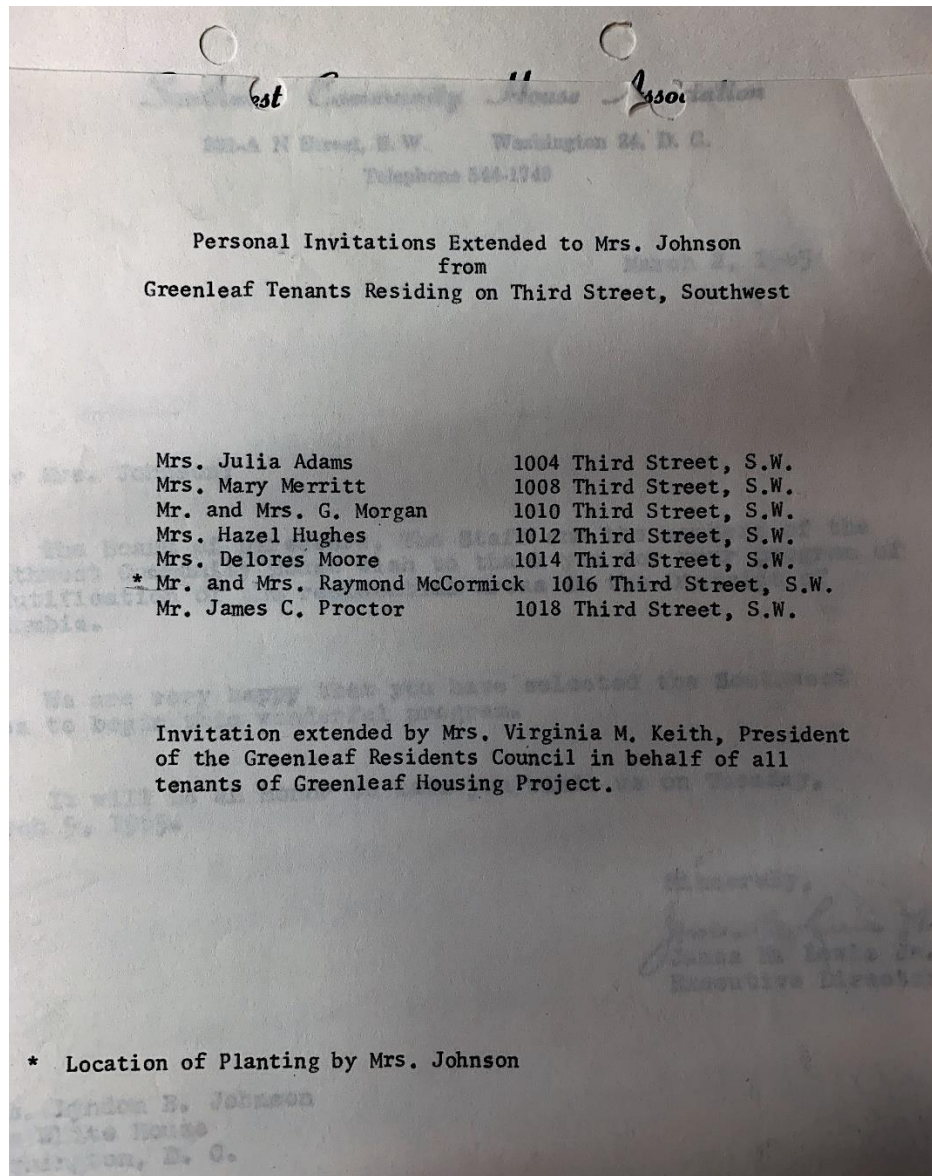
Print out the following sources then post around the room.

Students analyze each source for 8 min then answer the questions:

- What are your impressions of the letters?
- How do you think the residents really felt about having the First Lady visit?
- Could something like this happen today? If so, how would it be different?

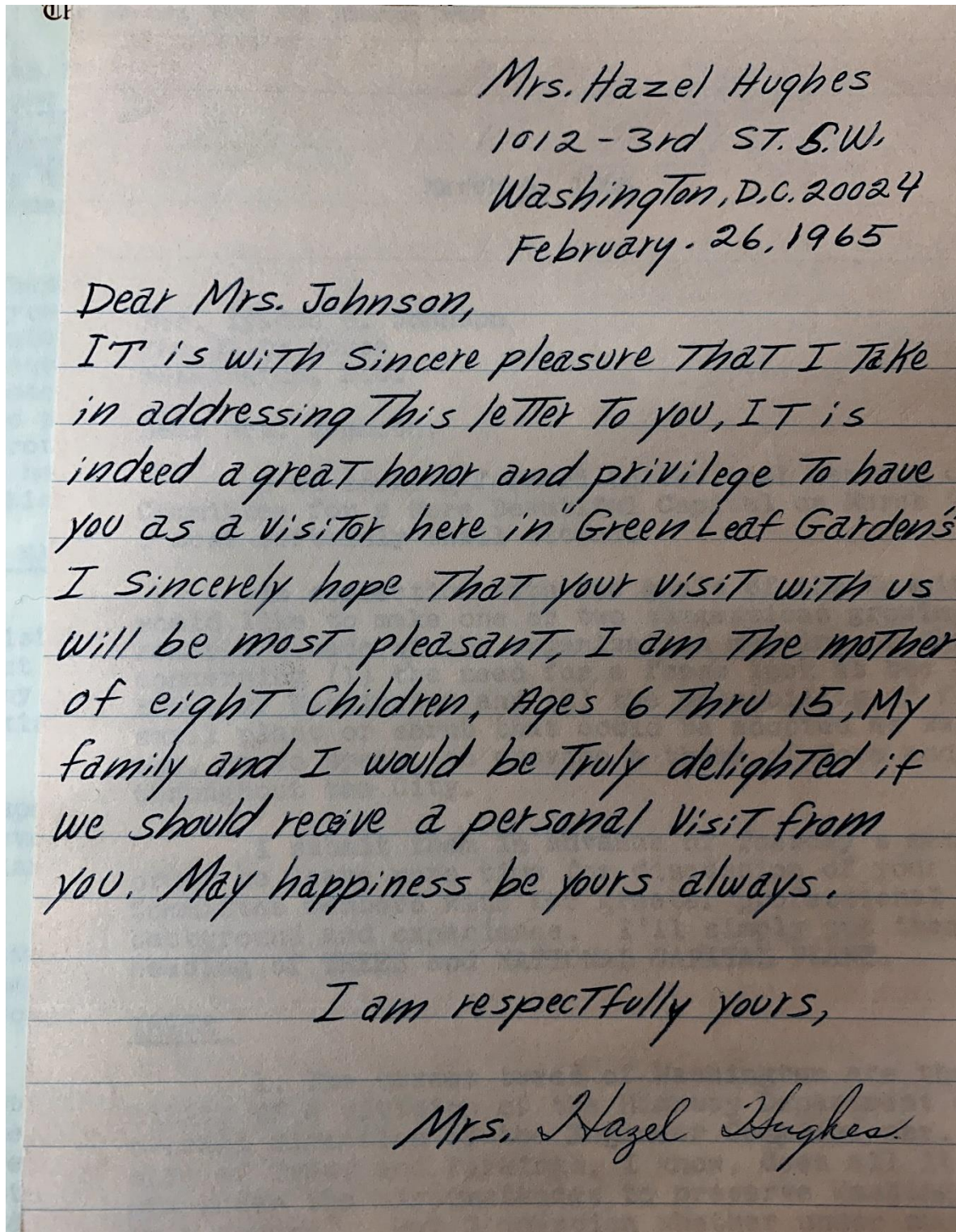
"Creative Conservation:" The Environmental Legacy of Pres. Lyndon B. Johnson 1963-1969

Source 1: Invitation to Lady Bird Johnson



**"Creative Conservation:" The Environmental Legacy of
Pres. Lyndon B. Johnson 1963-1969**

Source 2:



Mrs. Hazel Hughes
1012 - 3rd ST. S.W.
Washington, D.C. 20024
February. 26, 1965

Dear Mrs. Johnson,

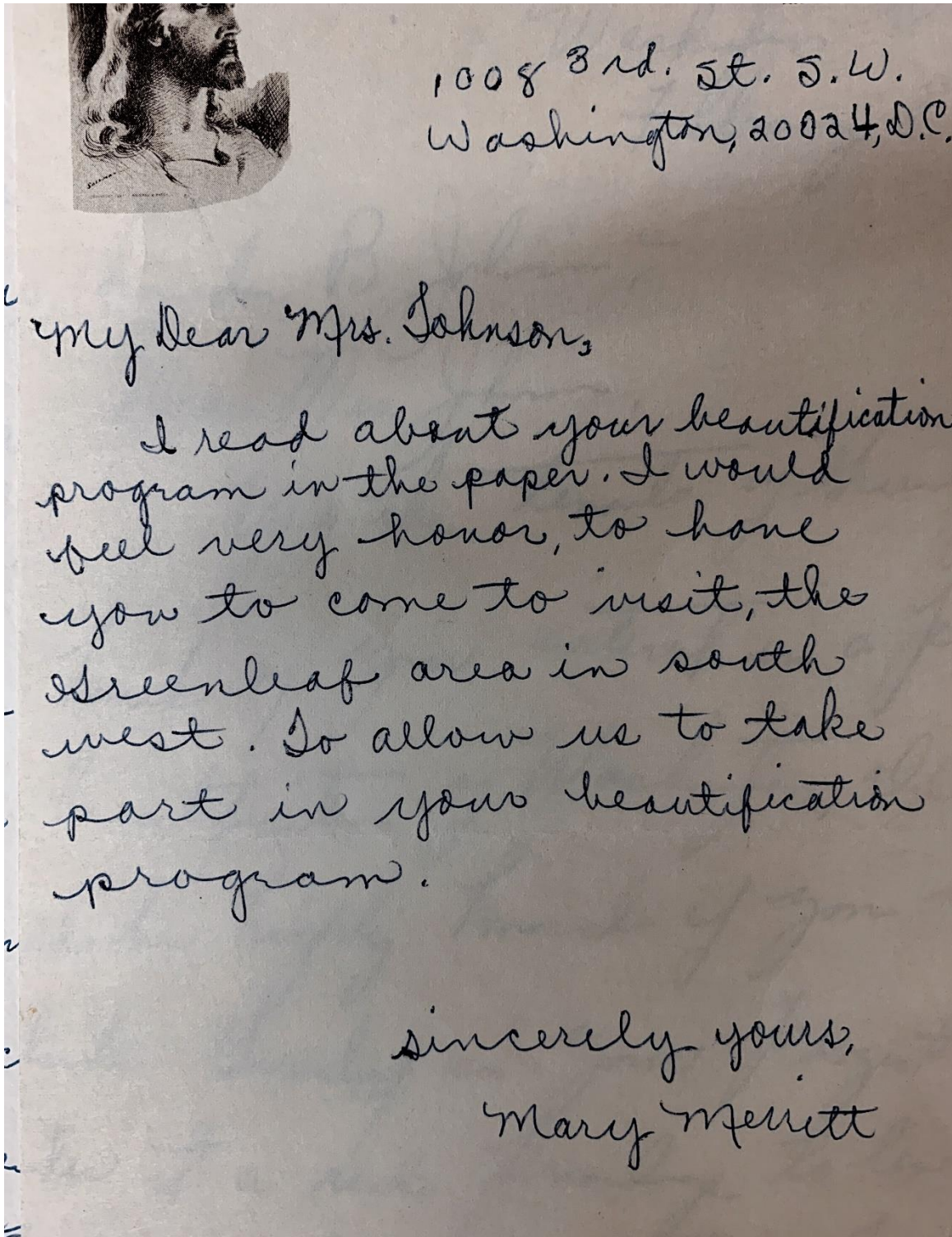
IT is with Sincere pleasure THAT I Take
in addressing This letter To you, IT is
indeed a great honor and privilege To have
you as a visitor here in "Green Leaf Gardens"
I Sincerely hope That your visit with us
will be most pleasant, I am The mother
of eight Children, Ages 6 Thru 15, My
family and I would be Truly delighted if
we should receive a personal Visit from
you. May happiness be yours always.

I am respectfully yours,

Mrs. Hazel Hughes.

**"Creative Conservation:" The Environmental Legacy of
Pres. Lyndon B. Johnson 1963-1969**

Source 3:



**"Creative Conservation:" The Environmental Legacy of
Pres. Lyndon B. Johnson 1963-1969**

Source 4:

Dear Mrs. Lyndon B. Johnson,

My family and I have been
a tenant of the Greenleaf Dwellings
for six years. We have seven children.

I have read about the wonderful
work you are doing to beautify the
city. I am sure everyone in our
dwellings will make you and
everyone else, as well as myself
proud of the work you have done.
We will do our best to keep it
up and make you feel your work
has been worthwhile.

Sincerely yours,
Mr. + Mrs. G. Morgan

1010 3rd St, S.W.

**"Creative Conservation:" The Environmental Legacy of
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Greenleaf Gardens Housing Project
201-N, Street S.W.

Washington D.C.

February 26, 1965

Mrs. Lyndon B. Johnson;-

Dear Mrs. Johnson,

We the tenants of Greenleaf Gardens,

some thank of your interest in a plan for
the beautification of Washington, D.C. We
would be highly honored if you would
include Greenleaf in your Project. We
consider it a real privilege to live here
in S.W. and be able to take part in
building up a section of Washington, which
we think will be a real show place in
the future. So therefore we invite you

**"Creative Conservation:" The Environmental Legacy of
Pres. Lyndon B. Johnson 1963-1969**

Visit us here, and see our home
and this development. All good wishes
go to you and President Johnson, and
your daughters for all the good will
and help you are offering to make
Washington D.C. a city the whole Country
can be proud of.

We remain
Sincerely —

Virginia M. Keith (Pres. Res. Council)
Rosalind B. Lewis (Project Manager)
and

all Tenants of Green Leaf
Gardens Housing Project

“Creative Conservation:” The Environmental Legacy of Pres. Lyndon B. Johnson 1963-1969

TEKS 113.16. Social Studies, Grade 5, Adopted 2018

Knowledge and Skills

(5) History. The student understands important issues, events, and individuals in the United States during the 20th and 21st centuries. The student is expected to:

(A) explain the significance of issues and events of the 20th century such as industrialization, urbanization, the Great Depression, the world wars, the civil rights movement, and military actions;

(C) identify the accomplishments and contributions of individuals and groups such as Susan B. Anthony, Martin Luther King Jr., Rosa Parks, Cesar Chavez, Franklin D. Roosevelt, Ronald Reagan, the Tuskegee Airmen, and the 442nd Regimental Combat Team in the areas of civil rights, women's rights, military actions, and politics

(8) Geography. The student understands how people adapt to and modify their environment. The student is expected to:

(A) describe how and why people have adapted to and modified their environment in the United States such as the use of human resources to meet basic needs; and

(B) analyze the positive and negative consequences of human modification of the environment in the United States

(18) Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to:

(A) identify past and present leaders in the national government, including the president and various members of Congress, and their political parties; and

(B) identify leadership qualities of national leaders, past and present.

