



# American Values through Film

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## Lesson Plans for English Teaching and American Studies

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# *American Values Through Film: Lesson Plans for Teaching English and American Studies*

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## HOW TO USE THIS CD-ROM

This CD-Rom has a collection of PDF files that require Adobe Acrobat Reader (AAR). The AAR is loaded on this CD and should launch or install automatically when you put the CD in. You will need the AAR your computer in order to use the CD.

Here is how to use the CD-Rom:

Insert the CD into the CD drive of your computer. The program should launch/turn on automatically and you should use the File, Open command to open any of the PDF files you wish to use.

If the CD does not automatically launch when you insert it into your CD drive, please launch it manually by clicking on the PDF files that look like this on your screen

The CD has 7 individual PDF files, each with some material related to the teaching of English through film and individual lesson plans. Each PDF file has a selection of lesson plans written by teachers of English in Russia. The PDF files are organized according to the title of film.

The lesson plans in each PDF file correspond to the movies listed below. You may open each PDF file and print the pages you wish to use.

To print any material from the PDF files, it is essential to look at the page numbers that appear in the middle of the screen when you are in the PDF files: They will say, for example, 1 of 100. You may print all lesson plans or just the individual ones you want from different universities/authors. BEWARE! If you do not select specific pages to print, you may end up printing all contents of the CD --usually 100 pages or more.

## *American Values through Film: Lesson Plans for the English Teaching and American Studies*

By Bridget F. Gersten, Ph.D.  
English Language Officer for the Russian Federation  
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No matter where in the world, film has an enchantment all of its own, uniting people from many walks of life and forming a creative cultural space. Growing up in the American Southwest, in Arizona, I saw my first Hollywood movies with my family. I still cherish memories of those outings to see life writ large on the big screen. As a teenager, my friends and I use to make it a point to get to any “sneak preview” we could, namely so we’d be among the lucky few to see a premiere before it made its way to the masses. Then, we sometimes would see the same film over and over, creating our own cult classics. Later, in college, I enjoyed getting away to the movies, both in English and in other languages, at local movie theatres with friends. During that time, a whole other world of cinema opened up to me and I created my own circle of cherished screen favorites, trying to become well-versed in the contributions of directors, producers, and other dimensions of film. To this day, I eagerly look forward to the release of new films starring my favorite actors, especially “indies” or independent films that distinguish themselves as a genre that is a different breed than Hollywood blockbusters.

Most of us have our own connections with cinema, a magical world through which we can live out our dreams and aspirations, a place where we can get away from it all, one where we can face our fears and contemplate new possibilities, somewhere we can escape to, into a Technicolor world that allows us to create and recreate the world and even ourselves.

In educational circles, much has been written about the value of film in the classroom. In fact, there are scores of books, journal articles, and web sites devoted to the topic of how to integrate film into the classroom successfully. From my earliest days of teaching, I remember how the idea of showing a film in class “as is” was not considered pedagogically sound teaching. I learned the importance and value of pre-viewing, while-viewing, and post-viewing activities to engage students actively in the learning process.

In this CD-ROM collection, you will find a wealth of lesson plans written by teachers of English across Russia. These authors are teachers and scholars that come from 23 institutions from 18 cities across this vast nation, including Abakan, Belgorod, Irkutsk, Izhevsk, Kazan, Krasnoyarsk, Krasnodar, Moscow, Omsk, Saransk, Saratov, Togliatti, Tomsk, Tver, Vladimir, Voronezh, Yekaterinburg, Yoshkar-Ola. The authors who collaboratively worked on this project spent many hours viewing and reviewing films, compiling a set of lessons for classroom use with other colleagues at their institutions. The project, sponsored by the English Language Office of the Embassy of the United States in Moscow, was a first-of-its-kind one, focusing on the many ways to explore themes and values through film. Though the title of this project

was *American Values through Film*, the main objective was to use American values as the springboard for discussion about values in general and values specific to communities within the Russian Federation.

I hope you will have a chance to use the films and resources presented in this CD-ROM collection, together with the lesson plans put together by ELT colleagues in Russia.

Happy Viewing,  
*Bridget F. Gersten, Ph.D.*  
May1, 2006

## *Letter of Thanks*

*A special note of thanks should go to the following authors of the lesson plans on this CD ROM. Without their contributions and dedication, this project would not have been possible.*

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## *American Values through Film Project*

### Checklist for Review of Lesson Plans for Classroom Use

Prepared by Bridget F. Gersten, Ph.D.  
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Here are some ideas that you may find useful when putting together lesson plans or when reviewing these prior to use with colleagues.

**Format and Components of the Lesson Plan.** Does your lesson plan include the following, at the beginning of the plan:

- what level or type of students (majors) it is intended for
- themes, objectives and skills to be focused on in each lesson/section of the film
- duration of each lesson (in minutes/class blocks)
- sections devoted to the topic of study, e.g., values

Do you use a **specific font or numbering system (e.g., bullets)** to show other teachers using the plan where exercises and activities appear, for ease of readability?

Is the format easy for another teacher to use? Does the plan make use of headings, bold, spacing, and/or italics, to make it easy to use by another person?

**Spell check/Language Revision.** Have you run a spell check on your lesson plans? Have you checked for consistency in the use of American and/or British English?

**Vocabulary/Memorization.** How is vocabulary handled in the lesson plans: Are words listed? Is translation provided? Are these reviewed before, during, and/or after the plan? Do vocabulary activities go beyond the “word” level, asking students to do something other than translate and/or recognize words? What other reading or vocabulary skills can be addressed in your plan via an activity related to the film? To enhance reading and/or vocabulary skills, is there something beyond “memorization” that can be given as a task when memorization is an activity you give in the lesson plan?

**Sources/Copyright.** Are all sources used in the lesson plan properly noted/cited if full text is borrowed from another source and not the lesson plan authors’ own words? For example, if you have taken any text from the Internet or a printed source, have you included the **author, title, date, and page number** as a bibliographic reference, whether taken verbatim (word for word = quote) or paraphrased? Encouraging correct source citation will provide students with the opportunity to avoid plagiarism. Images (photographs, graphics, tables, etc.) taken from another source should be cited as well, giving the website or other source of the source.

If you have included **Appendices, scripts, or other material** beyond what you yourself composed/authored/wrote in the lesson plan, have you acknowledged the source in a bibliographic reference?



**Discussion of Values + Cross-Cultural Comparisons:** Does your plan have exercises/tasks/activities that ask students to focus on or respond to the themes, values, and content of the film as a springboard for cross-cultural (Russia-America, global, etc) comparison of values, the theme of this film project? Would this be useful to add?

**Pre-, While-, and Post-Viewing Activities.** Does your plan include activities that have students actively engaged and commenting on or reacting to the information in the film and/or class before they view, while they view (stopping the film), and after they view? Do these appear in each lesson? Are they focused on speaking, reading, listening, vocabulary, grammar, writing and/or a combination of these? Why?

**Complexity of Questions Asked/Use of Yes-No Questions/ Critical Thinking.** Including “Why”, “How”, and “Imagine” questions vs. “What”, “Where”, “When”, and “Who” questions. Using *why*, *how*, and *imagine*... questions, together with questions that ask students to judge, evaluate, and critically analyze, will allow for more critical thinking/higher order thinking skills vs. recall and memorize. Questions that ask students to “put yourself in the shoes of” or “Imagine you...” enhance critical thinking and creativity as well. Does your plan include why and how questions? How often are yes/no and True/False questions used? Do these generate as much language and thinking that you would like to get?

Here are some ideas on tasks/activities you might include in your plans that enhance critical thinking and language use. You may want to pay attention to the action verbs that could be the basis for activities:

<http://schools.sd68.bc.ca/coal/pg/canada/bloompic.JPG>

<http://www.biology.lsu.edu/heydrjay/Bloom's%20Taxonomy.gif>

<http://www.maslibraries.org/infolit/samplers/images/bloom.gif>

<http://www.apa.org/ed/circle.gif>

**Four Skills:** How well does the plan integrate the four skills: reading, writing, listening, and speaking?

**Integration of Skills.** Can any of your activities in the lesson plan be used as a springboard for another activity that involves another skill? For example, after a writing assignment, students could be instructed to give a summary of their report to the whole class, a small group, or a partner (in pairs). What is the advantage of doing this?

**Cultural Thinking:** How much does the plan give students an opportunity to examine cross-cultural issues and compare to their own personal experience? Does this incorporate discussions about values or things that matter in their personal or professional lives?

**Group and Pair work.** How well does the lesson plan incorporate activities where students work in small groups and pairs, even if for a fraction of the lesson time when the plan is used?

**Internet Research.** Are students required to do additional reading or research on the internet, related to the topic or language in the film(s)?

**Web Sites:** Are full URLs provided in the plan? Would it be useful to annotate (provide a short description of) each site?

**Using the Counter on the VHS machine:** Consider using the counter settings from the VHS to help other teachers locate specifically which where the segment of the film appears that is associated with a particular exercise or set of exercises.

**Drama/Skits.** Do your lesson plans ask students to act out any part of the script or improvise based on the script? What value would it have to include exercises of this type?

**Personal Experience/Parallels.** In your lesson plans that focus on values, do you have an activity that allows students to bring in their personal experience and opinion or reflect on the application of what is discussed in the film to realities in Russia or in your community?

**Images/Graphics.** Have you incorporated any activities in the lesson plan that draw on images related to the questions or tasks at hand, as integral or supplementary parts of the lesson plan? A good source of images is Google.com Images. Please be sure to include any URL of an image you use from the Internet and *cite this source in your plan* (tell where you got it from).

Is there a clear task (and skills practice) associated with each use of an image?

**Graphic Organizers.** Does your plan include any graphic organizers, e.g., charts that are used by students to transfer and/or transform information for analytical purposes? These can be used to help students understand better both language and content.

**Teachers' Tips.** Do you include any instructions or guidelines for teachers who use the plan? What sorts of tips could you use?

## Description of Films in American Values through Film Project

Source: Amazon.com film reviews

### Film

### Cultural Value/Contemporary Issue

#### ***Erin Brockovich (2000)*** **activism**

#### **Role of women in citizen environmental**

Broke and desperate, the twice-divorced single mom Erin (Julia Roberts) bosses her way into a clerical job with attorney Ed Masry (Albert Finney), who's indebted to Erin after failing to win her traffic-injury case. Erin is soon focused on suspicious connections between a mighty power company, its abuse of toxic chromium, and the poisoned water supply of Hinkley, California, where locals have suffered a legacy of death and disease. Matching the dramatic potency of *Norma Rae* and *Silkwood*, *Erin Brockovich* filters cold facts through warm humanity, especially in Erin's rapport with dying victims and her relationship with George (superbly played by Aaron Eckhart), a Harley-riding neighbor who offers more devotion than Erin's ever known. Surely some of these details have been embellished for dramatic effect, but the factual basis of *Erin Brockovich* adds a boost of satisfaction, proving that greed, neglect, and corporate arrogance are no match against a passionate crusader.

#### ***Twelve Angry Men (1957)*** **law**

#### **Jury system; citizen participation in rule of**

Sidney Lumet's directorial debut remains a tense, atmospheric (though slightly manipulative and stagy) courtroom thriller, in which the viewer never sees a trial and the only action is verbal. As he does in his later corruption commentaries such as *Serpico* or *Q & A*, Lumet focuses on the lonely one-man battles of a protagonist whose ethics alienate him from the rest of jaded society. As the film opens, the seemingly open-and-shut trial of a young Puerto Rican accused of murdering his father with a knife has just concluded and the 12-man jury retires to their microscopic, sweltering quarters to decide the verdict. When the votes are counted, 11 men rule guilty, while one--played by Henry Fonda, again typecast as another liberal, truth-seeking hero--doubts the obvious. Stressing the idea of "reasonable doubt," Fonda slowly chips away at the jury, who represent a microcosm of white, male society--exposing the prejudices and preconceptions that directly influence the other jurors' snap judgments. The tight script by Reginald Rose (based on his own teleplay) presents each juror vividly using detailed soliloquies, all which are expertly performed by the film's flawless cast. Still, it's Lumet's claustrophobic direction--all sweaty close-ups and cramped compositions within a one-room setting--that really transforms this contrived story into an explosive and compelling nail-biter.

#### ***To Kill a Mockingbird (1962)***

#### **Racial tolerance; jury system**

Ranked 34 on the American Film Institute's list of the 100 Greatest American Films, *To Kill a Mockingbird* is quite simply one of the finest family-oriented dramas ever made. A beautiful and deeply affecting adaptation of the Pulitzer Prize-winning novel by Harper Lee, the film retains a timeless quality that transcends its historically dated subject matter (racism in the Depression-era South) and remains powerfully resonant in present-day America with its advocacy of tolerance, justice, integrity, and loving, responsible parenthood. It's tempting to call this an important "message" movie that should be required viewing for children and adults alike, but this riveting courtroom drama is anything but stodgy or pedantic. As Atticus Finch, the small-town Alabama lawyer and widower father of two, Gregory Peck gives one of his finest performances with his impassioned defense of a black man (Brock Peters)

wrongfully accused of the rape and assault of a young white woman. While his children, Scout (Mary Badham) and Jem (Philip Alford), learn the realities of racial prejudice and irrational hatred, they also learn to overcome their fear of the unknown as personified by their mysterious, mostly unseen neighbor Boo Radley (Robert Duvall, in his brilliant, almost completely nonverbal screen debut). What emerges from this evocative, exquisitely filmed drama is a pure distillation of the themes of Harper Lee's enduring novel.

### ***Seabiscuit (2003)***

### **Overcoming the odds; persistence through hardship**

Proving that truth is often greater than fiction, the handsome production of *Seabiscuit* offers a healthy alternative to Hollywood's staple diet of mayhem. With superior production values at his disposal, writer-director Gary Ross (*Pleasantville*) is a bit too reverent toward Laura Hillenbrand's captivating bestseller, unnecessarily using archival material--and David McCullough's familiar PBS-styled narration--to pay Ken Burns-like tribute to Hillenbrand's acclaimed history of Seabiscuit, the knobby-kneed thoroughbred who "came from behind" in the late 1930s to win the hearts of Depression-weary Americans. That caveat aside, Ross's adaptation retains much of the horse-and-human heroism that Hillenbrand so effectively conveyed; this is a classically styled "legend" movie like *The Natural*, which was also heightened by a lushly sentimental Randy Newman score. Led by Tobey Maguire as Seabiscuit's hard-luck jockey, the film's first-rate cast is uniformly excellent, including William H. Macy as a wacky trackside announcer who fills this earnest film with a much-needed spirit of fun.

### ***All the President's Men (1976)***

### **Investigative journalism rooting out government corruption**

It helps to have one of history's greatest scoops as your factual inspiration, but journalism thrillers just don't get any better than *All the President's Men*. Dustin Hoffman and Robert Redford are perfectly matched as (respectively) *Washington Post* reporters Carl Bernstein and Bob Woodward, whose investigation into the Watergate scandal set the stage for President Richard Nixon's eventual resignation. Their bestselling exposé was brilliantly adapted by screenwriter William Goldman, and director Alan Pakula crafted the film into one of the most intelligent and involving of the 1970s paranoid thrillers. Featuring Jason Robards in his Oscar-winning role as *Washington Post* editor Ben Bradlee, *All the President's Men* is the film against which all other journalism movies must be measured.

### ***Dances with Wolves***

A historical drama about the relationship between a Civil War soldier and a band of Sioux Indians, [Kevin Costner's](#) directorial debut was also a surprisingly popular hit, considering its length, period setting, and often somber tone. The film opens on a particularly dark note, as melancholy Union lieutenant John W. Dunbar attempts to kill himself on a suicide mission, but instead becomes an unintentional hero. His actions lead to his reassignment to a remote post in remote South Dakota, where he encounters the Sioux. Attracted by the natural simplicity of their lifestyle, he chooses to leave his former life behind to join them, taking on the name Dances with Wolves. Soon, Dances with Wolves has become a welcome member of the tribe and fallen in love with a white woman who has been raised amongst the tribe. His peaceful existence is threatened, however, when Union soldiers arrive with designs on the Sioux land. Some detractors have criticized the film's depiction of the tribes as simplistic; such objections did not dissuade audiences or the Hollywood establishment, however, which awarded the film seven Academy Awards, including Best Picture.

## ***High Noon***

This Western classic stars [Gary Cooper](#) as Hadleyville marshal Will Kane, about to retire from office and go on his honeymoon with his new Quaker bride, Amy ([Grace Kelly](#)). But his happiness is short-lived when he is informed that the Miller gang, whose leader ([Ian McDonald](#)) Will had arrested, is due on the 12:00 train. Pacifist Amy urges Will to leave town and forget about the Millers, but this isn't his style; protecting Hadleyburg has always been his duty, and it remains so now. But when he asks for deputies to fend off the Millers, virtually nobody will stand by him. Chief Deputy Harvey Pell ([Lloyd Bridges](#)) covets Will's job and ex-mistress ([Katy Jurado](#)); his mentor, former lawman Martin Howe (Lon Chaney Jr.) is now arthritic and unable to wield a gun. Even Amy, who doesn't want to be around for her husband's apparently certain demise, deserts him. Meanwhile, the clocks tick off the minutes to High Noon -- the film is shot in "real time," so that its 85-minute length corresponds to the story's actual timeframe. Utterly alone, Kane walks into the center of town, steeling himself for his showdown with the murderous Millers. Considered a landmark of the "adult western," *High Noon* won four Academy Awards (including Best Actor for Cooper) and Best Song for the hit, "Do Not Forsake Me, O My Darling" sung by Tex Ritter. The screenplay was written by [Carl Foreman](#), whose blacklisting was temporarily prevented by star Cooper, one of Hollywood's most virulent anti-Communists. [John Wayne](#), another notable showbiz right-winger and Western hero, was so appalled at the notion that a Western marshal would beg for help in a showdown that he and director [Howard Hawks](#) "answered" *High Noon* with [Rio Bravo](#) (1959). *Hal Erickson*

## Copyright and Fair Use Guidelines for Teachers

CLASSROOM COPYRIGHT CHART			
Medium	What You Can Do	According to	The Fine Print
<b>Printed Material</b>			
<ul style="list-style-type: none"> <li>Poem less than 250 words</li> <li>Excerpt of 250 words from a poem greater than 250 words</li> <li>Articles, stories, or essays less than 2,500 words</li> <li>Excerpt from a longer work (10% of work or 1,000 words, whichever is less--but a minimum of 500 words)</li> <li>One chart, picture, diagram, graph, cartoon or picture per book or per periodical issue</li> <li>Two pages (max) from an illustrated work less than 2,500 words (like childrens books)</li> </ul>	Teachers may make multiple copies for classroom use.	United States Copyright Office  <i>Circular 21</i>	No more than one copy per student. Usage must be: At the "instance and inspiration of a single teacher" and when the time frame doesn't allow enough time for asking permission. Only for one course in the school. No more than nine instances per class per term (current news publications such as newspapers can be used more often). Don't create anthologies. "Consumables" can't be copied. Don't do it every term (if time allows, seek permission). Can't be directed by "higher authority." Copying can't be substitute for buying. <b>Copies may be made only from legally acquired originals.</b>
<ul style="list-style-type: none"> <li>A chapter from a book</li> <li>An article from a periodical</li> <li>Short story, short essay, or short poem</li> <li>Chart, graph, diagram, drawing, cartoon, picture from a book, periodical or newspaper</li> </ul>	Teachers may make a single copy for teacher use for research or lesson preparation.	United States Copyright Office  <i>Circular 21</i>	Same as above.