“Creative Conservation:” The Environmental Legacy of Pres. Lyndon B. Johnson 1963-1969

TEKS 113.17. Social Studies, Grade 6, Adopted 2018

Knowledge and Skills

(1) History. The student understands the influences of individuals and groups from various cultures on various historical and contemporary societies. The student is expected to:

(A) identify and describe the historical influence of individuals, such as Lady Bird Johnson on various contemporary societies; and

(B) describe the social, political, economic and cultural contributions of individuals such as Lady Bird Johnson.

(2) History. The student understands the influences of individuals and groups from various cultures on various historical and contemporary societies. The student is expected to:

(B) identify and describe the historical influence of individuals, such as Lady Bird Johnson on various contemporary societies; and

(A) describe the social, political, economic and cultural contributions of individuals such as Lady Bird Johnson.

(11) Citizenship. The student understands that the nature of citizenship in various contemporary societies. The student is expected to:

(A) describe and compare roles and responsibilities of citizens in various contemporary societies, including the United States; and

(B) explain how opportunities for citizens to participate in and influence the political process vary among various contemporary societies.

Lady Bird Johnson is an excellent example from the U.S. for both points. She said, *Though the word beautification makes the concept sound merely cosmetic, it involves much more: clean water, clean air, clean roadsides, safe waste disposal and preservation of valued old landmarks as well as great parks and wilderness areas. To me...beautification means our total concern for the physical and human quality we pass on to our children and the future.*

I slept and dreamed that life was beauty. I awoke and found that life was duty.

-- From Mrs. Johnson's embroidered bedroom pillows

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TEKS 113.17. Social Studies, Grade 6, Adopted 2018

Knowledge and Skills

(18) Science, technology, and society. The student understands the influences of science and technology on contemporary societies. The student is expected to:

(A) identify examples of scientific discoveries, technological innovations, and scientists and inventors that have shaped the world: such as Lady Bird and her work to reshape the environment and the country’s thinking about it.

(B) explain how resources, economic factors, and political decisions affect the use of technology; such as the choice that Lady Bird made to become an advocate for the environment and her husband’s proposed legislation to it; and

(C) make predictions about future economic, cultural and environmental impacts that may result from future scientific discoveries and technological innovations and how the mindset, work and impact of Lady Bird Johnson will affect those discoveries, especially her work to establish the Lady Bird Johnson Wildflower Center.

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113.19 Social Studies, Grade 7, Texas History, Adopted 2018

Knowledge and skills.

(1) History. The student understands traditional historical points of reference in Texas history. The student is expected to:

(A) identify the major era in Texas history, describe their defining characteristics, and explain the purpose of dividing the past into eras, including Texas in the Civil Rights Era; and Contemporary Texas; and

(7) History. The student understands how individuals, events, and issues shaped the history of Texas during the late 19th, 20th, and early 21st centuries. The student is expected to:

(D) describe and compare the civil right and equal rights movements of various groups in Texas in the 20th century and identify key leaders in these movements such as Lyndon B. Johnson and his wife, Lady Bird.

(12) Economics. The student understands the interdependence of the Texas economy with the United States and the world. The student is expected to:

(C) analyze the impact of significant industries in Texas such as tourism to national parks on local, national, and international markets.

(17) Economics. The student understands the economic effects of government policies from World War II through the present. The student is expected to:

(D) identify the actions and outcomes of government policies intended to create economic opportunities for citizens such as the Great Society.

(17) Citizenship. The student understands the importance of effective leadership in a democratic society. The student is expected to:

(A) identify the leadership qualities of elected and appointed leader of Texas, past and present, including Texans who have been president of the United States, such as Lyndon B. Johnson

(B) identify the contributions of Texas leaders such as Lady Bird Johnson.

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113.41 United States History Studies Since 1877, Adopted 2018

Knowledge and Skills

(14) Geography. The student understands the relationship between population growth and the physical environment the student is expected to:

(B) identify the roles of governmental entities and private citizens, like Lady Bird Johnson, in managing the environment such as the establishment of the National Park System, the Environmental Protection Agency (EPA), and the Endangered Species Act.

(17) Economics. The student understands the economic effects of government policies from World War II through the present. The student is expected to:

(D) identify the actions and outcomes of government policies intended to create economic opportunities for citizens such as the Great Society.

(23) Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to:

(A) evaluate the contribution of significant political and social leaders in the United States, such as Lady Bird Johnson.

(25) Culture. The student understands how people from various groups contribute to our national identity. The student is expected to:

(D) identify the contributions of women such as Lady Bird Johnson to American society.

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“Creative Conservation:” The Environmental Legacy of Pres. Lyndon B. Johnson 1963-1969

LBJ Expands the National Park Service

Overview Providing Context for Educators

The United States National Park Service is over 100 years old. It was formally created in 1916 under President Woodrow Wilson, although National Parks themselves go back even farther in the country’s history. Abraham Lincoln approved the creation of Yosemite as a state park in California in 1864. Congress passed legislation creating Yellowstone as the nation’s first National Park in 1872 during the presidency of Ulysses S. Grant.

Teddy Roosevelt is often referred to as the “Conservation President.” He created the National Forest Service, and put more land under federal protection, whether as National Park, National Forest, Wildlife Refuge, or National Monument than any other President. He signed into law the Antiquities Act, which safeguarded early Native American ruins and antiquities.

During his New Deal, President Franklin Roosevelt, mobilized his Civilian Conservation Corps to work in national parks to build and repair roads, bridges, plant trees, and make improvements. He oversaw transfer of federally owned and operated national cemeteries, monuments, and historic sites to the administration of the National Park Service. Truman, Eisenhower and Kennedy all added acres to our National Parks.

President Johnson’s “Great Society”

President Johnson introduced ideas relevant to the “Great Society” at the University of Michigan commencement on May 22, 1964, calling on the government and citizens to renew man’s contact with nature, reminding those in the audience that, “we have prided ourselves on being not only America the strong and America the free, but America the beautiful.” The idea of “quality of life” was a key theme in Johnson’s vision for a “Great Society.”

Although racial equality and the elimination of poverty were the primary goals of the program, Johnson felt that environmentalism, especially where it concerned pollution and degradation of the natural and urban environments should be included in the goals of a better America envisioned by the “Great Society.” President Johnson felt that all Americans should be able to spend time in nature and appreciate our nation’s beauty. Therefore, he wanted to create more parks and wildlife areas, closer to cities for the use of ALL citizens.

“Creative Conservation:” The Environmental Legacy of Pres. Lyndon B. Johnson 1963-1969

LBJ’S Contributions to the NPS

Arguably, the President who did the most to protect and promote the preservation of our environment was Lyndon Baines Johnson, President of the United States from 1963-1969. His enormously positive environmental legacy is often overshadowed by his unparalleled accomplishments in Civil Rights legislation and the contentious issues surrounding the Vietnam War.

Lyndon Johnson grew up in the beautiful Hill Country of Texas. Certainly, that experience as well as his wife, Lady Bird, played significant roles in encouraging his enormous efforts toward improving conservation of natural resources, preservation of those resources and wildlife, and our historic buildings in America as a whole. No place has LBJ’s environmental impact been felt more keenly than in the expansion of the National Park Service that took place during his Presidency.

President Johnson was greatly encouraged in his conservation efforts by his Secretary of the Interior, Stewart Udall, also a valued member of the Kennedy administration. Udall, a native of Arizona, greatly appreciated the country’s natural beauty. He said of his work with President Johnson, “ [it] sort of developed and evolved and grew and gained strength as we began to have some successes, as the country responded and as the country prodded us too--because it works both ways. In an oral history, Udall said of Johnson’s additions to the Park Service, “the Johnson Administration was a high-water mark in many ways. “

The President and Lady Bird both felt that beauty and nature were an important part of life and should be available to everyone. Therefore, the creation and expansion of the National Parks were a natural part of his efforts to improve the lives of all Americans, especially the urban poor. The Johnsons both believed that parks and nature areas should be within easy reach of cities, where most American lived.

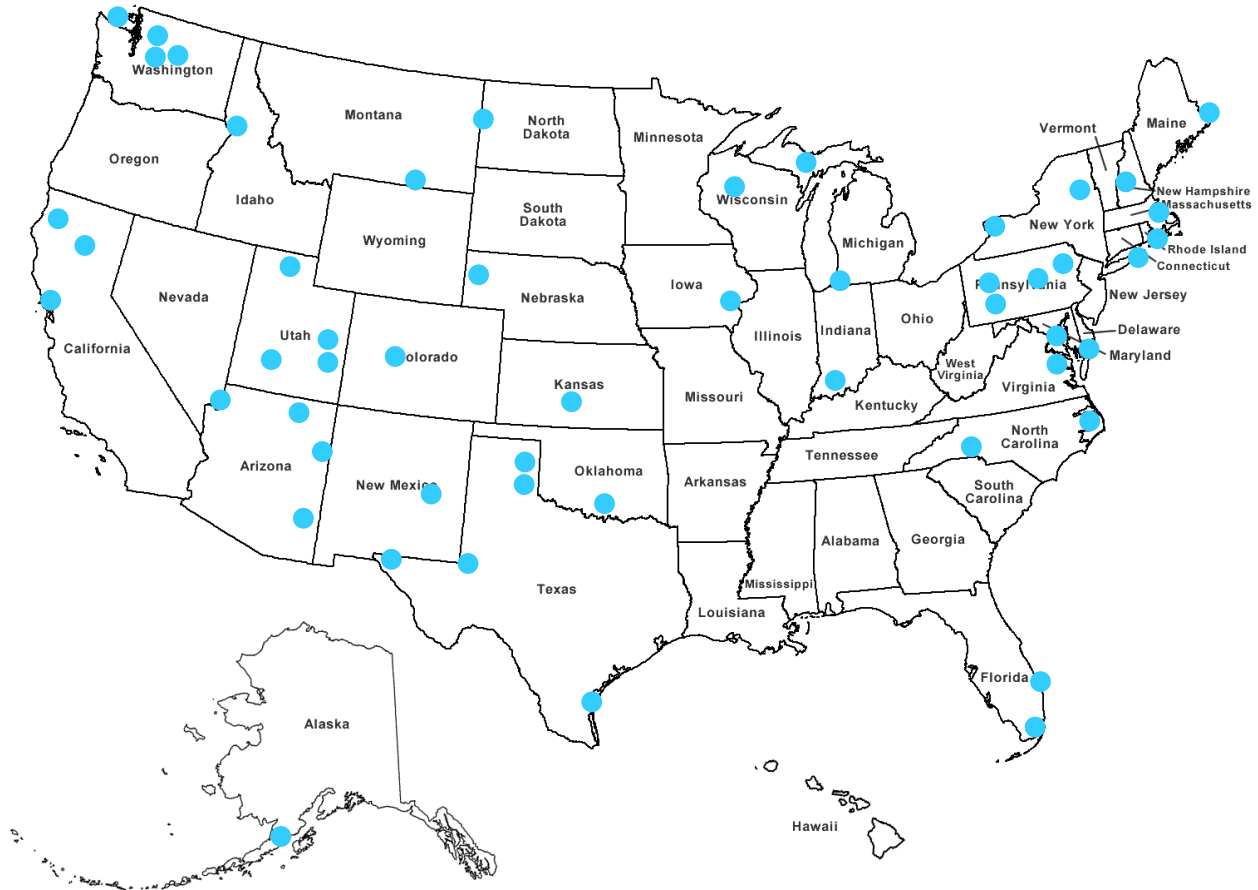
The President said in his State of the Union, on January 4, 1965.

“For over three centuries the beauty of America has sustained our spirit and has enlarged our vision. We must act now to protect this heritage. In a fruitful new partnership with the States and the cities the next decade should be a conservation milestone. We must make a massive effort to save the countryside and to establish—as a green legacy for tomorrow—more large and small parks, more seashores and open spaces than have been created during any other period in our national history.”

During his administration over 50 new parks were added to the park system and many existing ones were expanded.

“Creative Conservation:” The Environmental Legacy of Pres. Lyndon B. Johnson 1963-1969

Additions to the National Parks During LBJ’s Administration



Map copied from NPOS website, “Lyndon B. Johnson and the Environment,” accessed October 24, 2019.
<https://www.nps.gov/lyjo/planyourvisit/upload/environmentcs2.pdf>

“Creative Conservation:” The Environmental Legacy of Pres. Lyndon B. Johnson 1963-1969

List of Parks Created and Expanded Created During LBJ’s Administration

Agate Fossil Bed National Monument	Lake Chelan NRA
Alibates Flint Quarries	Lake Mead NRA
Allegheny Portage Railroad NHS	Mar-A-Lago NHS
Amistad NRA	Marble Canyon NM
Arbuckle NRA	National Visitor Center
Arches NM	Nez Perce NHP
Assateague Island NS	North Cascades NP
Bighorn Canyon NRA	Padre Island NS
Biscayne NM	Pecos NM
Canyonlands	Pictured Rocks NL
Cape Lookout NS	Redwood National Park
Capitol Reef NM	Roger Williams
Carl Sandburg Home NHS	Roosevelt Campobello Int Park
Chamizal N Memorial	Ross Lake NRA
Chamizal National Memorial	Saint-Gaudens NHS
Curecanti NRA	San Juan Island NHP
Delaware Water Gap NRA	Sanford NRA
Eisenhower NHS	Saugus Iron Works NHS
Fire Island NS	Theodore Roosevelt Inaugural NHS
Fort Bowie NHS	Whiskeytown -Shasta-Trinity NRA
Fort Larned NHS	Wolf Trap Farm
Fort Union Trading Post NHS	
George Rogers Clark NHS	
Golden Spike NHS	
Guadalupe Mountains NP	
Herbert Hoover NHS	
Hubbell Trading Post NHS	
Ice Age National Scientific Reserve	
Indiana Dunes NL	
John F. Kennedy NHS	
John Muir NHS	
Johnstown Flood N Monument	

Legend

NM National Monument

NS National Seashore

NHS National Historic Site

NP National Park

NRA National Recreation Area

“Creative Conservation:” The Environmental Legacy of Pres. Lyndon B. Johnson 1963-1969

Activity: Write about your experience at a National Park.

This could be a group activity, project on a chosen National Park, or an extra credit project

“Creative Conservation:” The Environmental Legacy of Pres. Lyndon B. Johnson 1963-1969

Activity:

Use the interactive map of the National Park System, provided by National Geographic, at <https://www.nationalgeographic.com/news/2016/02/160212-presidents-national-monuments-parks-history-photos/>, to learn where the parks are located and which ones are closest to you. Discuss the different types of parks within the System and what the appeals of each.

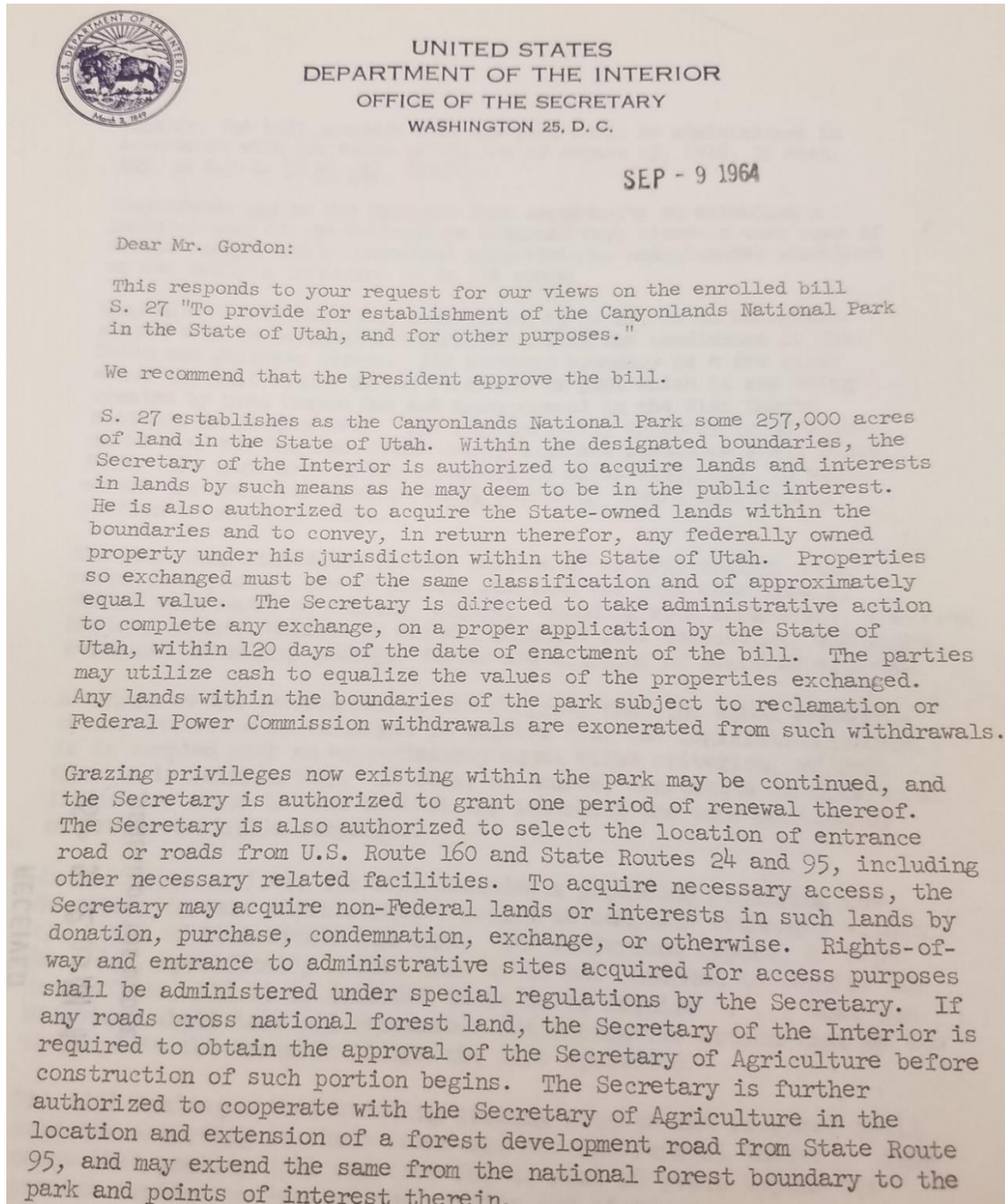


“Creative Conservation:” The Environmental Legacy of Pres. Lyndon B. Johnson 1963-1969

Activity:

Examine the following primary source document, with a small group, from the LBJ Library. Analyze and discuss its importance as a possible piece of legislation and as a addition to the NPS as a whole. What impact do you think it has on us today, if any? Use the Analyze a Written Document Worksheet by Natironal Archives if needed located at:

<https://www.archives.gov/education/lessons/worksheets/document-novice>



"Creative Conservation:" The Environmental Legacy of Pres. Lyndon B. Johnson 1963-1969

Finally, the bill provides that the park shall be administered in accordance with the terms of the Act of August 25, 1916, 39 Stat. 535, 16 U.S.C. §1 et seq. (1958).

Canyonlands may be the Nation's last opportunity to establish a national park of the Yellowstone National Park class--a vast area of scenic wonders and recreational opportunities unduplicated elsewhere on the American Continent or in the world.

Canyonlands National Park, established by S. 27, is an hourglass-shaped area in southeastern Utah, including the confluence of the Green and Colorado Rivers. Its southern boundary is a few miles above the tail waters of the reservoir or pool which is now being created by Glen Canyon Dam and incorporated in the Glen Canyon National Recreation Area. Its most northerly boundary is 30 miles north near the San Juan-Grand County line and Deadhorse Point State Park. The park area is approximately 20 miles wide, east to west, at the northern and southern ends, narrowing toward the central portion to about 10 miles.

The park constitutes the central portion of an arid valley, much wider from plateau rim to plateau rim than the park area itself, filled with mazes of canyons, gigantic standing rock formations, towering buttes, natural bridges or arches, balanced rock formations, and other evidences of mighty geologic forces and millions of years of erosion.

Although we had recommended to the Congress that the equal classification criterion in exchanges be deleted from the legislation, since it is coupled with an approximately equal value criterion, we feel that it is satisfactory. It does, of course, constitute an artificial limitation which in some measure may interdict the consummation of otherwise desirable exchanges.

As indicated earlier, the bill includes a provision requiring the Secretary to take administrative action to complete exchanges within the State of Utah within 120 days. The conference report, H. Rept. No. 1881, specifically states that it is not intended to require the impossible. All it is intended to do is to require ". . . that the Secretary shall take all reasonable administrative action that he can to complete the transfer within the time specified."

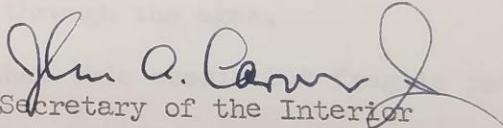
The bill envisages that existing grazing permits and licenses shall continue according to their terms and for one renewal thereof. This means that grazing will continue for at most 10 years beyond the present expiration date of the permits and licenses.

**"Creative Conservation:" The Environmental Legacy of
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It is to be noted the bill makes no provision for the continuing application of the mining and mineral leasing laws within the park. Under the original bill, S. 27, the mining and mineral leasing laws would have continued to apply to lands within the park subject to general regulation by the Secretary for a period of 25 years.

We believe that approval by the President of the bill will constitute the realization of an outstanding national park opportunity. A signing statement for the President is attached.

Sincerely yours,


Assistant Secretary of the Interior

Hon. Kermit Gordon
Director, Bureau of the Budget
Washington, D.C.

Enclosure

“Creative Conservation:” The Environmental Legacy of Pres. Lyndon B. Johnson 1963-1969

TEKS 113.16. Social Studies, Grade 5, Adopted 2018

Knowledge and Skills

(5) History. The student understands important issues, events, and individuals in the United States during the 20th and 21st centuries. The student is expected to:

(A) explain the significance of issues and events of the 20th century such as industrialization, urbanization, the Great Depression, the world wars, the civil rights movement, and military actions;

(C) identify the accomplishments and contributions of individuals and groups such as Lyndon B. Johnson and Steward Udall in the areas of civil rights, women's rights, military actions, and politics.

(8) Geography. The student understands how people adapt to and modify their environment. The student is expected to:

(A) describe how and why people have adapted to and modified their environment in the United States such as the use of human resources to meet basic needs; and

(B) analyze the positive and negative consequences of human modification of the environment in the United States.

(18) Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to:

(A) identify past and present leaders in the national government, including the president and various members of Congress, and their political parties; and

(B) identify leadership qualities of national leaders, past and present such as LBJ.

“Creative Conservation:” The Environmental Legacy of Pres. Lyndon B. Johnson 1963-1969

TEKS 113.17. Social Studies, Grade 6, Adopted 2018

Knowledge and skills.

(2) History. The student understands the influences of individuals and groups from various cultures on various historical and contemporary societies. The student is expected to:

(A) identify and describe the historical influence of individuals, such as Lyndon B. Johnson and Steward Udall on contemporary society; and

(B) describe the social, political, economic, and cultural contributions of individuals such as Lyndon Baines Johnson and Steward Udall

(4) Geography. The student understands how geographic factors influence the economic development and political relationships of societies. The student is expected to:

(B) identify geographic factors such as location, physical features, transportation corridors and barriers, and distribution of natural resources that influence a society’s political relationship such as designation of national parks and monuments.

(11) Citizenship. The student understands that the nature of citizenship varies among societies. The student is expected to:

(B) explain how opportunities for citizens to participate in and influence the political process vary among various contemporary societies such as the United States.

(12) Citizenship. The student understands the relationship among individual rights, responsibilities, duties, and freedoms in societies with representative governments. The student is expected to:

(A) identify and explain the duty of civic participation in societies with representative governments, such as a President or cabinet officer; and

(B) explain relationships among right, responsibilities, and duties in societies with representative governments, such as that of the President and cabinet officers.

(14) Culture. The student understands that all societies have basic institutions in common even though the characteristics of these institutions may differ. The student is expected to:

(A) compare characteristics of institutions in various contemporary society, such as the National Park Service; and

(B) analyze the efforts and Activity institutions use to sustain themselves over time, such as the National Park Service.

“Creative Conservation:” The Environmental Legacy of Pres. Lyndon B. Johnson 1963-1969

TEKS 113.17. Social Studies, Grade 6, Continued

(17) Culture. The student understands the relationship among religion, philosophy, and culture. The student is expected to:

(A) explain the relationship among religious ideas, philosophical ideas and cultures, such as preservation and conservation.

(19) Social studies skills. The student applies critical thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including technology. The student is expected to:

(C) organize and interpret information from outlines, report, databases, and visuals, including graphs, charts, timelines, and maps; and

(D) identify points of view about an issue or current topic.

“Creative Conservation:” The Environmental Legacy of Pres. Lyndon B. Johnson 1963-1969

113.19 Social Studies, Grade 7, Adopted 2018

Knowledge and skills.

(1) History. The student understands traditional historical points of reference in Texas history. The student is expected to:

(A) identify the major era in Texas history, describe their defining characteristics, and explain the purpose of dividing the past into eras, including Texas in the Civil Rights Era; and Contemporary Texas; and

(7) History. The student understands how individuals, events, and issues shaped the history of Texas during the late 19th, 20th, and early 21st centuries. The student is expected to:

(D) describe and compare the civil right and equal rights movements of various groups in Texas in the 20th century and identify key leaders in these movements such as Lyndon B. Johnson.

(12) Economics. The student understands the interdependence of the Texas economy with the United States and the world. The student is expected to:

(C) analyze the impact of significant industries in Texas such as tourism to national parks on local, national, and international markets.

(17) Citizenship. The student understands the importance of effective leadership in a democratic society. The student is expected to:

(A) identify the leadership qualities of elected and appointed leader of Texas, past and present, including Texans who have been president of the United States, such as Lyndon B. Johnson.

(20) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including technology. The student is expected to:

(C) organize and interpret information from outlines, report, databases, and visuals, including graphs, charts, timelines, and maps, such as those of NPS parks in Texas;

(E) support a point of view on a social studies issue, such as establishment of national parks in Texas.

“Creative Conservation:” The Environmental Legacy of Pres. Lyndon B. Johnson 1963-1969

113.19 Social Studies, Grade 7, Continued

(21) Social studies skills. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:

(A) create and interpret thematic maps, graphs, and charts representing various aspects of Texas during the 19th, 20th, and 21st centuries, including establishment of national parks, and

(B) analyze and interpret geographic distributions and patterns in Texas of national parks during the 19th, 20th, and 21st. centuries.

“Creative Conservation:” The Environmental Legacy of Pres. Lyndon B. Johnson 1963-1969

113.41 United States History Studies Since 1877, Adopted 2018

Knowledge and skills.

(5) History. The student understands the effects of reform and third-party movements in the early 20th century. The student is expected to:

(A) analyze the impact of Progressive Era reforms, including the establishment of National Parks and the NPS;

(9) History. The student understands the impact of the American civil rights movement.

(D) identify the roles of significant leader who supported various rights movements, including President Lyndon B. Johnson.

(14) Geography. The student understands the relationship between population growth and the physical environment. The student is expected to:

(B) identify the roles of governmental entities and private citizens in managing the environment such as the establishment of the National Park System, the Environmental Protection Agency (EPA), and the Endangered Species Act.

(18) Government. The student understands changes over time in the role of government. The student is expected to:

(B) explain constitutional issues raised by federal government policy changes during times of significant events, including the 1960s and LBJ’s Great Society and the expansion of the National Park System.

(23) Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to:

(A) evaluate the contributions of significant political and social leaders in the United States such as Lyndon Baines Johnson and Stewart Udall

“Creative Conservation:” The Environmental Legacy of Pres. Lyndon B. Johnson 1963-1969

Primary Sources:

LBJPresidentialLibrary.org. Johnson, Lyndon B. “President Johnson’s State of the Union Address, January 8, 1964,” Accessed October 12, 2019. <http://www.lbjlibrary.org/press/civil-rights-tax-cuts-and-the-war-on-poverty>.

LBJPresidentialLibrary.org. Johnson, Lyndon B. “Special Message to the Congress on Conservation and Restoration of Natural Beauty, February 8, 1965,” Accessed October 12, 2019. <http://www.lbjlibrary.net/collections/selected-speeches/1965/02-08-1965.html>.

LBJPresidentialLibrary.org. Johnson, Lyndon B. “University of Michigan Speech 5-22-64,” Accessed October 13, 2019. <https://www.youtube.com/watch?v=x4Qc1VM80aQ>.

Letter from John A. Carver, Jr. to Kermit Gordon, September 9, 1964, Canyonlands National Park, Utah, S. 27, P.L. 88-590, Box 16, LBJ Library.

Udall, Stewart. transcript of an oral history conducted October 31, 1969 by Joe B. Franz for the LBJ Library by the University of Texas Oral History Project and the LBJ Library Oral History Project, LBJ Library, University of Texas, Austin, 1969. Accessed October 20, 2019. http://www.lbjlibrary.net/assets/documents/archives/oral_histories/udall/UDALL04.PF.

Udall, Stewart. transcript of an oral history conducted May 19, 1969 by Joe B. Franz for the LBJ Library by the University of Stewart L. Udall, Texas Oral History Project and the LBJ Library Oral History Project, LBJ Library, University of Texas, Austin, 1969. Accessed October 20, 2019. http://www.lbjlibrary.net/assets/documents/archives/oral_histories/udall/UDALL02.PF.

“Creative Conservation:” The Environmental Legacy of Pres. Lyndon B. Johnson 1963-1969

Secondary Sources:

Britannica.com. “National Park Service.” Accessed October 21, 2019.

<https://www.britannica.com/topic/National-Park-Service>.

NationalGeographic.com. “A Century of Parks,” interactive map of US park system. Accessed October 20, 2019.