<ul style="list-style-type: none"> <li>• Portions of a work</li> <li>• An entire work</li> <li>• A work if "the existing format in which a work is stored has become obsolete"</li> </ul>	<p>A librarian may make up to three copies "solely for the purpose of replacement of a copy...that is damaged, deteriorating, lost or stolen"</p>	<p>Section 108 Copyright Act (1976) as amended by the Digital Millennium Copyright Act</p>	<p>The library must first determine that after "reasonable investigation that copy...cannot be obtained at a fair price" or that the format is obsolete.</p>
<p><b>Text for Use in Multimedia Projects</b></p>			
<ul style="list-style-type: none"> <li>• Same rights as "Printed Material" above</li> </ul>	<p>Students may incorporate text in multimedia projects. Teachers may incorporate into multimedia for teaching courses.</p>	<p><i>Fair Use Guidelines for Educational Multimedia</i></p>	<p>Teachers may use for two years, after that permission is required. Students may keep in portfolio for life.</p>
<p><b>Video</b></p>			
<ul style="list-style-type: none"> <li>• Videotapes (purchased)</li> <li>• Videotape (rented)</li> <li>• DVD</li> <li>• Laser Discs</li> </ul>	<p>Teachers may use these materials in the classroom without restrictions of length, percentage, or multiple use</p> <p>May be copied for archival purposes or to replace lost, damaged, or stolen copies.</p>	<p>Section 110 of the Copyright Act</p>	<p>The material must legitimately acquired (a legal copy). It must be used in a classroom or similar place "dedicated to face-to-face instruction". Not for use as entertainment or reward. The use should be instructional. The place should be a non-profit educational institution.</p> <p>If replacements are unavailable at a fair price or are available only in obsolete formats (e.g., betamax videos).</p>
<p><b>Video ("Motion Media") for Use in Multimedia Projects</b></p>			



<ul style="list-style-type: none"> <li>• Videotapes</li> <li>• DVD</li> <li>• Laser Discs</li> <li>• QuickTime Movies</li> <li>• Encyclopedias (CDROM)</li> </ul>	Students "may use portions of lawfully acquired copyrighted works in their academic multimedia", defined as 10% or three minutes (whichever is less) of "motion media"	<i>Fair Use Guidelines for Educational Multimedia</i>	"Proper attribution and credit must be noted for all copyrighted works included in multimedia, including those prepared under fair use." <i>Tina Ivany, UC San Diego 12/08/95</i>
<b>Video for Integration into Video Projects</b>			
<ul style="list-style-type: none"> <li>• Videotapes</li> <li>• DVD</li> <li>• Laser Discs</li> <li>• QuickTime Movies</li> <li>• Encyclopedias (CDROM)</li> </ul>	Students "may use portions of lawfully acquired copyrighted works in their academic multimedia"	<i>Fair Use Guidelines for Educational Multimedia</i>	The material must legitimately acquired (a legal copy, not bootleg or home recording).
<b>Illustrations and Photographs</b>			
<ul style="list-style-type: none"> <li>• Photograph</li> <li>• Illustration</li> <li>• Collections of photographs</li> <li>• Collections of illustrations</li> </ul>	Single works may be used in their entirety but not more than 5 images by an artist or photographer. From a collection, not more than 15 images or 10%, whichever is less.	<i>Fair Use Guidelines for Educational Multimedia</i>	Older illustrations may be in the public domain, but the collection may be copyrighted.
<b>Music for Integration into Multimedia / Video Projects</b>			
<ul style="list-style-type: none"> <li>• Music</li> </ul>	Up to 10% of a copyrighted musical composition may be reproduced, performed and displayed as part of a multimedia program produced by an educator or student for educational purposes.	<i>Fair Use Guidelines for Educational Multimedia</i>	Some authorities site a maximum length of 30 seconds. ( <a href="http://www.indiana.edu">www.indiana.edu</a> ), some do not mention a maximum ( <i>Tina Ivany, UCSD, 12/08/95</i> ). See below.



Computer Software			
<ul style="list-style-type: none"> <li>• purchased software</li> <li>• licensed software</li> </ul>	<p>Software may be lent by the library.</p> <p><i>Software may be installed at home and at school.</i></p> <p>Software may be installed on multiple machines.</p> <p><i>Software may be copied for archival use to replace lost, damaged, stolen, copies.</i></p> <p>Software can be distributed to users via a network.</p> <p><i>Librarians may make archival copies.</i></p>	Section 107 and 108 of Copyright Act and subsequent amendments.	<p>Take aggressive action to monitor that copying is not taking place (for retention).</p> <p><i>Only one machine at a time may use the program.</i></p> <p>The number of machines being used must never exceed the number of licenses.</p> <p><i>If unavailable at fair or is an obsolete format.</i></p> <p>The number of simultaneous users must not exceed the number of licenses. A network license may be required for multiple users.</p>
Internet			
<ul style="list-style-type: none"> <li>• Internet connections</li> <li>• World Wide Web</li> </ul>	<p>Images may be downloaded for student projects.</p> <p>Sound files may be downloaded for use in projects (<i>see portion restrictions above</i>)</p>	<i>Fair Use Guidelines for Educational Multimedia &amp; DMCA</i>	<p>Images may not be reposted onto the Internet without permission.</p> <p>Sound or music files may not be copied and posted on the Internet without permission.</p>
Television			
<ul style="list-style-type: none"> <li>• Broadcast</li> <li>• ABC</li> <li>• NBC</li> <li>• PBS</li> <li>• Tapes made from broadcast</li> </ul>	<p>Live "off the air" broadcasts may be used for instruction.</p> <p>Tapes made from broadcasts may be used for instruction.</p>	Congress	<p>Things get interesting when you want to retain tapes.</p> <p>Minimum rights allow for 10 school days. Enlightened rights holders often allow for much more. PBS series <i>Reading Rainbow</i> offers three year retention rights, for example. If you like it enough to keep it more than three years, <a href="#">buy it!</a></p>

Cable Television			
<ul style="list-style-type: none"> <li>• CNN</li> <li>• MTV</li> <li>• HBO (etc.)</li> <li>• Tapes made from cable.</li> </ul>	May be used with permission. Many programs may be retained for years --depending on the program. Check with Cable in the Classroom.  <a href="http://www.ciconline.org/main.cfm">http://www.ciconline.org/main.cfm</a>	Cable Systems (and their associations)	The guidelines for television programs were defined by Congress before cable television was a factor. Cable programs are not technically covered by the same guidelines as broadcast television.
Film or Filmstrip			
<ul style="list-style-type: none"> <li>• 16 millimeter films</li> <li>• filmstrips</li> </ul>	"Teachers may duplicate a single copy of a small portion...for teaching purposes"	<i>Copyright Policy and Guidelines for California's School Districts, California Department of Education</i>	These must be films or filmstrips that you own.
Return for updates to:	<a href="http://www.mediafestival.org/copyrightchart.html">http://www.mediafestival.org/copyrightchart.html</a>	Hall Davidson	<a href="mailto:hall@ccd.edu">hall@ccd.edu</a>

Note: In the letter to Congressional Subcommittee Chair Kastenmeier dated 3/19/76 summarizing many of the above agreements, representatives of the Ad Hoc Committee of Educational institutions and Organizations of Copyright Law Revision and the Authors League of America, Inc., and the Association of American Publishers, Inc., state that these guidelines were **"not intended to limit the types of copying permitted under the standards of fair use under judicial decision and which are stated in Section 107 of the Copyright Revision Bill. There may be instances in which copying which does not fall within the guidelines stated [above] may nonetheless be permitted under the criterion of fair use."**

[For more detailed information and references to excellent books on copyright.](#)

[For information on workshops, keynotes, seminars about copyright and other topics regarding technology and education visit http://www.mediafestival.org/halldavidson.html](#)

[pdf. version of this chart](#)

# SAMPLE LESSON PLAN BY GABRIEL SKOP, ENGLISH LANGUAGE FELLOW

## Twelve Angry Men – Plan 1

*The following outline is intended for use in a university-level American Studies course. This outline is necessarily broad, but can easily be adapted for courses in Sociology, Film, Legal English, English Composition, Gender Studies and other subjects.*

- Topic:** Citizen participation in the rule of law
- Themes:** What do juries do and why is that important?  
What is involved in group decision making?  
What is the effect of prejudice on society?  
How has the idea of “citizen participation” changed since the 1950s?
- Activities:** Screening of *Twelve Angry Men*  
Internet research  
Pre- and post-film discussion  
Mock trial  
Report writing
- Timeline:** Eight to ten hours of in-class activity over a period of one to two weeks

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### Lesson One

- Whole-group discussion on the background of rendering verdicts

Society has many different approaches for sitting in judgment of those accused of crimes. Some cases are heard solely by judges; others are decided by juries. Still others take place before a tribal council or group of village elders. In some countries, all of these forms of adjudication coexist.

What are the advantages and disadvantages of each of the above forms of decision making?