<https://www.nationalgeographic.com/news/2016/02/160212-presidents-national-monuments-parks-history-photos/>.

ParkRangeEdu.org. “What is the National Park Service.” Accessed October 20, 2019.

<https://www.parkrangeredu.org/what-is-the-national-park-service/>.

[TerraGalleria.com](http://www.terra Galleria.com) · the photography of QT Luong. “National Parks Timeline.” Accessed October 20, 2019. <https://www.terraGalleria.com/parks/info/parks-by-date.html>.

Suggestions for Additional Resources on National Parks:

Check out <http://www.pbs.org/nationalparks/> for additional educator resources and access to the Ken Burns film about the National Parks, “The National Parks: America’s Best Idea.”

“Creative Conservation:” The Environmental Legacy of Pres. Lyndon B. Johnson 1963-1969

Conservation and Preservation

Overview Providing Context for Educator

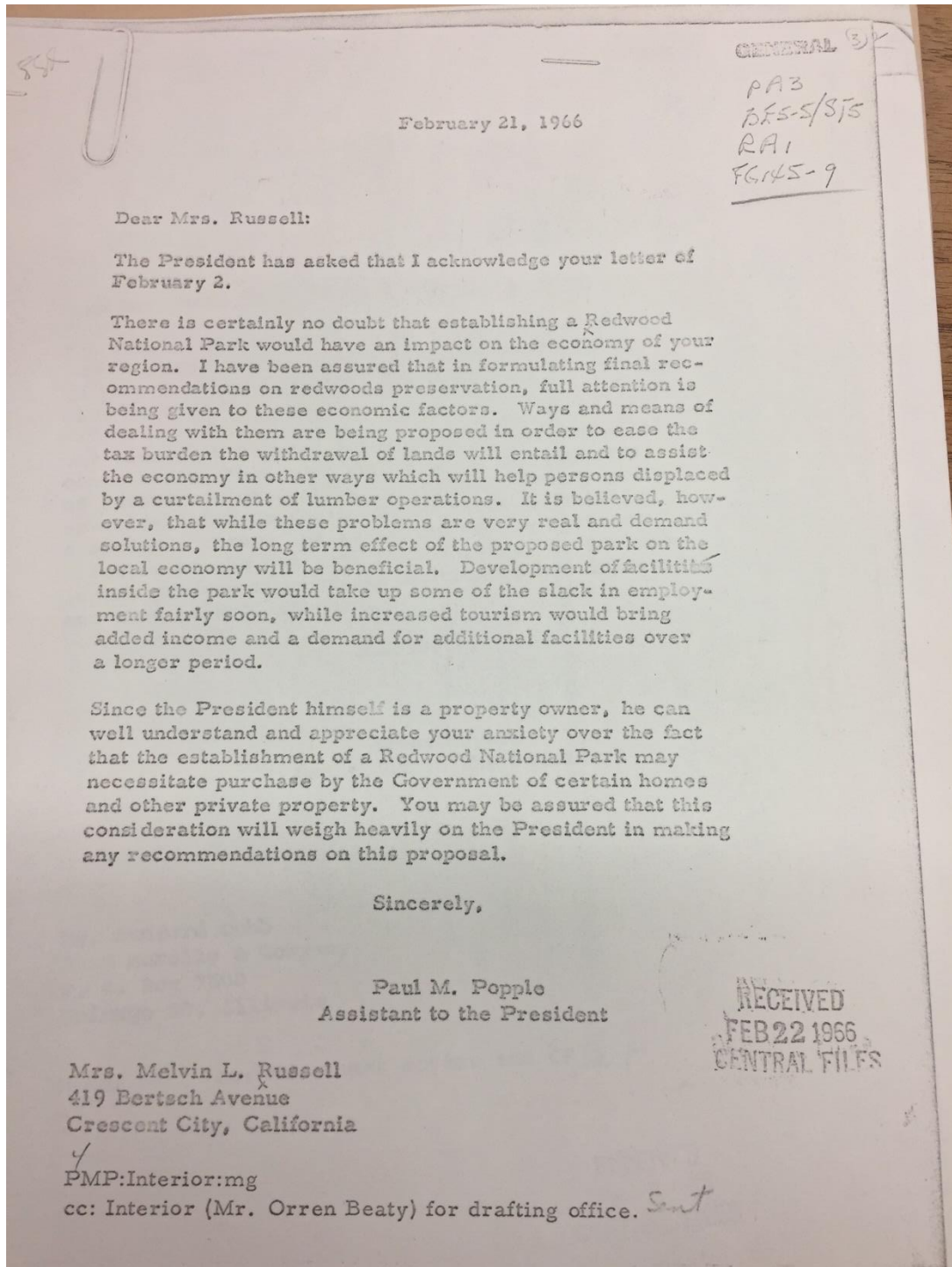
President Johnson’s legacy for other issues faced by his administration, such as civil rights and Vietnam, often overshadow his environmental legacy. The focus of environmentalism is tied to the 1970s with the creation of the EPA, founding of Earth Day, and a growing environmental justice movement. However, the roots of environmentalism were planted from the many policies enacted during the Johnson administration, transitioning from an old-style conservationism to modern environmentalism.

Environmental historian, Martin Melosi, defines old style conservationism as a concern with the utilization of natural resources. Prior efforts revolved around conserving and managing natural resources. This style of care neglected to mitigate the issues brought on by rapid industrialization such as pollution and the environment’s effects on quality of life.

“New conservation,” a term originating from Secretary of Interior, Stewart Udall, encompasses pollution control, urban environmentalism, wilderness protection, and historic conservation. Johnson demonstrated his commitment to those issues by hosting the White House conference on natural beauty in 1965. Federal, state, and local stakeholders met to formulate a plan. In February 1966, LBJ again laid out a plan regarding the preservation of the nation’s natural heritage. In his message to Congress he addressed expansion of the National Park System by adding the Redwood National Park, new recreation areas, a nationwide trail system, a wild river system, and increased focus on preservation of historic sites. 1966 was proclaimed by President Johnson as the year of “new conservation.” The Johnson administration did more for environmental causes than any other president in the history of the United States.

"Creative Conservation:" The Environmental Legacy of Pres. Lyndon B. Johnson 1963-1969

Activity: Analyze the following two primary sources. What was the push back to park expansion? Why did others support the endeavor? Source: Archives at LBJ Library



**"Creative Conservation:" The Environmental Legacy of
Pres. Lyndon B. Johnson 1963-1969**

Source: Archives at LBJ Library

123 Conservation 128
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Lyndon B. Johnson
President of the United States
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048
Dear Sir,
I am pleased that you
are proposing a Redwood
National Park.
However, I feel very
strongly that the whole
90,000 acres as asked by
the Sierra Club should be
preserved.
I see no reason why
all cannot be saved and
I ask that you please
reconsider. After all,
when the trees are gone, we
cannot bring them back.
Most Sincerely,
Mrs. R.A. Mason
1385 Hartley St.
Bakersfield, Calif.

“Creative Conservation:” The Environmental Legacy of Pres. Lyndon B. Johnson 1963-1969

113.16. Social Studies, Grade 5, Adopted 2018

Knowledge and Skills

(5) History. The student understands important issues, events, and individuals in the United States during the 20th and 21st centuries. The student is expected to:

(A) explain the significance of issues and events of the 20th century such as industrialization, urbanization, the Great Depression, the world wars, the civil rights movement, and military actions;

(C) identify the accomplishments and contributions of individuals and groups such as Susan B. Anthony, Martin Luther King Jr., Rosa Parks, Cesar Chavez, Franklin D. Roosevelt, Ronald Reagan, the Tuskegee Airmen, and the 442nd Regimental Combat Team in the areas of civil rights, women's rights, military actions, and politics.

(8) Geography. The student understands how people adapt to and modify their environment. The student is expected to:

(A) describe how and why people have adapted to and modified their environment in the United States such as the use of human resources to meet basic needs; and

(B) analyze the positive and negative consequences of human modification of the environment in the United States.

(12) Economics. The student understands patterns of work and economic Activity in the United States. The student is expected to:

(A) compare how people in different regions of the United States earn a living, past and present;

(B) identify and explain how geographic factors have influenced the location of economic Activity in the United States;

(17) Citizenship. The student understands the importance of individual participation in the democratic process at the local, state, and national levels. The student is expected to:

(A) explain why individuals have a duty to participate in civic affairs at the local, state, and national levels; and

(B) explain how to contact elected and appointed leaders in local, state, and national governments.

“Creative Conservation:” The Environmental Legacy of Pres. Lyndon B. Johnson 1963-1969

113.16. Social Studies, Grade 5, Continued

(18) Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to:

- (A) identify past and present leaders in the national government, including the president and various members of Congress, and their political parties; and (
- B) identify leadership qualities of national leaders, past and present.

“Creative Conservation:” The Environmental Legacy of Pres. Lyndon B. Johnson 1963-1969

113.18. Social Studies, Grade 6, Adopted 2018.

Knowledge and Skills

(2) History. The student understands the influences of individuals and groups from various cultures on various historical and contemporary societies. The student is expected to:

(A) identify and describe the historical influence of individuals or groups on various contemporary societies; and

(B) describe the social, political, economic, and cultural contributions of individuals and groups from various societies, past and present.

(3) Geography. The student understands the factors that influence the locations and characteristics of locations of various contemporary societies on maps and/or globes. The student is expected to:

(A) identify and explain the geographic factors responsible for patterns of population in places and regions;

(B) explain ways in which human migration influences the character of places and regions;

(C) identify and locate major physical and human geographic features such as landforms, water bodies, and urban centers of various places and regions.

(4) Geography. The student understands how geographic factors influence the economic development and political relationships of societies. The student is expected to:

(A) explain the geographic factors responsible for the location of economic Activity in places and regions; and

(B) identify geographic factors such as location, physical features, transportation corridors and barriers, and distribution of natural resources that influence a society's political relationships. (

(5) Geography. The student understands the impact of interactions between people and the physical environment on the development and conditions of places and regions. The student is expected to:

(C) identify and analyze ways people have modified the physical environment such as mining, irrigation, and transportation infrastructure.

“Creative Conservation:” The Environmental Legacy of Pres. Lyndon B. Johnson 1963-1969

113.18. Social Studies, Grade 6, Continued

(6) Economics. The student understands the factors of production in a society's economy. The student is expected to:

- (A) describe ways in which the factors of production (natural resources, labor, capital, and entrepreneurs) influence the economies of various contemporary societies;
- (B) identify problems that may arise when one or more of the factors of production is in relatively short supply; and
- (C) explain the impact of the distribution of resources on international trade and economic interdependence among and within societies.

(11) Citizenship. The student understands that the nature of citizenship varies among societies. The student is expected to:

- (B) explain how opportunities for citizens to participate in and influence the political process vary among various contemporary societies.

(12) Citizenship. The student understands the relationship among individual rights, responsibilities, duties, and freedoms in societies with representative governments. The student is expected to:

- (A) identify and explain the duty of civic participation in societies with representative governments; and
- (B) explain relationships among rights, responsibilities, and duties in societies with representative governments.

“Creative Conservation:” The Environmental Legacy of Pres. Lyndon B. Johnson 1963-1969

113.41 History Studies Since 1877, Adopted 2018

Context: President Johnson redefined conservation in the 1960s from that of concern and management of natural resources to a focus on pollution, urbanization, and accessibility to nature. The Johnson administration expanded the National Park System, developed nation-wide trail systems, and increased preservation for historic sites.

(14) Geography. The student understands the relationship between population growth and the physical environment. The student is expected to:

(A) identify the effects of population growth and distribution on the physical environment; and

(B) identify the roles of governmental entities and private citizens in managing the environment such as the establishment of the National Park System, the Environmental Protection Agency (EPA), and the Endangered Species Act.

(17) Economics. The student understands the economic effects of government policies from World War II through the present. The student is expected to:

(D) identify the actions and outcomes of government policies intended to create economic opportunities for citizens such as the Great Society, affirmative action, and Title IX

(23) Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to:

(A) evaluate the contributions of significant political and social leaders in the United States such as Andrew Carnegie, Thurgood Marshall, Billy Graham, Sandra Day O'Connor, and Hillary Clinton; and

“Creative Conservation:” The Environmental Legacy of Pres. Lyndon B. Johnson 1963-1969

Primary Sources:

Johnson, Lyndon. “Special Message to Congress on Conservation and Restoration of Natural Beauty.” *The American Presidency Project*. February 8, 1963.

Johnson, Lyndon. “Remarks Upon Signing the Wilderness Bill and the Land and Water Conservation Fund Bill.” *The American Presidency Project*. September 3, 1964.

Johnson, Lyndon. “Annual Message to the Congress on the State of the Union.” *The American Presidency Project*. January 4, 1965.

Johnson, Lyndon. “Remarks to the Delegates to the White House Conference on Natural Beauty.” *The American Presidency Project*. May 25, 1965.

Johnson, Lyndon. “Special message to the Congress Proposing Measures to Preserve America’s Natural Heritage.” *The American Presidency Project*. February 23, 1966.

Secondary Sources:

German, Nancy. “Negotiating for the Environment: LBJ’s Contribution to the Environmental Movement.” *Federal History*, Issue 9, (2017):48.

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Graham, Jr., Otis. *Presidents and the American Environment*. Lawrence, KS: University Press of Kansas, 2015.

Webb, Melody. “Lyndon Johnson: The Last Frontier President,” *Journal of the West*, (April, 1995).

“Creative Conservation:” The Environmental Legacy of Pres. Lyndon B. Johnson 1963-1969

LBJ’s Government Organization: Task Force Solutions

Overview Providing Context for Educator

President Johnson’s Great Society initiatives required an all hands-on deck approach to formulating beneficial policies. LBJ was inspired by the task force organization implemented during President Roosevelt’s New Deal formation. He organized a similar structure to tackle the most pressing issues including protection of natural resources, pollution, and conservation. Task forces were working groups that created recommendations for policy. The task forces operated under complete secrecy, only sharing their reports with the President. He then determined the best course of action in pursuing legislation.

These working groups were divided into two categories, outside task forces or interagency task forces. The outside task forces were composed of experts not affiliated with the government. The purpose of creating external task forces, separate from government agencies, was to promote new ideas. Many of the issues task forces explored were cross departmental, needing input from diverse voices. LBJ recognized that would never happen under the directors of government agencies. The interagency task forces were comprised of government employees and representatives. Both task force categories followed the same protocols and processes.

Task force organization was first introduced in the May 22, 1964 speech given by President Johnson to the graduating class at University of Michigan Ann Arbor. He then went on to organize fourteen task forces related to Great Society mandates. Each task force was requested to brainstorm ideas and possibilities, with no budgetary constraints imposed. The task force suggestions then moved to another committee tasked with screening for practicalities and cost.

LBJ wanted balanced committees with both “thinkers and doers.” (*Vantage Point*, 327) He used task forces throughout his entire administration utilizing the expertise of 300 businessmen, labor leaders, and teachers referring to them as his “brain trust.” (*Vantage Point*, 328) He credits their time and efforts to formulating the legislation of the Great Society.

Environment Task Forces:

- 1964 Task Force on the Environmental Pollution
- 1964 Task Force on Natural Resources
- 1964 Task Force on Natural Beauty
- 1966 Task Force on Natural Resources
- 1966 Task Force on Quality on the Environment
- 1968 Task Force on Quality on the Environment

“Creative Conservation:” The Environmental Legacy of Pres. Lyndon B. Johnson 1963-1969

Activity: Break into groups to analyze the following excerpt from the 1964 Task Force Report on Environmental Pollution dated November 9, 1964. Using the source, answer the following questions:

Note three environmental problems as stated by this task force.

Why is the environment the government’s responsibility?

Note three solutions as stated in the source.

Something to consider: Could LBJ’s mandate for secrecy be considered executive over-reach?

"Creative Conservation:" The Environmental Legacy of Pres. Lyndon B. Johnson 1963-1969

Source: 1964 Task Force Report on Environmental Pollution dated November 9, 1964, page 2 in archives at the LBJ Library.

uses of water. Toxic chemicals are finding their way in increasing amounts into natural waters. Massive mortalities of fishes have taken place in rivers, lakes and estuaries. Valuable shellfish and shrimp fisheries are retreating before relentless advances of pollution.

Precious agricultural soils, irreplaceable resources of our nation, are now showing alarming signs of pollution from persistent pesticides applied year after year for the control of insects, weeds, and other pests. Some of these chemicals, often lingering long after application, are (in some instances) taken up by crops, and reach our people's food either directly or through our livestock. The scope and importance of this newly-recognized soil pollution have not yet been adequately evaluated. In one state, however, more than seven percent of the land used for growing vegetables contains so much residue of pesticides that certain crops cannot be grown there without taking up amounts of chemicals beyond the tolerance limits. The majority of our orchard lands contain so much pesticide that they could not be converted to vegetable or forage crops if it were desired to do so. Some lands are so heavily polluted with arsenic, copper, and lead that they will now support no useful vegetation of any kind.

In some irrigated areas of the country, soil pollution from salt is a growing problem.

So far, our soils have been adequately protected from radioactive pollution.

The side effects from the use of pesticides are of real concern. Bees and so other beneficial insects (pollinators, predators, and parasites) are severely reduced in numbers to the detriment of both wild and cultivated plants. Certain invertebrates, as earthworms and some insects, accumulate pesticides. This results in the injury or death of many birds and other animals preying on such contaminated food. Residues of pesticides are now detectable in penguins in the Antarctic, snowy owls in the Arctic, fishes far at sea, as well as in nearly all birds and mammals in the United States. Often more than one pesticide is present. Pesticides have probably caused or contributed to recent drastic declines in eagle, osprey, and related bird populations. The full significance of such side effects is yet to be determined.

Collection and disposal of solid wastes is a serious problem in certain areas. Many cities are exhausting nearby land fill areas. The daily accumulation is more than four pounds per person and transportation to the fills costs more than a billion dollars annually.

The Federal Responsibility for Pollution

The land, water, air and living things of the United States are a heritage of the whole nation, and need to be protected for the use of all Americans, both living and the generations yet unborn.

"Creative Conservation:" The Environmental Legacy of Pres. Lyndon B. Johnson 1963-1969

Source: 1964 Task Force Report on Environmental Pollution dated November 9, 1964, page 3

- 3 -

Consequences of pollution created in one locality customarily impinge upon the residents of others without regard for man-made confines of countries and states.

Economic competition for sites of production tends to favor weak regulation since both abatement and avoidance of pollution usually raise production costs.

The Federal Government, through its administration of public lands, establishments and other large facilities, its purchases of equipment and supplies, and its responsibilities for waste disposal, has a substantial impact on the economy and is in a unique position to exercise leadership and influence in pollution abatement on a national scale.

For all these reasons the Federal Government has repeatedly affirmed its policy to accept an increasing responsibility for the problems of pollution.

We urge that this be reaffirmed in the broadest terms and at the highest levels, now and in the future, and suggest that it could be well expressed in this form:

"It is our national policy to shield our nation's air, water, soil and living resources from pollution and its consequences and, with this aim in mind, to take such measures as may be necessary to protect these priceless heritages for the benefit of the nation as a whole."

Federal Policy Guidelines

So that the Federal Government contributes more effectively to the implementation of this policy, we urge the adoption of a set of Federal policy guidelines including the following points:

1. The Federal Government should encourage, by legislation and persuasion, the establishment and the operation of interstate compacts or other regional agreements or plans suitable for dealing effectively with the pollution of interstate river basins and estuaries, of air sheds involving large metropolitan areas extending into more than one state, and of water zones involving ocean or lake waters bordering on more than one state.
2. The United States should stand ready to cooperate with its neighbors, both informally and formally, in controlling and abating pollution of international river basins, air sheds, and water zones.
3. The Federal Government should cooperate with, and complement the actions of, state and local governments to preserve from pollution our public recreational and wilderness resources, be these beaches, bays, estuaries, rivers, lakes, mountains, wilderness areas, dunes, islands, parks, monuments, forests, prairies, wildlife refuges, marshes, swamps, or primitive areas.

"Creative Conservation:" The Environmental Legacy of Pres. Lyndon B. Johnson 1963-1969

Source: Task Force Summary on Environmental Pollution dated November 9, 1964

The Pollution of the Environment

America is a bountiful land--rich in its people, its ability to produce, and its resources. We have been, among the nations of the earth, more than fortunate. The settlers who came here found vast forests, pure running streams, and sparkling air. Our history has been made beside our great rivers: the Hudson, the Savannah, the Potomac, the Ohio, the Mississippi, the Colorado, the Columbia--names which bring to life the adventure of the opening of a continent.

The fertile soils of America have pured forth an abundance of food and fiber sufficient to make us the best nourished Nation in the history of the world, and scientific progress has truly "made the desert bloom." The rich black muck lands of the Northeast, the cotton and tobacco farm of the South, the corn and wheat belt of the Midwest, and the citrus groves of California represent a diversified and productive agriculture.

But over the fertile valleys and farms hangs a pall of polluted air; the great rivers run dark with pollution; the soil is heavy with increasing quantities of chemicals.

We are today an industrial nation--an urban nation--a nation choking in its waste products.

Every day we need 350 billion gallons of fresh water to sustain our economy and our lives--by 1980, we will need 600 billion. And in 1980, we will only have available slightly over 500 billion gallons. We will have to use, reuse, and conserve every available gallons of fresh water.

We need 640 cubic miles of air each year just to burn the gasoline we use in our motor cars. Automobiles burn as much air as our total population breathes. Burning our fossil fuels releases nearly 50,000 tons of sulfur dioxide into the air every day.

We are applying 700 million pounds of agricultural chemicals to our soil every year.

The great benefits of industrial might, of urbanization, of increased agricultural production have been accompanied with serious problems. Our generation has managed to alter the composition of the atmosphere on a global scale through the emission of radioactive material and a steady increase in carbon dioxide from the burning of our fossil fuels. The impact on our existence is unknown. Mass death of fishes have occurred in our rivers over-burdened with waste water and lately polluted with pesticides. Air pollution is not any longer confined to isolated areas. Whole areas--regional airsheds and river basins--are laden with noxious materials.

In spite of the great efforts and accomplishments of the past, water pollution problems are increasing and spreading. New kinds of problems are being added to the old. Fertilizing elements, not removed in conventional sewage treatment plants, are causing rank growths of algae and plants in

"Creative Conservation:" The Environmental Legacy of Pres. Lyndon B. Johnson 1963-1969

Source: Task Force Summary on Environmental Pollution dated November 9, 1964.

- 3 -

We need to understand the causes and effects of pollution better than we do now; for the effects of pollution will be more severely felt by generations to follow us--and we cannot wait for history to judge our efforts.

We hope to leave a nation to our children which will be better than we knew--a nation with pleasant surroundings and free from toxic substances in the environment.

Our environment is still livable--even if uncomfortable in certain areas and at certain times. Most of us can turn the tap and draw safe, drinkable water. Our daily accumulation of trash is somehow carried off.

But the accumulation of pollution is accelerating. If we are to preserve and protect our heritage of beauty and plenty, we must act now.

To accomplish these goals, I propose a program of action--supported by the necessary buildup of scientific resources and manpower. I intend to bring the full weight of the Federal policy and philosophy to bear on the reduction of pollution. As immediate steps, I have directed the following action to be taken in the Executive Branch:

The Secretary of Health, Education, and Welfare will undertake a program leading to the cleanup of the 90 most polluted rivers in the Nation. I urge the cooperation of the Governors and their State water agencies in bringing pollution under control. The 90 rivers program can be accomplished by an effective combination of Federal-State regulatory authority, incentive grants, and the wholehearted participation of private enterprise.

The Secretary of the Interior will develop a national fuel policy leading to the reduction of sulfur emission from fossil fuels in areas of dense population.

An expanded program to prevent acid mine drainage and clean up abandoned strip mines will be established by the Interior Department.

The Secretary of Agriculture will intensify research, regulatory, control and educational programs to determine the degree of soil contamination with chemicals, and to reduce the use of hazardous chemicals by developing alternative methods and non-hazardous chemical techniques.

I have directed the Secretaries of the three agencies to increase their research efforts in the field of pollution control; to give special attention to the flow of representative pollutants through the environment; to examine the mechanisms of natural degradation; and to develop effective and coordinated national monitoring systems to keep a constant check on the quality of our water, air, soil, and food supply.

"Creative Conservation:" The Environmental Legacy of Pres. Lyndon B. Johnson 1963-1969

Source: Task Force Summary on Environmental Pollution dated November 9, 1964,

- 3 -

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“Creative Conservation:” The Environmental Legacy of Pres. Lyndon B. Johnson 1963-1969

Activity:

Harness the power of your class’ knowledge of task forces to form a classroom or campus task force to address an environmental concern at school or in your community. This project contains elements of research and advocating for a solution.

Resources: Helping students organize for the environment:

https://files.peacecorps.gov/documents/PC_Environmental_Activity_508_mNd3UVx.pdf

https://www.whatkidscando.org/resources/spec_youthorganizing.html

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113.16. Social Studies, Grade 5, Adopted 2018

Knowledge and Skills

(5) History. The student understands important issues, events, and individuals in the United States during the 20th and 21st centuries. The student is expected to:

(A) explain the significance of issues and events of the 20th century such as industrialization, urbanization, the Great Depression, the world wars, the civil rights movement, and military actions

(C) identify the accomplishments and contributions of individuals and groups such as Susan B. Anthony, Martin Luther King Jr., Rosa Parks, Cesar Chavez, Franklin D. Roosevelt, Ronald Reagan, the Tuskegee Airmen, and the 442nd Regimental Combat Team in the areas of civil rights, women's rights, military actions, and politic

(17) Citizenship. The student understands the importance of individual participation in the democratic process at the local, state, and national levels. The student is expected to:

(A) explain why individuals have a duty to participate in civic affairs at the local, state, and national levels; and

(B) explain how to contact elected and appointed leaders in local, state, and national governments.

(18) Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to:

(A) identify past and present leaders in the national government, including the president and various members of Congress, and their political parties; and

(B) identify leadership qualities of national leaders, past and present.

“Creative Conservation:” The Environmental Legacy of Pres. Lyndon B. Johnson 1963-1969

113.16. Social Studies, Grade 5, Continued

(23) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology. The student is expected to:

- (A) differentiate between, locate, and use valid primary and secondary sources such as technology; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about the United States;
- (B) analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;
- (C) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps;
- (D) identify different points of view about an issue, topic, historical event, or current event; and
- (E) identify the historical context of an event.

(24) Social studies skills. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:

- (A) apply mapping elements, including grid systems, legends, symbols, scales, and compass roses, to create and interpret maps; and
- (B) interpret geographic data, population distribution, and natural resources into a variety of formats such as graphs and maps

(25) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:

- (A) use social studies terminology correctly;
- (B) incorporate main and supporting ideas in verbal and written communication;
- (C) express ideas orally based on research and experiences; and
- (D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies.

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113.18. Social Studies, Grade 6, Adopted 2018

Knowledge and Skills.

(1) History. The student understands that historical events influence contemporary events. The student is expected to:

(B) analyze the historical background of various contemporary societies to evaluate relationships between past conflicts and current conditions.

(10) Government. The student understands various ways in which people organize governments. The student is expected to:

(A) identify and give examples of governments with rule by one, few, or many

(11) Citizenship. The student understands that the nature of citizenship varies among societies. The student is expected to:

(A) describe and compare roles and responsibilities of citizens in various contemporary societies, including the United States; and

(B) explain how opportunities for citizens to participate in and influence the political process vary among various contemporary societies

(12) Citizenship. The student understands the relationship among individual rights, responsibilities, duties, and freedoms in societies with representative governments. The student is expected to:

(A) identify and explain the duty of civic participation in societies with representative governments; and

(B) explain relationships among rights, responsibilities, and duties in societies with representative governments.

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113.19. Social Studies, Grade 7, Adopted 2018

Knowledge and Skills

(15) Citizenship. The student understands the rights and responsibilities of Texas citizens in a democratic society. The student is expected to:

(B) explain civic responsibilities of Texas citizens and the importance of civic participation

(17) Citizenship. The student understands the importance of effective leadership in a democratic society. The student is expected to:

(A) identify the leadership qualities of elected and appointed leaders of Texas, past and present, including Texans who have been president of the United States; and

(B) identify the contributions of Texas leaders such as Lawrence Sullivan "Sul" Ross, John Nance Garner ("Cactus Jack"), James A. Baker III, Henry B. González, Kay Bailey Hutchison, Barbara Jordan, Raymond L. Telles, Sam Rayburn, and Raul A. Gonzalez Jr.

“Creative Conservation:” The Environmental Legacy of Pres. Lyndon B. Johnson 1963-1969

113.41. United States 113.41 History Studies Since 1877, Adopted 2018.

Knowledge and Skills

(10) History. The student understands the impact of political, economic, and social factors in the U.S. from the 1970s through 1990. The student is expected to:

(E) describe significant societal issues of this time period such as the War on Drugs and the AIDS epidemic.

(14) Geography. The student understands the relationship between population growth and the physical environment. The student is expected to:

(A) identify the effects of population growth and distribution on the physical environment; and

(B) identify the roles of governmental entities and private citizens in managing the environment such as the establishment of the National Park System, the Environmental Protection Agency (EPA), and the Endangered Species Act.

(18) Government. The student understands changes over time in the role of government. The student is expected to:

(B) explain constitutional issues raised by federal government policy changes during times of significant events, including World War I, the Great Depression, World War II, the 1960s, and September 11, 2000

(19) Government. The student understands the changing relationships among the three branches of the federal government. The student is expected to:

(B) evaluate the impact of relationships among the legislative, executive, and judicial branches of government, including Franklin D. Roosevelt's attempt to increase the number of U.S. Supreme Court justices and the presidential election of 2000.