What exactly is the job of people empowered to decide on the defendant’s innocence or guilt? What skills does this job demand? What challenges are posed in making

these types of decisions? Is it possible to ensure fairness in this decision-making process? How?

- Home task

Research the following three questions as they relate to practices in the United States.

- 1) What is the difference between cases heard only by judges and those which are trials by jury?
- 2) In some cases, a defendant may choose between trial by judge and trial by jury? What factors influence such a decision?
- 3) What is the process for empanelling a jury? (In other words, how are jurors found and what steps must they go through before they actually sit on a jury?)

Additional questions:

- 4) Compare and contrast the jury system in the US with the system in Russia.
- 5) Do you believe you would make a good juror? Are you interested in serving on a jury? Explain.

Study the following key vocabulary.

premeditated murder	reasonable doubt	abstain
verdict	unanimous	foreman
death sentence	slum	acquittal
motive	cross-examination	secret
ballot		
defense	prosecution	mandatory
hung jury	testimony	mercy
alternate juror	open and shut case	orphanage
circumstantial evidence	witness	forgery

## Lesson Two

- Screening of *Twelve Angry Men*
- Post-screening discussion in small groups

Each group should consider the following, and prepare to report to the whole group on its conclusions.

In *Twelve Angry Men*, the jury rendered a verdict of “not guilty.” We know this does not assure that the defendant did not commit the crime with which he was charged. However, the jurors were ultimately unanimous that reasonable doubt prevented them from convicting the defendant.

What is reasonable doubt? Why is the standard of reasonable doubt so central to the decision-making process in a murder case? What would be the consequences if this standard of reasonable doubt were removed?

### Lesson Three

- An examination of the influences on a jury

Divide the class into three groups. Assign each group one of the following tasks. At the end of a preparation period, each of the groups is to lead the entire class in a whole-group discussion on its assigned topic.

#### GROUP 1 – Jury Demographics

Looking at the jury depicted in *Twelve Angry Men*, a typical American might react to the lack of diversity represented. Despite the lack of diversity in race and gender, there were other types of diversity. Describe this.

Though there was diversity of experience and thought, is that sufficient? If not, why not? What is meant by the phrase “a jury of one’s peers”? Why is a jury of one’s peers crucial to a fair trial? How can such diversity best be achieved? What might a genuine jury of one’s peers look like in a Russian courtroom? On what do you base the composition of this hypothetical jury?

In the film, how did juror’s backgrounds and prejudices influence the decision-making process? One juror in particular was heard making references to “these people” and many similar comments. How does such behavior contradict the instructions given to a jury by the judge?

Finally, how do you believe either the process or the outcome might have been different had there been women as jurors in *Twelve Angry Men*? Does research on male and female participation on juries support your suppositions? Where might you find this information?

#### GROUP 2 – Group Process

In the film, the jury went through a remarkable transformation. Initially, eleven out of twelve jurors immediately proclaimed the defendant’s guilt. By film’s end, there was an acquittal by (required) unanimous vote. What factors influence the group decision-making process?

Several jurors at times seemed to feel pressured by others to change their votes. Other jurors were responsible for applying such pressure. Can fairness be maintained in the face of such pressure? If not, what can be done to ensure fairness?

In murder cases, a unanimous verdict is required. What methods did different jurors use to try to reach a unanimous verdict? What are some examples of different approaches used by the various jurors to try to get others to see – and accept – their point of view? Is there a difference between unanimity and consensus? How would you explain that difference? Why do murder cases generally require a unanimous decision?

At one point in the film, when the vote was evenly split, there was talk of a hung jury. They considered sending the case back to the judge because they were at an impasse. What constructive measures can be taken to move a group forward when it appears to be stuck?

What is the role of the jury foreman? Evaluate the performance of the foreman in *Twelve Angry Men*. What suggestions would you have for performing his duties more effectively?

Finally, it may be jarring for a modern viewer to witness one juror reading a newspaper. Jurors are often prevented from reading the newspaper or watching television news. What is the reason for this? Why are juries sequestered? What might happen if these rules were relaxed?

### GROUP 3 – The Purpose of Sentencing

Verdicts in a court case can have several effects; they may serve as punishment, rehabilitation, or a deterrent to future crime. How was this issue addressed in *Twelve Angry Men*? Give examples from the comments of different jurors to support your position.

What do you think is the major goal of sentencing, to punish, rehabilitate, or deter crime? Why? Can two of these goals be served simultaneously? How?

Certain countries – the United States among them – have very high rates of incarceration (both relative to other countries and relative to their own rates in previous decades). What are the effects of this on society – both positive and negative? While most agree that dangerous criminals should be locked away to protect society, can most of those currently incarcerated be reasonably considered dangerous? If not, why are they in prison? In Russia, does most sentencing better serve the purpose of punishment, rehabilitation, or deterrence? On what do you base your response?

### Lesson Four

- Mock trial

Choosing a recent criminal case from the news that has not yet been tried, stage a mock trial. Assign the following roles: defendant, defense and prosecuting attorneys, judge, jurors, witnesses, courtroom observers, reporters.

- Home task

Write a summary of the mock trial based on your perspective from your assigned role. Include the following in your report:

In what ways did this jury behave differently from the one in the film?  
What did you learn about the jury process from participating in the trial?

Why do you believe citizen participation in the trial process is important?

### Lesson Five

- Culminating activity – Whole-group discussion

Reflecting on the activities of Lessons One through Four, what are the most important concepts you have learned? What questions remain? What suggestions do you have for reform of the educational system in order to better equip juries to render fair verdicts? What barriers exist to participations of Russians in processes designed to bolster the rule of law? How can such barriers be broken down? If this unit were to be taught to other groups, how could it be done more effectively in the future?

### Follow-up activities

- Visit a courtroom trial to learn how juries work in your community
- Develop a consensus-building decision-making process to handle conflicts in your educational institution
- Choose a court case in the news, follow it as the case progresses, and report on the case's progress at a forum in your class

### Suggested Study Materials

Burns, J.M., et al. *Government by the People*, 19<sup>th</sup> ed. Upper Saddle River, NJ: Prentice Hall, 2002. ISBN 0130315672.

Cheney, T.D. *Who Makes the Law: The Supreme Court, Congress, the States and Society*. Upper Saddle River, NJ: Prentice Hall, 1998. ISBN 0134930819.

Feagin, J.R. and Feagin, C.B. *Racial and Ethnic Relations*. Upper Saddle River, NJ: Prentice Hall, 1999. ISBN 0136747221.

Ginsberg, B., Lowi, T.J., and Weir, M. *We the People: An Introduction to American Politics*, 4<sup>th</sup> ed. New York: W.W. Norton, 2003. ISBN 0393979288 (full ed.).

Githens, M., Norris, P., Lovenduski, J., eds. *Different Roles, Different Voices: Women and Politics in the United States and Europe*. New York: Harper Collins College, 1994. ISBN 0065013069.

Ross, R.S. *American National Government: Institutions, Policy, and Participation*, 4<sup>th</sup> ed. New York: McGraw-Hill, 1996. ISBN 1561344095.

## ALL THE PRESIDENT'S MEN

**Authors:** Oksana Petrukhina, Angelina Bezrukova  
Abakan, Katanov State University of Khakasia

**Level** – Intermediate and Upper-intermediate majoring in journalism, law, history, English language.

**Topic:** Citizen participation in the rule of law.

**Themes:** Work of reporters and their input into the life of community; Investigative journalism rooting out government corruption

**Activities:** Screening of *All the President' Men*

Pre- and post-film discussion

Report writing

Making up the story

**Timeline:** eight to ten hours of in-class activity over a period of two weeks

### Lesson One

• **Discussion in the group.**

1. What exactly is the job of people collecting confidential information? Where do they work?
2. What skills and professional qualities does this job demand?
3. Can the reporters ensure the truth of such kind of information?
4. Is this job a dangerous one? Comment on your point of view.
5. Who controls an investigation in a Newspaper or Magazine Office?? Who agrees to a reporter to publish an article?

**Home task.**

1. Answer the following questions:

- How can the reporters access confidential information? Is it always done easily?
- In some cases reporters follow the trail through denials, discouragement and doubts. What must they do to make citizens believe their information?
- What is the process of getting the material? How do the journalists achieve their goals?

Additional questions:

- Compare and contrast the work of journalists and reporters in the U. S with the work in Russia.



- Are you interested in working as a reporter? Do you believe you would make an interesting report (story)? What kind of information would you gather? (political, cultural, sport, etc.)

2. Study the following key vocabulary.

Supreme Court	to follow the trial
President's Council	accurate account
Office of United Council	confidential information
The Committee of President	to take precautions against
Democratic National Committee	to control investigation
to make sense	to contact smb by
to spy	to destroy the reputation and respect
	to blame
to receive money in cash	to plead
resources	to do smth wrong
to be guilty	fair game
to take the Constitutional law	testimony

Lesson 2

**I. Screening of *All the President's Men***

**II. Post-screening discussion in small groups**

The students are divided into smaller groups (4-5 students)

Each group should answer the questions and prepare to report to the whole group on its conclusions.

1. What are the central characters and their environment?

Who is involved in the investigation?

Is this investigation of great importance

When and where does the action take place?

What information do the reporters try to find out and who helps them?

2. The reporters got the story. They gathered the material with the help of mysterious unknown informer. It was a difficult investigation. Many people having worked in the Committee refused to give information to the reporters. Why? What were they afraid of?

3. Why do you believe citizen participation in investigation and giving all the information about the President election's financial resources to the reporters is so important? Is it worth doing so?