(23) Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to:

(A) evaluate the contributions of significant political and social leaders in the United States such as Andrew Carnegie, Thurgood Marshall, Billy Graham, Sandra Day O'Connor, and Hillary Clinton.

“Creative Conservation:” The Environmental Legacy of Pres. Lyndon B. Johnson 1963-1969

113.44. United States Government, Adopted 2018

Knowledge and Skills

(2) History. The student understands the roles played by individuals, political parties, interest groups, and the media in the U.S. political system, past and present. The student is expected to:

- (A) describe the processes used by individuals, political parties, interest groups, or the media to affect public policy; and
- (B) analyze the impact of political changes brought about by individuals, political parties, interest groups, or the media, past and present.

(7) Government. The student understands the structure and functions of the government created by the U.S. Constitution. The student is expected to:

- (A) analyze the structure and functions of the legislative branch of government, including the bicameral structure of Congress, the role of committees, and the procedure for enacting laws;
- (B) analyze the structure and functions of the executive branch of government, including the constitutional powers of the president, the growth of presidential power, and the role of the Cabinet and executive departments
- G) explain the major responsibilities of the federal government for domestic and foreign policy such as national defense

(8) Government. The student understands the concept of federalism. The student is expected to:

- (B) categorize government powers as national, state, or shared;
- (C) analyze historical and contemporary conflicts over the respective roles of national and state governments; and
- (D) explain how the U.S. Constitution limits the power of national and state governments

13) Citizenship. The student understands the difference between personal and civic responsibilities. The student is expected to:

- (A) describe scenarios where good citizenship may require the subordination of personal desire for the sake of the public good.

“Creative Conservation:” The Environmental Legacy of Pres. Lyndon B. Johnson 1963-1969

113.44. United States Government, Adopted 2018

(15) Citizenship. The student understands the importance of the expression of different points of view in a constitutional republic. The student is expected to:

(A) analyze different points of view of political parties and interest groups such as the League of United Latin American Citizens (LULAC), the National Rifle Association (NRA).

(17) Science, technology, and society. The student understands the role the government plays in developing policies and establishing conditions that influence scientific discoveries and technological innovations. The student is expected to:

(B) identify examples of government-assisted research that, when shared with the private sector, have resulted in improved consumer products such as computer and communication technologies.

“Creative Conservation:” The Environmental Legacy of Pres. Lyndon B. Johnson 1963-1969

Primary Sources:

Johnson, Lyndon B. *The Vantage Point: Perspectives of the Presidency, 1963-1969*. New York: Hold, Rinehart, and Winston, 1971.

LJB Library. “Task Force on Environmental Pollution, 11/9/1964.” Box 1. Task Force Collection.

Secondary Sources:

Smith, Nancy Kegan. “Presidential Task Force Operation During the Johnson Administration” *Presidential Studies Quarterly*, 15, n 2 (Spring, 1985): 320-329.

“Creative Conservation:” The Environmental Legacy of Pres. Lyndon B. Johnson 1963-1969

Agricultural Conservation

Overview Providing Context for Educator

Lyndon Johnson knew the challenges facing the American farmer. He grew up on a farm and knew the back-breaking work, the economic hardships, and uncertainty of living at the mercy of the weather. When he was elected to the U.S. House of Representatives in 1937, Johnson wanted to do whatever he could to help his constituents. Through his herculean efforts, farmers in the 10th Congressional district were compensated for the clearing of pesky brush, especially the hated cedar.

By 1940 the amount of cultivated land increased 400 percent in the Hill Country counties that were part of LBJ’s district. When he became President, LBJ quickly sent a message to Congress detailing his plans for the Department of Agriculture. He stated his main goals as the following, “First, to maintain and improve farm income, strengthening the family farm in particular. Second, to use our food abundance to raise standards of living both at home and around the world. Third, to accelerate the development and conservation of both material and human resources in rural America, where one third of our citizens live.” He wanted to help the farmer and improve their overall way of life. As part of this broad program, the President recommended “the permanent transfer of excess cropland into trees, grass, wildlife habitat, outdoor recreation and other uses for which there is a growing public demand.”

LBJ also saw needs in the forest lands that presented a “major challenge.” He wanted to increase the amount of National Forests and also asked the Department of Agriculture to study and recommend “new methods of wood utilization, better timber management techniques, improved fire protection and more effective use of forest ranges.”

In 1967, the Department of Agriculture published a conservation pamphlet, *Resources in Action*, outlining LBJ’s goals for rural America by the year 2000. The goals were stated as:

- “Rural living space will offer a viable alternative to urban congestion.
- Scientific advances will permit better and larger crop yields—at a fair price to the farmer, so that he shares fully in our prosperity.
- The quality of our rural resources—fertile soil, clean air, fresh water—are preserved and not polluted.
- A global War on Hunger brings victory over the greatest obstacles to an enduring world peace—starvation, overpopulation, and human want.”

A warm-up activity could include students analyzing and debate the goals as a class.

“Creative Conservation:” The Environmental Legacy of Pres. Lyndon B. Johnson 1963-1969

The War on Poverty and the “Great Society”

In his 1964 State of the Union message to Congress, President Johnson, declared “an unconditional war on poverty” in America. Johnson’s proposed legislation was designed to improve education, to create Medicare and Medicaid, to provide food for needy citizens in the form of food stamps and create a jobs programs to teach skills needed for secure employment. This was part of a larger agenda that the President called “The Great Society.” Through these programs and agencies President Johnson wanted to wipe out poverty, racial injustice and create greater opportunities for all Americans.

In the speech introducing the ideas relevant to the “Great Society” at the University of Michigan commencement on May 22, 1964, the President called on the government and citizens to renew man’s contact with nature, reminding those in the audience that, “we have prided ourselves on being not only America the strong and America the free, but America the beautiful.” The idea of “quality of life” was a key theme in Johnson’ vision for a “Great Society.”

Racial equality and the elimination of poverty were the primary goals of Johnson’s “Great Society.” That meant feeding people who were hungry. A trial food stamp program was passed during Kennedy’s administration which LBJ made permanent by passing the Food Stamp in August of 1964. According to Orville L. Freeman, Secretary of Agriculture under LBJ, the President saw passage of this bill as “a realistic and responsible step toward the fuller and wise use of our agricultural abundance.”

Johnson felt that environmentalism, especially where it concerned pollution and degradation of the natural and urban environments also should be included in working toward the goals of a better America that the “Great Society” he envisioned. He felt that all Americans should be able to spend time in nature and to appreciate our nation’s beauty. **Therefore, he wanted to create more parks and wildlife areas closer to cities for the enjoyment of All Americans.**

“Creative Conservation:” The Environmental Legacy of Pres. Lyndon B. Johnson 1963-1969

LBJ - the National Forests, National Grasslands, and the Wilderness Act

As part of his plan for citizens to get out and enjoy nature closer to home, LBJ wanted to increase the National Forests, including the National Grasslands, which had just come under the administration of the Forest Service in 1960. He backed his plan with congressional funding.

“The appropriation level for recreation on the national forest increased from \$26,105,000 in fiscal year 1965 to \$39,844,000 in fiscal 1969. In this five-year period \$173,338,000 [was] provided for recreation development and management on the national forests. This is sixty-two per cent of the total funds appropriated for this purpose since 1923,” according to Edward P. Cliff, head of the Forest Service from 1962-1972.

In 1964, LBJ signed into law, the Wilderness Act, which provided for the management of unspoiled areas of our nation. The bill, lobbied for by Howard Zahniser Executive Secretary of the Wilderness Society, was hoped to increase experiences with nature by the citizenry. Today there are over 111 million acres of wilderness in national parks, grasslands, national forests, national wildlife refuges under the Bureau of Land Management.

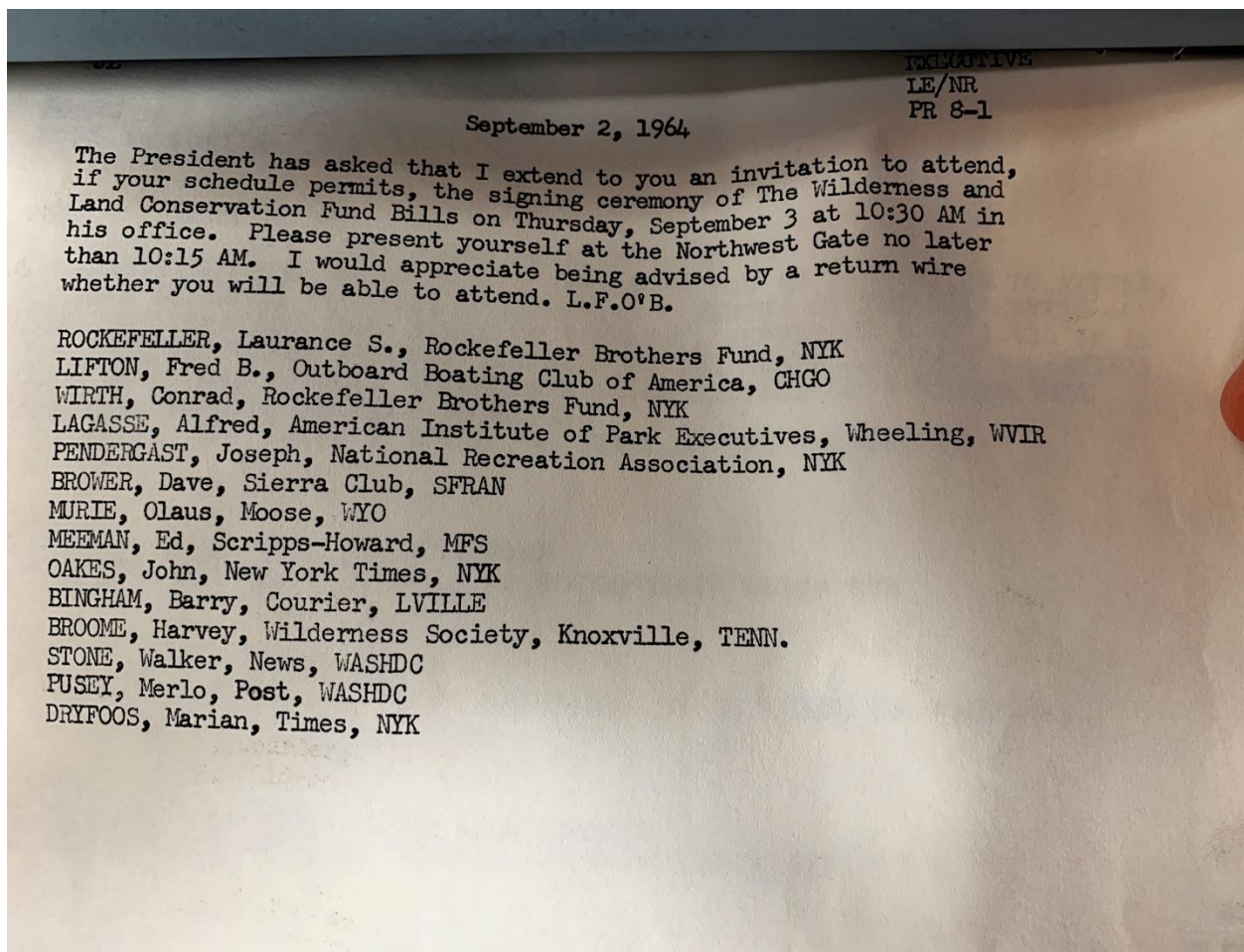
Johnson’s plan to connect citizens to nature was overwhelmingly successful. During the five years from 1965-1969, the Forest Service recorded 1 billion visitor days in the national forests. This amounted to nearly half—49% of all visitor days ever recorded.

“Creative Conservation:” The Environmental Legacy of Pres. Lyndon B. Johnson 1963-1969

Activity: Explore the interactive National Forest Service Map @ <https://www.fs.fed.us/ivm/>. What facilities are available close to you? How many are available in your state? What’s the most unusual service available? Discuss how the services of the Forest Service have changed since LBJ’s time. Do you think that his contributions to the Forest Service made a difference in the way we live now?

Activity: The following are documents relating to President Johnson signing several conservation bills into law at the White House in 1964. There is an invitation to the signing sent to a number of special guests. Several replies follow. Analyze these documents, what do they say about the President himself, and the whole process of signing a bill into law at that time. Are any of the names of those invited familiar?

Invitation to Bill Signing and Names of Special Guests from archives at LBJ Library



"Creative Conservation:" The Environmental Legacy of Pres. Lyndon B. Johnson 1963-1969

Replies from the Archives of the LBJ Library:

Washington
1964 SEP 2 PM 9 03
WA067 (TELEX246) THIS MESSAGE RECEIVED DIRECT FROM
SENDER VIA WU TELEX PD
NEW YORK NY SEP 2 604P EDT
LAWRENCE F O'BRIEN
THE WHITE HOUSE
DEEPLY REGRET I CANNOT ACCEPT THE PRESIDENT'S KIND INVITATION TO
ATTEND THE SIGNING CEREMONY OF THE WILDERNESS AND LAND
CONSERVATION FUND BILLS ON THURSDAY, SEPTEMBER THIRD AT TEN
THIRTY IN HIS OFFICE
MARIAN S DRYFOOS.

The White House
Washington
1964 SEP 2 PM 6 54
WA057 PD
NEW YORK NY 2 359P EDT
LAWRENCE F O'BRIEN, SPECIAL ASSISTANT TO THE PRESIDENT
THE WHITE HOUSE
APPRECIATE THE PRESIDENT'S INVITATION AND WILL BE HAPPY TO
ATTEND THE SIGNING CEREMONY OF THE WILDERNESS AND LAND CONSERVATION
FUND BILLS ON THURSDAY SEPTEMBER 3RD AT 10:30
JOSEPH PRENDERGAST NATIONAL RECREATION ASSN 8 WEST 8 ST
NEW YORK NY.

"Creative Conservation:" The Environmental Legacy of Pres. Lyndon B. Johnson 1963-1969

Replies Continued

The White House
Washington

1964 SEP 2 PM 6 47 ✓

1A056 PD

AM NEW YORK NY 2 408P EDT

LAWRENCE F O'BRIEN, SPECIAL ASSISTANT TO THE PRESIDENT
THE WHITE HOUSE

ACCEPT WITH PLEASURE AND THANKS PRESIDENT JOHNSON'S GRACIOUS
INVITATION TO ATTEND THE SIGNING CEREMONY OF THE WILDERNESS
AND LAND CONSERVATION BILLS ON THURSDAY SEPTEMBER THIRD IN
HIS OFFICE

CONRAD L WIRTH.

Washington

1964 SEP 2 PM 7 11 ✓

WA059 PD

FAX CHICAGO ILL 2 330P EDT

LAWRENCE F O'BRIEN, SPECIAL ASSISTANT TO THE PRESIDENT
THE WHITE HOUSE

AM PLEASED TO ACCEPT INVITATION TO ATTEND SIGNING OF LAND AND
WATER CONSERVATION FUND BILL

FRED B LIFTON OUTBOARD BOATING CLUB OF AMERICA 307 N MICHIGAN
AVENUE CHICAGO ILLINOIS.

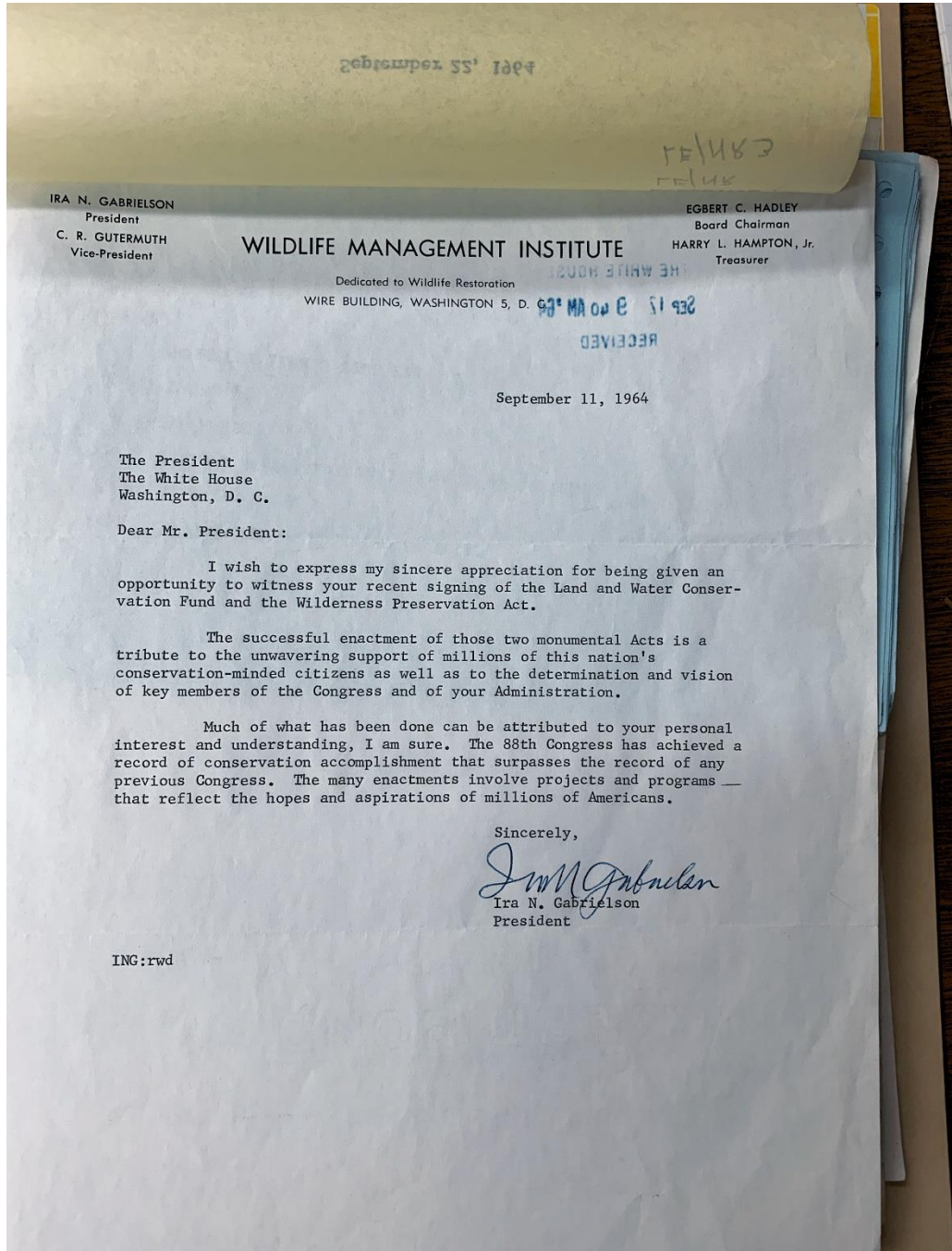
"Creative Conservation:" The Environmental Legacy of Pres. Lyndon B. Johnson 1963-1969

Replies Continued

Washington
✓
1964 SEP 2 PM 9 03
W
A 072 PD
ML SAN FRANCISCO CALIF SEP 2 259P PDT
LAWRENCE F O'BRIEN
THE WHITE HOUSE
AM HONORED BY INVITATION AND LOOK FORWARD TO SIGNING CEREMONY OF
WILDERNESS AND LAND CONSERVATION FUND BILLS THURSDAY SEPTEMBER 3
AT 10:30 WILL ARRIVE IN WASHINGTON FROM NEW YORK PRIOR TO 10:15 AM
DAVID BROWER EXECUTIVE DIRECTOR SIERRA CLUB.
PRINTED BY THE STEVENS REGISTER COMPANY, U.S.A.

Washington
✓
1964 SEP 2 PM 6 35
WA054 PD
WASHINGTON DC 2 431P EDT
LAWRENCE F O'BRIEN, ASSISTANT TO THE PRESIDENT
THE WHITE HOUSE
I WANT TO THANK YOU AND THE PRESIDENT FOR THE INVITATION TO
ATTEND THE SIGNING CEREMONIES OF THE WILDERNESS AND LAND
CONSERVATION FUND BILLS ON THURSDAY, SEPTEMBER 3, AT 10:30
A.M. IN THE PRESIDENT'S OFFICE. I SHALL BE PLEASED TO ATTEND
MERLO J PUSEY THE WASHINGTON POST.

"Creative Conservation:" The Environmental Legacy of Pres. Lyndon B. Johnson 1963-1969



Source: Archives at LBJ Library

“Creative Conservation:” The Environmental Legacy of Pres. Lyndon B. Johnson 1963-1969

TEKS 113.16. Social Studies, Grade 5, Adopted 2018

Knowledge and Skills

(5) History. The student understands important issues, events, and individuals in the United States during the 20th and 21st centuries. The student is expected to:

(A) explain the significance of issues and events of the 20th century such as the civil rights movement, and “The Great Society”;

(C) identify the accomplishments and contributions of individuals and groups such as Lyndon B. Johnson in the areas of civil rights, women's rights, military actions, and politics.

(8) Geography. The student understands how people adapt to and modify their environment. The student is expected to:

(A) describe how and why people have adapted to and modified their environment in the United States such as the use of human resources to meet basic needs such as agriculture; and

(B) analyze the positive and negative consequences of human modification of the environment in the United States.

(18) Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to:

(A) identify past and present leaders in the national government, including the president and various members of Congress, and their political parties; and

(B) identify leadership qualities of national leaders, past and present such as LBJ.

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TEKS 113.17. Social Studies, Grade 6, Adopted 2018

Knowledge and skills.

(2) History. The student understands the influences of individuals and groups from various cultures on various historical and contemporary societies. The student is expected to:

(A) identify and describe the historical influence of individuals, such as Lyndon B. Johnson on contemporary society; and

(B) describe the social, political, economic, and cultural contributions of individuals such as Lyndon Baines Johnson

(4) Geography. The student understands how geographic factors influence the economic development and political relationships of societies. The student is expected to:

(B) identify geographic factors such as location, physical features, transportation corridors and barriers, and distribution of natural resources that influence a society’s political relationship such as designation of national parks and monuments.

(11) Citizenship. The student understands that the nature of citizenship varies among societies. The student is expected to:

(B) explain how opportunities for citizens to participate in and influence the political process vary among various contemporary societies such as the United States.

(12) Citizenship. The student understands the relationship among individual rights, responsibilities, duties, and freedoms in societies with representative governments. The student is expected to:

(A) identify and explain the duty of civic participation in societies with representative governments, such as a President or cabinet officer; and

(B) explain relationships among right, responsibilities, and duties in societies with representative governments, such as that of the President and cabinet officers.

(14) Culture. The student understands that all societies have basic institutions in common even though the characteristics of these institutions may differ. The student is expected to:

(A) compare characteristics of institutions in various contemporary society, such as the Forest Service and the Department of Agriculture; and

(B) analyze the efforts and Activity institutions use to sustain themselves over time, such as the National Forest Service and the Department of Agriculture.

TEKS 113.17. Social Studies, Grade 6, Adopted 2018

“Creative Conservation:” The Environmental Legacy of Pres. Lyndon B. Johnson 1963-1969

TEKS 113.17. Social Studies, Grade 6, Continued

(17) Culture. The student understands the relationship among religion, philosophy, and culture. The student is expected to:

(A) explain the relationship among religious ideas, philosophical ideas and cultures, such as preservation and conservation.

“Creative Conservation:” The Environmental Legacy of Pres. Lyndon B. Johnson 1963-1969

113.19 Social Studies, Grade 7, Adopted 2018

Knowledge and skills.

(1) History. The student understands traditional historical points of reference in Texas history. The student is expected to:

(A) identify the major era in Texas history, describe their defining characteristics, and explain the purpose of dividing the past into eras, including Texas in the Civil Rights Era; and Contemporary Texas.

(7) History. The student understands how individuals, events, and issues shaped the history of Texas during the late 19th, 20th, and early 21st centuries. The student is expected to:

(B) define and trace the impact of “boom-and-bust” cycles of leading Texas industries throughout the 20th and early 21 centuries such as farming, ranching and tourism to national forests and recreation areas;

(C) describe and compare the impact of reform movements in Texas in the 20th and early 21st centuries such as LBJ’s “Great Society”

(D) describe and compare the civil right and equal rights movements of various groups in Texas in the 20th century and identify key leaders in these movements such as Lyndon B. Johnson.

(8) Geography. The student understands the location and characteristics of places and regions of Texas. The student is expected to:

(B) locate and compare place of importance in Texas in terms of physical and human characteristics such as the hill country, and natural landmarks, national forests, and other areas of natural conservation in the state.

(9) Geography. The student understands the effects of the interaction between humans and the environment in Texas. The student is expected to:

(A) identify ways in which Texas have adapted to and modified the environment, such as working to eradicate and control the cedar in the hill country and explain the positive and negative consequences of the modifications.

(12) Economics. The student understands the interdependence of the Texas economy with the United States and the world. The student is expected to:

(C) analyze the impact of significant industries in Texas such as farming and ranching on local, national, and international markets.

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113.19 Social Studies, Grade 7, Continued

(17) Citizenship. The student understands the importance of effective leadership in a democratic society. The student is expected to:

(A) identify the leadership qualities of elected and appointed leader of Texas, past and present, including Texans who have been president of the United States, such as Lyndon B. Johnson.

(19) Science, technology, and society. The student understands the impact of scientific discoveries and technological innovations on the political, economic, and social development of Texas. The student is expected to:

(C) analyze the effects of scientific discoveries and technological innovations on the development of Texas such as advancements in the agricultural industry;

(D) evaluate the effects of scientific discoveries and technological innovations on the use of resources such as water and land.

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113.41 United States History Studies Since 1877, Adopted 2018

Knowledge and skills.

(9) History. The student understands the impact of the American civil rights movement.

(D) identify the roles of significant leader who supported various rights movements, including President Lyndon B. Johnson.

(14) Geography. The student understands the relationship between population growth and the physical environment. The student is expected to:

(B) identify the roles of governmental entities and private citizens in managing the environment such as the establishment of the National Park System, the Environmental Protection Agency (EPA), and the Endangered Species Act and the Wilderness Act.

(18) Government. The student understands changes over time in the role of government. The student is expected to:

(B) explain constitutional issues raised by federal government policy changes during times of significant events, including the 1960s and LBJ’s Great Society and his efforts in conservation and preservation;

(23) Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to:

(A) evaluate the contributions of significant political and social leaders in the United States such as Lyndon Baines Johnson

(25) Culture. The student understands how people from various groups contribute to our national identity. The student is expected to:

Explain actions taken by people such as President Johnson to expand economic opportunities and political rights for racial groups in American society;

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“Creative Conservation:” The Environmental Legacy of Pres. Lyndon B. Johnson 1963-1969

Connecting Civil Rights to Environmental Justice

Overview Providing Context to Educator

Lyndon Johnson, a southern politician that voted against civil rights policies for twenty years, seemed an unlikely ally for minority populations. Then, in 1957 he voted in favor of the first civil rights bill passed since reconstruction. As president, Johnson consistently presented a united front with civil rights advocates reminding Congress, in multiple speeches, of their duty to serve all Americans by legislating against segregation, protecting voting rights, and ensuring equal opportunities in housing, education, and access to nature. LBJ strongly believed that government should respond to the needs of the people, a philosophy forming the foundation of his Great Society mandate. (Vantage Point, 343 & 345)

The minority groups President Johnson cared for so deeply often carried the burden of environmental degradation as they were the primary inhabitants of deteriorating urban centers suffering from industrial pollution. The connection between environmental injustice to pollution affecting communities of color was made clear when Dr. Robert Bullard published his late 1970s research on Houston, Texas’ sanitation crisis. (DrRobertBullard.com) Prior to the connection between civil rights and environmental injustice the Johnson administration addressed urban issues by initiating air and water pollution legislation, created a model cities plan, implemented a plan for mass transportation, and committed to expand natural areas in urban centers.

Cities faced financial difficulties during the 1960s without government interference as their tax base dwindled due to white flight to the suburbs. Minority groups left behind suffered the consequences of unregulated industry and lack of representation to advocate on their behalf. The environmental justice movement defined by the Environmental Protection Agency as “the fair treatment and meaningful involvement of all people regardless of race, color, national origin, or income, with respect to the development, implementation, and enforcement of environmental laws, regulations, and policies.” (EPA.gov) This grass roots community-based movement creatively cited the 1964 Civil Rights Act in their complaints against industrial pollution. Advocates argue that cities purposefully allowed polluters access to communities of color, a recognizable trend verified by multiple studies. The environmental Protection Agency credits people of color with starting this long-lasting movement as a way to address environmental issues in their communities.

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Activity: This activity is from Teaching Tolerance, a free educator resource guide for teaching inclusion and social justice.

Grades 3-5

Interviewing a Classmate

Essential Questions:

- What do I already know about my classmate?
- What do I want to know about my classmate?

Have students write down open-ended questions. Set the expectation that answering questions is optional, especially if they feel the question is too personal or they feel uncomfortable.

Provide an example and some “question words” like:

“What...?”

“How...?”

“Why...”

Ask students to pair off with someone they do not know well. Have students use their list of questions to interview their partner to learn more about them. Make sure students take turns asking questions and practice listening carefully.

Next, ask students to share a few positive things about their partner that they learned. They can answer questions such as:

- “How are they unique?”
- “How are they different from you?”
- “How are they similar to you?”

Finally, lead students in a group reflection about their interview experience.

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Activity: Grades 9-12

Was the Flint, Michigan water crisis an example of environmental injustice?

Context on Issue:

The NPR article found at the following link provides an overview of the water crisis in Flint. This article is a great place to start for context on the issue.

<https://www.npr.org/sections/thetwo-way/2016/04/20/465545378/lead-laced-water-in-flint-a-step-by-step-look-at-the-makings-of-a-crisis>

Analyze the demographic data for Flint, Michigan at <https://datausa.io/profile/geo/flint-mi/> then answer the following:

- Define median household income. What is it for the city of Flint?