Lesson 3

1. Read the following episode from the film and translate for better understanding.

ROSENFELD hurrying (he always hurries) toward his office.  
WOODWARD, looking for something in his desk throughout this scene, speaks to him.

WOODWARD  
Who's Charles Colson?

ROSENFELD(stops dead) I would liken your query to being in Russia half a century ago and asking someone, "I understand who Lenin is and Trotsky I got too, but who's this yokel Stalin?"

WOODWARD  
Who's Colson, Harry?

ROSENFELD  
The most powerful man in America is President Nixon, probably you've heard his name.

WOODWARD, unfazed by anything, continues to open drawers, close them, as ROSENFELD rolls on.

ROSENFELD  
The second most powerful man is Robert Haldeman. Just below him are a trio: Mr. Erlichman is Haldeman's friend, and they protect the President from everybody which is why they are referred to as either The German Shepherds or the Berlin Wall. Mr. Mitchell we've already discussed. Mr. Colson is the President's special counsel.

WOODWARD (rising) Thanks, Harry. (looks at ROSENFELD) Know anything about Colson?

ROSENFELD  
Just that on his office wall there's a cartoon with a caption reading, "When you've got them by the balls, their hearts and minds will follow."

WOODWARD nods, heads back toward the files.

2. Watch this episode and tell what you know about the people named by the speakers (Lenin, Trotsky, Stalin, Nixon, Haldeman). Why are they mentioned?

2. Divide the class into groups. Each group is to prepare the following tasks and to represent its topic.

*Group one. An expert.*

What did you learn about the reporter's job? The story having been made by the reporters in the film is called "dangerous and crazy". Why? Try to prove your own point of view. Is it typical for an American journalist to make a sensation from the interesting but secret material?

*Group two. The purpose of investigation.*

What do you think is the major goal of accessing to confidential information on the Committee to Re-Elect the President? Is it of great value for the country?

Is it the task of reporters or detectives? What are the differences in their work?

*Group three. An editor in the newspaper.*

What is the role of an editor? Does it depend much on the editor's agreement to publish an article? What suggestions would you have to perform his duties more effectively? What are your impressions on the work of the editor in the film?

### **Home task.**

Write a summary of the end of the film. Include the following in your report:

The lives of the reporters might be in danger. They found out the secret material and many people of high rank didn't want this material to be published. Why?

Did the investigation give any results and what judgment did the Court deliver? What persons were involved in this case?

Lesson 4

1. Read and translate the following episode from the film:

ROSENFELD AND SIMONS approaching WOODWARD who is working at his desk. He has put in a lot of hours on this and looks it.

ROSENFELD Whaddya got, whaddya got?

WOODWARD

Hunt is Colson's man-- (to SIMONS, explaining)--that's Charles Colson, Nixon's special counsel--

(SIMONS almost says something, decides against it)

--they both went to Brown University--(consulting his notes) --Hunt worked for the C.I.A. till '70, and this is on deep background, the FBI thinks he's involved with the break-in.

SIMONS: What else have you got?

WOODWARD

According to White House personnel, Hunt definitely works there as a consultant for Colson. But when I called the White House Press office, they said he hadn't worked there for three months. Then the P.R. guy said the weirdest thing to me.

(reading)

"I am convinced that neither Mr. Colson nor anyone else at the White House had any knowledge of, or participation in, this deplorable incident at the Democratic National Committee."

He looks up at them.

SIMONS

Isn't that what you'd expect them to say?

WOODWARD Absolutely.

ROSENFELD So?

WOODWARD (he's got something and he knows it) I never asked them about Watergate. I only said what were Hunt's duties at the White House. They volunteered that he was innocent when nobody asked was he guilty.

ROSENFELD (to SIMONS) I think we got a White House consultant linked to the bugging.

SIMONS (nods) Just be careful how you write it.

2. Watch the episode and get ready to discuss in groups the reporters' work. What suggestions do you have for a reform of the educational system in order to better the work of reporters? Can each secret material about the money funds, the support in President's elections and the work of President's Committees be disclosed for the citizens of the country?

## **Report writing**

- Make your own investigation into the Watergate scandal, one that set the stage for President Richard Nixon's eventual resignation.
- Visit a Newspaper Office to learn how the reporters work in the place you live.
- Find any confidential information from the news and make a report on the work of the reporter's investigation.
- Make your own investigation of any affair. Where might you find this information? Try to collect as much material as possible from the newspapers, interviews, magazines and TV programs. Write a summary.

## ALL THE PRESIDENT'S MEN

**Authors:** Olga Prokhorova, Elena Pupynina, Elena Danilova, Yulia Rogacheva  
Belgorod State University

**Topic:** the work of a newspaper reporter

**Themes:** What are the main activities of a political correspondent?  
How important is it for a reporter to stay fair and balanced in his coverage?  
What makes a good reporter?

### Pre-screening tasks.

#### I. Group discussion:

What are the responsibilities of people working at a newspaper?

How does a reporter find out information?

What do you know about Watergate scandal?

#### What do you know about the following organizations:

CIA

FBI

Democratic National Committee

Committee to Re-elect the President the US Department of Justice

#### II. Find out information about the following people:

Richard Nixon

Jeb Stuart Magruder

John F. Kennedy

Bob Haldeman

E. Howard Hunt

Ron Ziegler

Charles Colson

Donald Segretti

John Mitchel

Dwight Chapin

Maurice Stans

Sloan

**III. Study the following key vocabulary:**

to bug

burglar

break-in

conduct the investigation

profile information

good solid piece of journalist

to do investigating work

anonymous source

to go into smth

to face deadline

to reveal the source of the information

to do story on smth

slush fund

CREEP fund

to destroy the reputation

to disclose names

to divulge information

to persuade smb to go on a record

sabotage campaign

to miss the overall

to be one's source on smth

to deliver a strong attack on smb

secret testimony

to protect covert operations/activities

**Post-screening tasks.**

**I. Small groups discussion.**

**Split into 3 groups and discuss the suggested topics. One member of a group is to report the results of the discussion to the whole class.**

**Group 1:** From the film one can get a good idea of how a newspaper works. Journalism is rather subjective business. An editor has to decide what a front-page story should be, what articles are published and which are not.

How are the decisions concerning these issues taken?

Do you think a newspaper should have a standard by which it decides what to publish?

What criteria do you believe newspaper staff may use taking that decision?

**Group 2:**

Why is it important for a reporter to get all the facts right in the story?

How can a reporter make sure that all the information in his story is true?

Do you think that journalistic objectivity still exists when it concerns top officials reporting?

Does the way reporters write about politics change over the years?

**Group 3:** The film gives an account of how a reporter gets information.

What tricks are used by the main characters of the film Bob Woodward and Carl Bernstein?

Can you think of other ways how a reporter gets people give confidential information?

In the film Bob Woodward has a secret informant "Deep Throat" with whom they meet late at night in a parking garage and whose identity is still unknown.

Do you believe the principle of protecting the source's identity is essential to a reporter's profession?

Why is it important for a reporter to be a good listener?

What are the qualities that make a good reporter?



## **II. Point to discuss: Journalistic Objectivity.**

**Study the following controversial theses. Give reasons and supporting arguments for and against each thesis.**

1. There should be a limit to what a reporter can write in his story.
2. Stories must be more than collections of facts and quotes, they must explain things, analyze events.

## **III. Question-generating task.**

If you were to interview Bob Woodward or Carl Bernstein what questions would you ask?

## **IV. Writing.**

Write a short essay (about 250 words): "The hardest part about being a reporter".

**V. How has your idea of a reporter's work changed? Can a reporter influence public opinion, political situation in the country?**

## ALL THE PRESIDENT'S MEN

**Authors:** Natalia Ralyk, Larisa Galatskova  
Irkutsk State Railway Transport University

The following outline is intended for use in a university level English course. This outline is broad but can easily be adopted for courses in American Studies, History, Film, English Composition, and other subjects.

**Topic:** Investigative Journalism Rooting out Government Corruption

**Level:** Intermediate

**Themes:**

1. A Look into the Recent History of the United States.
2. The Watergate Scandal.
3. Exciting Investigative Journalism.
4. All the President's Men Review.

**Activities:** Screening of *All the President's Men*  
Internet Research  
Pre and Post Film Discussion  
Follow-up Activities  
Writing Reviews

**Goals:** To teach students to communicate cultural values, attitudes and behaviors, to discuss the American world and 'how-to' and 'how-not-to' conduct investigative journalism.

**Objectives:** To encourage students to improve their English by watching film, observing what goes on, listening to what is said, describing what happens in their own words and discussing the theme points.

**Skills:** attentive watching, listening, speaking, writing and working in a team, writing film reviews

**Duration:** Ten hours of in-class activity over a period of one to two weeks

## Lesson 1

### A Look into the Recent History of the USA

**The plan focuses** on the history of the USA in the period 1945 – 1974, the presidents and their policies.

**Materials:** Text “Prosperity and Problems”, worksheet 1 for the students (see below)

**Preparation:** Make enough copies of the text to give one to each pair of students. Prepare a worksheet for each student.

#### Procedure

**1** The teacher draws the students' attention to the historical period (1945 – 1974) of the USA.

**2** The class is divided into pairs and each pair is given the text “Prosperity and Problems”.

**3** Students read the text and fill in the worksheet (one student – the 1<sup>st</sup> half of the worksheet, the other – the 2<sup>nd</sup> one). Then they discuss their worksheets, each one tells the information to the partner, the other listens and completes the worksheet. At the end of this activity each pair of students has a completed worksheet.

**4** Each pair presents the material they've read. The students may do this work in the form of a dialogue, interview (one of them is a journalist) or they make a report and volunteers speak before the class. Students listen to and comment on the reports.

**Homework:** read the material about the Watergate affair: text 1, text 2, text 3 (see the Appendix)

#### Prosperity and Problems

"The war?" the former Red Cross worker said to the interviewer. "The war was fun for America." A strange thing to say, you may think. But Americans were the only people in the world that the Second World War had made better off. Their homes had not been bombed or their land fought over. Busy wartime factories had given them good wages.

In the years that followed the war Americans became better off still. Between 1947 and 1971 the value of their wages in buying power-their "real incomes" as this is called - more than doubled. Americans bought more houses, cars, television sets, and consumer goods of every kind. They became the most prosperous people the world had ever seen. As early as 1960, 55 percent of all families owned washing machines, 75 percent owned cars, 90 percent had television sets and nearly all had refrigerators.

During these years of prosperity the United States was led first by President **Truman (1945-53)**, then by **President Eisenhower (1953-61)**. In 1961 a new President **John F. Kennedy (1961-3)** was elected.

Kennedy told the American people that they were facing a “new frontier”, one with both opportunities and problems. One big problem in their own country was poverty. Although most Americans were well-off, millions of others were too poor to lead decent lives. Some were crowded together in city slums. Others lived in places like old coal-producing districts where the mines had closed.

Kennedy was a Democrat, as Roosevelt had been. He tried to help the poor with government money and food. He also wanted to help other groups who were not getting a fair deal, like African Americans. But before Kennedy could accomplish all these things he was shot and killed. This happened while he was driving through the streets of Dallas in November 1963.

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Lyndon B. Johnson (1963-9) took over from Kennedy as President. Johnson had been Kennedy's Vice President. He had spent years as a member of Congress, making political friends and winning influence there. He used this influence to speed up Kennedy's plans for reform. One of his first actions was to persuade Congress to pass Kennedy's plan to improve the position of American Blacks. In 1964 this became law in the Civil Rights Act.

Johnson also promised the American people a "war on poverty." He set up systems of health care for the elderly (Medicare) and for the poor (Medicaid). He also increased federal aid to education.

He said that he wanted to turn the United States into "the great society" - a country where everyone received fair and decent treatment.

But Johnson himself caused his plans to fail. In the later 1960s he involved the United States more and more deeply in war in Vietnam. The huge cost of the war forced Johnson to give up many of his plans for improvements. Riots and protests flared up all over the country-against the war, against poverty, against continuing racial injustice.

By 1968 the American people were bitterly divided. Many blamed Johnson for the country's problems. He became so unpopular that he decided not to run for re-election. In 1969 he gave up the Presidency and retired.

**Richard Nixon (1969-74)** was elected to take Johnson's place as President. Nixon was a Republican. He was much less interested than Kennedy and Johnson in helping the poor. The government was “paying out more than enough money on welfare schemes already”, he said. He believed that people should overcome hardship by their own efforts.

In November 1972, the American people re-elected Nixon. The main reason for this was that by then he was close to getting the United States out of the war in Vietnam. A cease-fire was finally signed in January 1973. Arrangements were made for all American soldiers to come home. The American people felt a huge sense of relief. It was Nixon's moment of greatest triumph. But soon he was in trouble. He was accused of being involved in an illegal plan to discredit his political opponents, called the "Watergate Affair.” Congress threatened to put him on trial, to "impeach" him for misusing his powers. To avoid this, Nixon resigned as President.

**Worksheet 1**

President	Party	Years of Presidency	Main events	The focus of his activity

## Appendix

### 1. Homework of Lesson 1:

#### The Watergate Affair

##### Text 1

Early in 1972, Nixon's team proposed to tap the telephones of the Democratic National Committee in the Watergate apartment complex in Washington, D.C. The attempt failed. When the burglars, carrying money and documents that could ultimately be traced to The White House, were arrested, the administration decided to cover up its involvement. Six days after the discovery of the break-in, Nixon told the Central Intelligence Agency to order the Federal Bureau of Investigation to cease its investigation on the grounds that national security was at stake. In fact, the break-in was just one aspect of a campaign to locate and destroy people whom the administration considered its "enemies." These activities involved illegal wiretapping, break-ins and fundraising. Although Nixon was overwhelmingly re-elected that year, the press, particularly the *Washington Post*, continued to investigate. As the scandal unfolded, the Democratic majority in the Congress instituted impeachment proceedings against Nixon. As the evidence of his involvement began to mount, he resigned on August 9, 1974.

Gerald Ford, an unpretentious man who had spent most of his public life in Congress, became Nixon's vice president following the resignation of the previous vice president, Spiro T. Agnew, after it had been revealed that he had accepted bribes, both before and during his term as vice president. Twenty months later, upon Nixon's resignation, Ford became president. His first priority was to restore trust in the government, which had been shaken by impeachment proceedings aimed at removing Nixon from office. Initially Ford enjoyed a great deal of confidence, but it quickly eroded when he pardoned Nixon and thus headed off any possible prosecution in the future.

#### The Watergate Affair

##### Text 2

On the night of June 17, 1972, police in Washington arrested five burglars. They caught the burglars inside the Democratic Party's national headquarters in the Watergate office building. Journalists from the *Washington Post* newspaper started to look into the burglary. They discovered that the burglars had been paid to steal information to discredit President Nixon's Democratic opponents.

In February 1973, the Senate set up a committee to look into the Watergate affair. Its meetings were broadcast live on television. Day by day, viewers watched the committee uncover a network of lies and dishonesty at the very heart of the nation's government. Nixon vowed time and time again that he had known nothing about the Watergate break-in. But as the investigations went on, fewer and fewer people believed him. Many began to demand that he be impeached for misusing his powers as President.

The end came in August 1974. A tape recording made in Nixon's office proved that he had known all about the Watergate affair. His impeachment and even imprisonment now seemed certain. To avoid this, Nixon resigned as President of the United States part way through his term in office—the first man ever to do so.

To many people, at home and abroad, the Watergate affair seemed to clearly show that the American political system had gone rotten. But it was parts of that very system—the newspapers, the law-courts, the Congress - which brought the misdeeds of the President and his advisers to light. They showed that not even the highest in the land was above the law.

Ironically, it was Nixon himself who perhaps best summed up this aspect of the Watergate affair. Shortly before his resignation he said:

"Some people will say that Watergate demonstrates the bankruptcy of the American system. I believe precisely the opposite is true. Watergate represented a series of illegal acts. It was the system that brought these facts to life and that will bring those guilty to justice."

### Watergate Text 3

Meanwhile, Nixon's credibility was strained to the breaking point over a scandal known as "Watergate." The scandal began with news stories about Nixon's reelection campaign and soon became a crisis involving the highest officials in the land.

On June 17, 1972, just before the election, five men were arrested for breaking into the Democratic National Committee Headquarters. The break-in was discovered by the night guard at the Watergate building in Washington, D. C, where the Democratic headquarters was located. Shortly after the break-in, links were established between the burglars and White House Consultant E. Howard Hunt, Jr. Links were also established to G. Gordon Liddy, the counsel for the Committee to Reelect the President (CRP). This evidence seemed to show that the burglars had been working for CRP, or CREEP, as it became known. CRP's chairman, John Mitchell, who had left his post as Attorney General to head Nixon's campaign, denied this. The White House minimized the incident as a "third-rate burglary."

However, two *Washington Post* reporters, Robert Woodward and Carl Bernstein, refused to believe these and began digging into the story. They revealed that unethical and illegal means had been used by the Republicans to raise money for Nixon's campaign and to sabotage Democratic operations.

The burglary and other revelations had little impact on the election. However, in January 1973 the five burglars plus Hunt and Liddy—the Watergate Seven—went on trial. Judge John J. Sirica presided. Five of the defendants pleaded guilty, and two were convicted by a jury. When Sirica was passing sentence, he read aloud a letter from James W. McCord. McCord was one of the defendants and former chief of security for CRP. The letter said that the defendants were not the only ones involved in the break-in. It stated further that they had been pressured into pleading guilty, and that certain people had committed perjury during the course of the trial.

Meanwhile, in early February the Senate had established a committee headed by Senator Sam Ervin of North Carolina to investigate corruption in the 1972 election. While this investigation was going on, John Dean, the President's counsel, and Jeb Stuart Magruder, CRP's deputy director, followed McCord's example and turned state's evidence. That is, they gave testimony against others involved in the break-





## 1 Study the vocabulary.

Note: Learn the vocabulary for the lesson about the Watergate Affair.

- Use the definition of the words explaining their meanings;
- Make up the definition lines;
- Find the synonyms and antonyms for the words;
- Make up the sentences with the new words.

- reporter
- newspaper
- newspaper-man
- news-reporter
- newspaper-publisher
- journalist
- journalism
- based-on-book
- propose
- attempt
- fail
- burglar
- ultimately
- to be traced
- involvement
- break-in
- CIA
- FBI
- national security
- to be at stake
- destroy
- consider
- illegal
- wiretapping
- impeachment
- evidence
- fundraising
- majority
- Pulitzer-Prize-source
- based-on-true-story
- Watergate
- cover-up
- historical
- investigation
- conspiracy
- bribe
- scandal
- political-corruption
- political-campaign
- political-intrigue
- political
- political-news
- political scandal
- presidency
- presidential campaign
- presidential-election
- presidential-pardon
- critically-acclaimed
- blockbuster
- unpretentious

2 The class is divided into groups of three and each group discusses the Watergate affair. Questions for discussion:

- How did the scandal known as the *Watergate Affaire* begin?
- When did it happen?
- Why was this time so famous for America?
- Who was interested to break-in in Watergate apartment complex in Washington, DC?
- What kinds of activities were involved in break-in?
- Was the stolen information to discredit President Nixon's Democratic opponents or he himself?