Now, analyze data from census.gov at <https://www.census.gov/library/stories/2019/09/us-median-household-income-up-in-2018-from-2017.html>

- How does Flint compare with national averages on median income?

Notice poverty rates as defined by the federal government related to receiving health care. <https://www.healthcare.gov/glossary/federal-poverty-level-fpl/>

- How does Flint compare with that data?

Using the data from this source: <https://datausa.io/profile/geo/flint-mi/> Answer the following:

- What is the percentage of minority populations living in Flint, Michigan?

Do you think Flint residents experienced environmental injustice? Why or why not? What measures can the federal government, local residents, and advocates take to ensure water is safe for consumption in Flint? Is clean water a human right? What portion of the 1964 Civil Rights Act can Flint residents argue on their behalf?

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Additional Resources:

Dr. Robert Bullard, the father of environmental justice, was the first sociologist to conduct a study showing the connection between environmental issues and racism. His late 1970s research was groundbreaking in proving what communities of color knew all along. Follow the link below to read about the Houston environmental issues studied by Dr. Bullard.
<http://drrobertbullard.com/wp-content/uploads/2014/07/Final-2014-Bullard-Cite-Article.pdf>

The Teaching Tolerance program, developed by the Southern Poverty Law Center, offers teaching resources, for multiple grade levels, related to social justice through an anti-bias focus.
<https://www.tolerance.org/search?query=Environmental%20justice>

Teaching Intersectionality and Environmental Justice in Our Classrooms resource guide compiled by the NAACP contains environmental justice resources for multiple age groups.
<https://www.naacp.org/wp-content/uploads/2016/04/Teaching%20Intersectionality%20and%20Environmental%20Justice%20in%20Our%20Classrooms%20FINAL.pdf>

The Sierra Club, an environmental grassroots organization, supports environmental justice efforts around the country. Their mission statement is “to discuss and explore the linkages between environmental quality and social justice, and to promote dialogue, increased understanding, and appropriate action.” <https://www.sierraclub.org/environmental-justice>

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113.16. Social Studies, Grade 5, Adopted 2018

Knowledge and Skills

(5) History. The student understands important issues, events, and individuals in the United States during the 20th and 21st centuries. The student is expected to:

(A) explain the significance of issues and events of the 20th century such as industrialization, urbanization, the Great Depression, the world wars, the civil rights movement, and military actions

(C) identify the accomplishments and contributions of individuals and groups such as Susan B. Anthony, Martin Luther King Jr., Rosa Parks, Cesar Chavez, Franklin D. Roosevelt, Ronald Reagan, the Tuskegee Airmen, and the 442nd Regimental Combat Team in the areas of civil rights, women's rights, military actions, and politic

(6) Geography. The student understands places and regions in the United States. The student is expected to:

(D) create a map of important physical features such as the Appalachian Mountains, Great Lakes, Mississippi River, Great Plains, and Rocky Mountains.

(7) Geography. The student understands the location and patterns of settlement and the geographic factors that influence where people live. The student is expected to:

(A) identify and describe the patterns of settlement such as rural, urban, and suburban;

(B) explain the geographic factors that influence patterns of settlement and the distribution of population in the United States; and

(8) Geography. The student understands how people adapt to and modify their environment. The student is expected to:

(A) describe how and why people have adapted to and modified their environment in the United States such as the use of human resources to meet basic needs; and

(B) analyze the positive and negative consequences of human modification of the environment in the United States

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113.16. Social Studies, Grade 5, Continued

(12) Economics. The student understands patterns of work and economic Activity in the United States. The student is expected to:

(A) compare how people in different regions of the United States earn a living, past and present;

B) identify and explain how geographic factors have influenced the location of economic Activity in the United States;

(17) Citizenship. The student understands the importance of individual participation in the democratic process at the local, state, and national levels. The student is expected to:

(A) explain why individuals have a duty to participate in civic affairs at the local, state, and national levels; and

(B) explain how to contact elected and appointed leaders in local, state, and national governments.

(18) Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to:

(A) identify past and present leaders in the national government, including the president and various members of Congress, and their political parties; and

(B) identify leadership qualities of national leaders, past and present.

(21) Culture. The student understands the contributions of people of various racial, ethnic, and religious groups to the United States culture. The student is expected to

(B) summarize the contributions of people of various racial, ethnic, and religious groups to our national identity.

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113.18. Social Studies, Grade 6, Adopted 2018

Knowledge and Skills

(3) Geography. The student understands the factors that influence the locations and characteristics of locations of various contemporary societies on maps and/or globes. The student is expected to:

- (A) identify and explain the geographic factors responsible for patterns of population in places and regions;
- (B) explain ways in which human migration influences the character of places and regions;
- (C) identify and locate major physical and human geographic features such as landforms, water bodies, and urban centers of various places and regions; and

(4) Geography. The student understands how geographic factors influence the economic development and political relationships of societies. The student is expected to

- (A) explain the geographic factors responsible for the location of economic activity in places and regions; and
- (B) identify geographic factors such as location, physical features, transportation corridors and barriers, and distribution of natural resources that influence a society's political relationships.

(5) Geography. The student understands the impact of interactions between people and the physical environment on the development and conditions of places and regions. The student is expected to:

- (A) describe ways people have been impacted by physical processes such as earthquakes and climate;
- (B) identify and analyze ways people have adapted to the physical environment in various places and regions; and
- (C) identify and analyze ways people have modified the physical environment such as mining, irrigation, and transportation infrastructure

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113.18. Social Studies, Grade 6, Continued

(11) Citizenship. The student understands that the nature of citizenship varies among societies. The student is expected to:

- (A) describe and compare roles and responsibilities of citizens in various contemporary societies, including the United States; and
- (B) explain how opportunities for citizens to participate in and influence the political process vary among various contemporary societies

(12) Citizenship. The student understands the relationship among individual rights, responsibilities, duties, and freedoms in societies with representative governments. The student is expected to:

- (A) identify and explain the duty of civic participation in societies with representative governments; and
- (B) explain relationships among rights, responsibilities, and duties in societies with representative governments.

(18) Science, technology, and society. The student understands the influences of science and technology on contemporary societies. The student is expected to:

- (A) identify examples of scientific discoveries, technological innovations, and scientists and inventors that have shaped the world;
- (B) explain how resources, economic factors, and political decisions affect the use of technology; and
- (C) make predictions about future social, political, economic, cultural, and environmental impacts that may result from future scientific discoveries and technological innovations.

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113.19. Social Studies, Grade 7, Adopted 2018

Knowledge and Skills

(15) Citizenship. The student understands the rights and responsibilities of Texas citizens in a democratic society. The student is expected to:

(B) explain civic responsibilities of Texas citizens and the importance of civic participation

(17) Citizenship. The student understands the importance of effective leadership in a democratic society. The student is expected to:

(A) identify the leadership qualities of elected and appointed leaders of Texas, past and present, including Texans who have been president of the United States; and

(B) identify the contributions of Texas leaders such as Lawrence Sullivan "Sul" Ross, John Nance Garner ("Cactus Jack"), James A. Baker III, Henry B. González, Kay Bailey Hutchison, Barbara Jordan, Raymond L. Telles, Sam Rayburn, and Raul A. Gonzalez Jr.

“Creative Conservation:” The Environmental Legacy of Pres. Lyndon B. Johnson 1963-1969

113.41. United States 113.41 History Studies Since 1877, Adopted 2018.

Knowledge and Skills

(2) History. The student understands traditional historical points of reference in U.S. history from 1877 to the present. The student is expected to:

(A) identify the major eras in U.S. history from 1877 to the present and describe their defining characteristics

(9) History. The student understands the impact of the American civil rights movement. The student is expected to:

(C) describe the roles of political organizations that promoted African American, Chicano, American Indian, and women's civil rights;

(D) identify the roles of significant leaders who supported various rights movements, including Martin Luther King Jr., Cesar Chavez, Dolores Huerta, Rosa Parks, and Betty Friedan;

(G) describe presidential actions and congressional votes to address minority rights in the United States, including desegregation of the armed forces, the Civil Rights Act of 1964, and the Voting Rights Act of 1965;

(I) evaluate changes in the United States that have resulted from the civil rights movement, including increased participation of minorities in the political process

(10) History. The student understands the impact of political, economic, and social factors in the U.S. from the 1970s through 1990. The student is expected to:

(E) describe significant societal issues of this time period such as the War on Drugs and the AIDS epidemic. (Environmental movements)

(11) History. The student understands the emerging political, economic, and social issues of the United States from the 1990s into the 21st century. The student is expected to:

(B) identify significant social and political issues such as health care, immigration, and education from different viewpoints across the political spectrum

“Creative Conservation:” The Environmental Legacy of Pres. Lyndon B. Johnson 1963-1969

113.41. United States 113.41 History Studies Since 1877, Continued

(12) Geography. The student understands the impact of geographic factors on major events. The student is expected to analyze the impact of physical and human geographic factors on the Klondike Gold Rush, the Panama Canal, the Dust Bowl, and the levee failure in New Orleans after Hurricane Katrina.

(13) Geography. The student understands the causes and effects of migration and immigration on American society. The student is expected to:

(A) analyze the causes and effects of changing demographic patterns resulting from migration within the United States, including western expansion, rural to urban, the Great Migration, and the Rust Belt to the Sun Belt; and

(B) analyze the causes and effects of changing demographic patterns resulting from immigration to the United States.

(14) Geography. The student understands the relationship between population growth and the physical environment. The student is expected to:

(A) identify the effects of population growth and distribution on the physical environment; and

(B) identify the roles of governmental entities and private citizens in managing the environment such as the establishment of the National Park System, the Environmental Protection Agency (EPA), and the Endangered Species Act.

(18) Government. The student understands changes over time in the role of government. The student is expected to:

(A) evaluate the impact of New Deal legislation on the historical roles of state and federal government;

(B) explain constitutional issues raised by federal government policy changes during times of significant events, including World War I, the Great Depression, World War II, the 1960s, and September 11, 2000

(D) describe the role of contemporary government legislation in the private and public sectors such as the Community Reinvestment Act of 1977, USA PATRIOT Act of 2001, and the American Recovery and Reinvestment Act of 2009.

“Creative Conservation:” The Environmental Legacy of Pres. Lyndon B. Johnson 1963-1969

113.41. United States 113.41 History Studies Since 1877, Continued

(19) Government. The student understands the changing relationships among the three branches of the federal government. The student is expected to:

(B) evaluate the impact of relationships among the legislative, executive, and judicial branches of government, including Franklin D. Roosevelt's attempt to increase the number of U.S. Supreme Court justices and the presidential election of 2000.

(23) Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to:

(A) evaluate the contributions of significant political and social leaders in the United States such as Andrew Carnegie, Thurgood Marshall, Billy Graham, Sandra Day O'Connor, and Hillary Clinton

(25) Culture. The student understands how people from various groups contribute to our national identity. The student is expected to:

(A) explain actions taken by people to expand economic opportunities and political rights for racial, ethnic, gender, and religious groups in American society;

(C) explain how the contributions of people of various racial, ethnic, gender, and religious groups shape American culture; and

(26) Science, technology, and society. The student understands the impact of science, technology, and the free enterprise system on the economic development of the United States. The student is expected to:

(A) explain the effects of scientific discoveries and technological innovations such as electric power, telephone and satellite communications, petroleum-based products, steel production, and computers on the economic development of the United States.

“Creative Conservation:” The Environmental Legacy of Pres. Lyndon B. Johnson 1963-1969

113.44. United States Government, Adopted 2018

Knowledge and Skills

(2) History. The student understands the roles played by individuals, political parties, interest groups, and the media in the U.S. political system, past and present. The student is expected to:

- (A) describe the processes used by individuals, political parties, interest groups, or the media to affect public policy; and
- (B) analyze the impact of political changes brought about by individuals, political parties, interest groups, or the media, past and present.

(6) Government. The student understands the American beliefs and principles reflected in the U.S. Constitution and why these are significant. The student is expected to:

- (B) explain how the federal government serves the purposes set forth in the Preamble to the U.S. Constitution;
- (F) identify how the Declaration of Independence and the U.S. Constitution continue to shape American beliefs and principles in the United States today.

(7) Government. The student understands the structure and functions of the government created by the U.S. Constitution. The student is expected to:

- (D) identify the purpose of selected independent executive agencies, including the National Aeronautics and Space Administration (NASA), and regulatory commissions, including the Environmental Protection Agency (EPA), Occupational Safety and Health Administration (OSHA), Food and Drug Administration (FDA), and Federal Communications Commission (FCC)
- (F) analyze selected issues raised by judicial activism and judicial restraint

(8) Government. The student understands the concept of federalism. The student is expected to:

- (B) categorize government powers as national, state, or shared;
- (C) analyze historical and contemporary conflicts over the respective roles of national and state governments; and
- (D) explain how the U.S. Constitution limits the power of national and state governments

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113.44. United States Government, Continued

(12) Citizenship. The student understands the rights that are protected and secured by the U.S. Constitution and Bill of Rights. The student is expected to:

(B) identify and define the unalienable rights;

(13) Citizenship. The student understands the difference between personal and civic responsibilities. The student is expected to:

(A) describe scenarios where good citizenship may require the subordination of personal desire for the sake of the public good

(14) Citizenship. The student understands the importance of voluntary individual participation in the U.S. constitutional republic. The student is expected to:

(A) analyze the effectiveness of various methods of participation in the political process at local, state, and national levels;

(B) analyze historical and contemporary examples of citizen movements to bring about political change or to maintain continuity; and

(C) describe the factors that influence an individual's political attitudes and actions

(15) Citizenship. The student understands the importance of the expression of different points of view in a constitutional republic. The student is expected to:

(A) analyze different points of view of political parties and interest groups such as the League of United Latin American Citizens (LULAC), the National Rifle Association (NRA), and the

(B) explain the responsibilities, duties, and obligations of citizenship such as being well informed about civic affairs, serving in the military, voting, serving on a jury, observing the laws, paying taxes, and serving the public good; and

(16) Culture. The student understands the relationship between government policies and the culture of the United States. The student is expected to:

(A) evaluate a U.S. government policy or court decision that has affected a particular racial, ethnic, or religious group such as the Civil Rights Act of 1964 and the U.S. Supreme Court cases of *Hernandez v. Texas* and *Grutter v. Bollinger*; and

(B) explain changes in American culture brought about by government policies such as voting rights, the Servicemen's Readjustment Act of 1944 (GI Bill of Rights), the Immigration and Nationality Act of 1965, the Immigration Reform and Control Act of 1986, affirmative action, and racial integration.

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113.44. United States Government, Continued

(17) Science, technology, and society. The student understands the role the government plays in developing policies and establishing conditions that influence scientific discoveries and technological innovations. The student is expected to:

(B) identify examples of government-assisted research that, when shared with the private sector, have resulted in improved consumer products such as computer and communication technologies.

(18) Science, technology, and society. The student understands the impact of advances in science and technology on government. The student is expected to: (A) describe the potential impact of recent scientific discoveries and technological innovations on government policy.

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