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7. What organizations were involved in investigating of this affair?
8. How was the attempt made?
9. Was it successful?
10. Who took part in it?
11. Were the burglars paid?
12. Who was arrested?
13. When did the Senate set up a committee to look into the Watergate affair?
14. Was it broadcasted over the television?
15. Why did the journalists on the Washington Post newspaper start to look into the burglary?
16. What was the attitude of Americans to President Nixon?
17. Nixon was overwhelmingly re-elected, wasn't he?
18. Did the Washington Post continue to investigate the Watergate scandal?
19. What did the journalist write?
20. What was the meaning of the Watergate Affair for the life of Americans and for the whole world?

**3** Each group prepares a report "Watergate Affair" using picture №1 (see Appendix) and summarizing the discussion results.

**4** One speaker from each group makes a report before the whole class. Students listen and comment on the reports (What is positive in the report? What are the drawbacks?), and define the best speaker using the criteria (see Appendix).

**5** Now students know that historical period and Watergate affair essence.

Note: as a result of this difficult work a book about Watergate scandal was published. It was "All the President's Men".

The teacher explains to the students (if they don't know) that the book was written by two journalists from the Washington Post based on true facts and then the film was made based on this true story.

HOMEWORK: Make up a report on the topic *What elements make up a film?*

## Part 2

**1** The teacher warms up the class by asking students the following question: *What elements make up a film?*

As students respond under the heading 'Film elements' the teacher lists key words from their answers on the board, for example, *plot, acting, music, cinematography, characters, setting, direction*.

**2** Students analyze the cover and Poster 1 and write down all information they can (See Appendix).

**3** The students work in pairs making the dialogues (S1 – S2) focusing on what they could find out about the film after reading this information.

*Suggested answers: Real and unreal characters, their occupations, genre of the film, etc.*

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**4** Now students know film genre (*Political thriller*). Having known that it is a political thriller, predict the opening scene and describe it.

The students summarize their ideas about the opening scene in the worksheets (groups should have enough time to examine the print material and complete the worksheet).

**5** The volunteers from the groups summarize their group's predictions about the opening scene (accuracy of any group's predictions is not determined here).

### **While-watching and post-watching activities**

**1** Watch the opening scene of the film and define how close you were in your predictions.

**2** A whole-class discussion. Discuss the following questions:

*Which group's predictions were closest to what happens in the opening scene of the film?*

*How do you feel about the opening scene? Is it interesting?*

*How do you feel about the characters? Do you like them?*

*Based on what you have seen and read about this film, would you be interested in seeing the whole film? Why or why not?*

**3** Discuss as a whole class or in groups, what you think will happen in the next scene of the film:

*Where and when will the next scene take place?*

*Which characters will appear in the scene?*

*What will happen?*

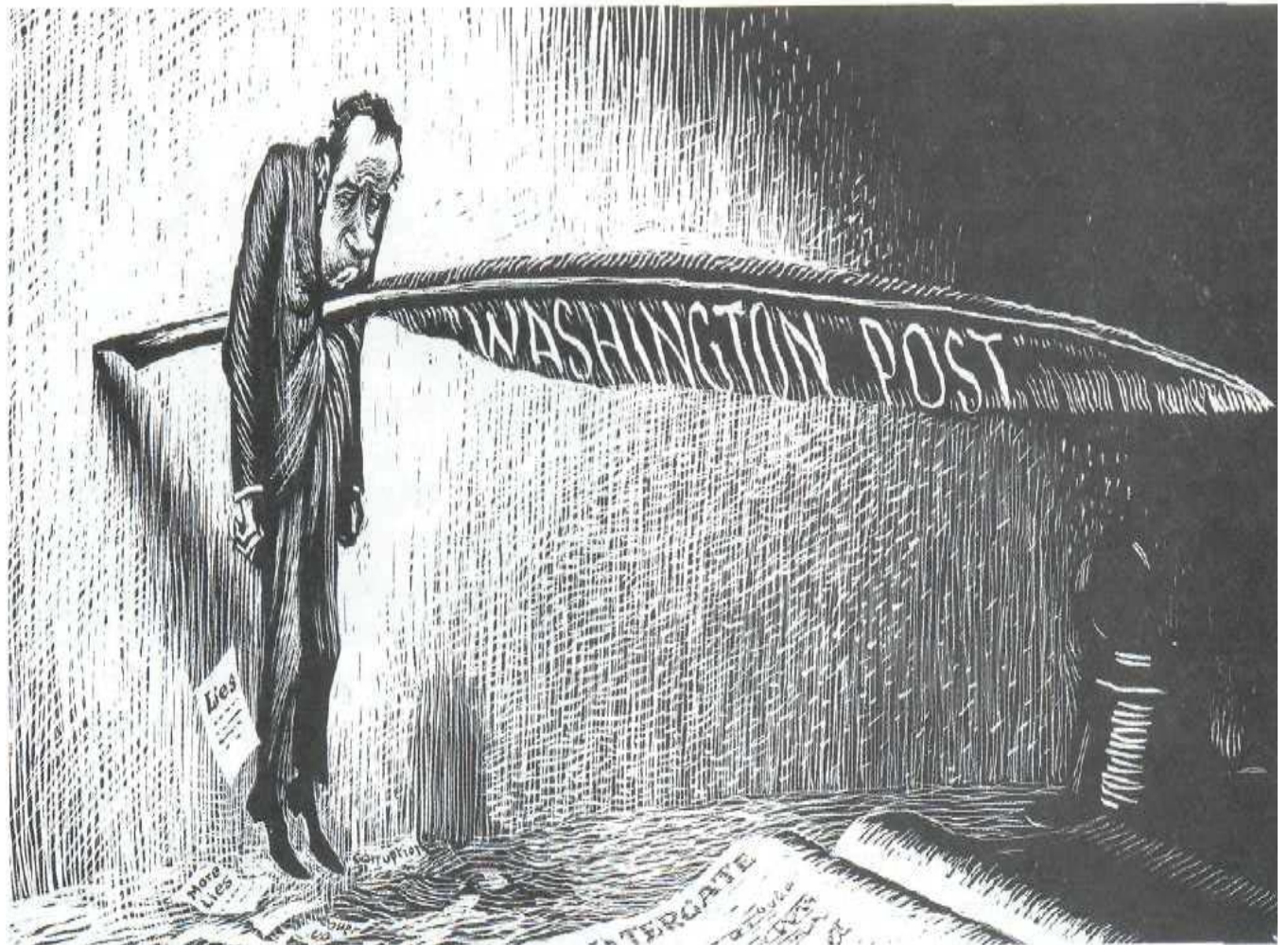
*What are some lines of dialogue you will hear?*

**4** Watch the second scene and compare your predictions with what actually happens in the scene.

### **Follow-up**

As a follow-up or for homework, students design their own film posters and write a one- or two-page summary of, and/or their personal reaction to the opening scene they have watched.

Picture 1



**Criteria**

Name of presenter \_\_\_\_\_

Title of presentation \_\_\_\_\_

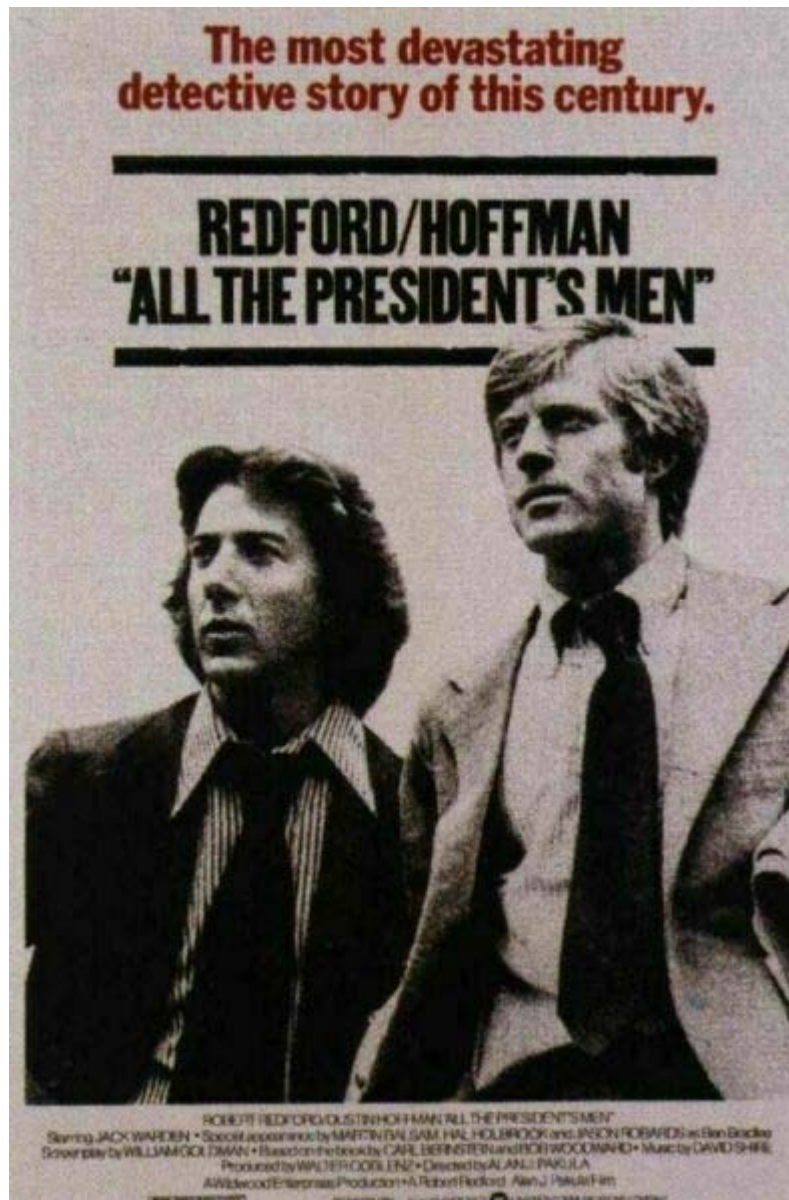
	1	2	3	4	5	Comments
<p><b>Structure</b></p> <p>Is there a clear introduction, progression or conclusion? Have you signposted clearly the stage of the presentation?</p>						
<p><b>Content</b></p> <p>Is the material appropriate? Tailored to your audience? Interesting and informative? Is there a clear sense of knowledge being applied?</p>						
<p><b>Delivery</b></p> <p>Is the presentation delivered clearly, presented not read? Is there variety of tone, appropriate use of place? Is the delivery controlled?</p>						
<p><b>Visual Aids (OHP, Flip chart, whiteboard, handouts, enactments/ role play)</b></p> <p>Is there effective use of visual aids to orientate the audience and illustrate your topic? How will the audience follow and remember the key points? Are there quotations that they will need to read?</p>						

**Worksheet 2**

**PREDICT THE OPENING SCENE**

<p><b>Setting</b></p> <p>Where and when might the opening scene take place?</p>	
<p><b>Characters</b></p> <p>Which characters might appear in the opening scene?</p>	
<p><b>Key events</b></p> <p>What might happen in the opening scene?</p>	
<p><b>Dialogue</b></p> <p>What are some lines of dialogue you might hear?</p>	
<p><b>Other</b></p> <p>List any other details you think might be part of the opening scene?</p>	

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Poster 1



- [http://www.impawards.com/1976/all\\_the\\_presidents\\_men.html](http://www.impawards.com/1976/all_the_presidents_men.html)

## Information List

Directed by <a href="#">Alan J. Pakula</a>
Screenplay by William Goldman (based on the novel by Woodward and Bernstein). Writing credits <a href="#">Carl Bernstein</a> (book) & <a href="#">Bob Woodward</a> (book) ...
Genre: <a href="#">Drama</a> / <a href="#">Thriller</a> ( <a href="#">more</a> )
Tagline: The most devastating detective story of the century!
Plot Outline: Reporters Woodward and Bernstein uncover the details of the Watergate scandal that leads to President Nixon's resignation. ( <a href="#">more</a> ) ( <a href="#">view trailer</a> )
Main actors: Starring Robert Redford, Dustin Hoffman, Jason Robard, Ned Beatty.
User Comments: My brief review of the film ( <a href="#">more</a> )
Runtime: 138 min
Country: <a href="#">USA</a>
Language: <a href="#">English</a>
Color: <a href="#">Color</a> ( <i>Technicolor</i> )
Sound Mix: <a href="#">Stereo</a>
Certification: <a href="#">Argentina:13</a> / <a href="#">Australia:M</a> / <a href="#">Finland:S</a> / <a href="#">Norway:12 (1976)</a> / <a href="#">UK:15</a> / <a href="#">USA:PG</a> ( <i>re-rating on appeal</i> ) / <a href="#">Singapore:PG</a> / <a href="#">USA:R</a> ( <i>certificate #27119</i> ) / <a href="#">Canada:14</a> ( <i>Nova Scotia</i> )

**Cast** (A List of all characters and actors of the film "All President's Men (in credits order) verified as complete)

Actor	Character
<a href="#">Dustin Hoffman</a>	<a href="#">Carl Bernstein</a>
<a href="#">Robert Redford</a>	<a href="#">Bob Woodward</a>
<a href="#">Jack Warden</a>	<a href="#">Harry M. Rosenfeld</a>
<a href="#">Martin Balsam</a>	<a href="#">Howard Simons</a>
<a href="#">Hal Holbrook</a>	<a href="#">Deep Throat</a>
<a href="#">Jason Robards</a>	<a href="#">Ben Bradlee</a>
<a href="#">Jane Alexander</a>	Judy Hoback, Bookkeeper
<a href="#">Meredith Baxter</a>	<a href="#">Debbie Sloan</a>
<a href="#">Ned Beatty</a>	<a href="#">Martin Dardis</a>
<a href="#">Stephen Collins</a>	<a href="#">Hugh W. Sloan, Jr.</a>
<a href="#">Penny Fuller</a>	<a href="#">Sally Aiken</a>
<a href="#">John McMartin</a>	Scott, Foreign Editor
<a href="#">Robert Walden</a>	Donald H. Segretti
<a href="#">Frank Wills</a>	Himself - Watergate Security Guard
<a href="#">F. Murray Abraham</a>	Sgt. Paul Leeper, Arresting Officer #1
<a href="#">David Arkin</a>	<a href="#">Eugene Bachinski</a>
<a href="#">Henry Calvert</a>	<a href="#">Bernard L. Barker, Watergate Burglar</a>
<a href="#">Dominic Chianese</a>	Eugenio R. Martinez, Watergate Burglar
<a href="#">Bryan Clark</a>	Arguing Attorney (as Bryan E. Clark)
<a href="#">Nicolas Coster</a>	<a href="#">Markham</a>
<a href="#">Lindsay Crouse</a>	Kay Eddy (as Lindsay Ann Crouse)



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<u>Valerie Curtin</u>	Miss Milland
<u>Gene Dynarski</u>	Court Clerk
<u>Nate Esformes</u>	Virgilio R. Gonzales, Watergate Burglar
<u>Ron Hale</u>	Frank A. Stugis, Watergate Burglar
<u>Richard Herd</u>	<u>James W. McCord, Jr.</u>
<u>Polly Holliday</u>	Dardis' Secretary
<u>James Karen</u>	Hugh Sloan's Lawyer
<u>Paul Lambert</u>	National Editor
<u>Frank Latimore</u>	Judge
<u>Gene Lindsey</u>	Alfred D. Baldwin, Binoculars Lookout
<u>Anthony Mannino</u>	Arresting Officer #2
<u>Allyn Ann McLerie</u>	Carolyn Abbott
<u>James Murtaugh</u>	Congress Library Clerk
<u>John O'Leary</u>	Attorney #1
<u>Jess Osuna</u>	Joe, FBI Agent
<u>Neva Patterson</u>	Angry CRP Woman
<u>George Pentecost</u>	George
<u>Penny Peyser</u>	Sharon Lyons
<u>Joshua Shelley</u>	Al Lewis
<u>Sloane Shelton</u>	Bookkeeper's Sister
<u>Lelan Smith</u>	Arresting Officer #3
<u>Jaye Stewart</u>	Male Librarian
<u>Ralph Williams</u>	Ray Steuben
<u>George Wyner</u>	Attorney #2
<u>Leroy Aarons</u>	Financial Editor
<u>Donnlynn Bennett</u>	Reporter
<u>Stanley Bennett Clay</u>	Assistant Metro Editor (as Stanley Clay)
<u>Carol Coggin</u>	News Aide
<u>Laurence Covington</u>	News Announcer
<u>John Devlin</u>	Metro Editor
<u>John Furlong</u>	News Desk Editor
<u>Sidney Ganis</u>	L.A. Stringer
<u>Amy Grossman</u>	Reporter
<u>Cynthia Herbst</u>	Reporter
<u>Basil Hoffman</u>	Assistant Metro Editor
<u>Mark Holtzman</u>	Reporter
<u>Jamie Smith-Jackson</u>	Post Librarian
<u>Barbara Lipsky</u>	Reporter (as Barbara Litsky)
<u>Doug Llewelyn</u>	White House Aide
<u>Jeff MacKay</u>	Reporter
<u>Irwin Marcus</u>	Reporter
<u>Greg Martin</u>	Reporter
<u>Ron Menchine</u>	Post Librarian
<u>Christopher Murray</u>	Photo Aide

<u>Jess Nadelman</u>	Assistant Metro Editor
<u>Noreen Nielson</u>	Reporter
<u>Florence Pepper</u>	Message Desk Receptionist
<u>Barbara Perlman</u>	CRP Receptionist
<u>Louis Quinn</u>	Salesman
<u>Peter Salim</u>	Reporter
<u>Shawn Shea</u>	News Aide
<u>Marvin Smith</u>	Reporter
<u>Pam Trager</u>	Reporter
<u>Carol Trost</u>	Ben Bradlee's Secretary
<u>Richard Venture</u>	Assistant Metro Editor
<u>Bill Willens</u>	Hippie
<u>Wendell Wright</u>	Assistant Metro Editor
rest of cast listed alphabetically:	
<u>Spiro Agnew</u>	Himself - Vice-President of the United States (archive footage) (uncredited)
<u>Warren Burger</u>	Himself - Gives Oath of Office to Nixon (archive footage) (uncredited) (unconfirmed)
<u>Walter Cronkite</u>	Himself - Reports Accusations Against Mitchell (voice) (archive footage) (uncredited)
<u>Cara Duff-MacCormick</u>	Tammy Ulrich (uncredited)
<u>Thomas Eagleton</u>	Himself - Democratic Nominee for Vice-President (archive footage) (uncredited)
<u>Gerald Ford</u>	Himself - Declares Nixon Renominated (archive footage) (uncredited)
<u>Richard Kleindienst</u>	Himself - Attorney General (archive footage) (uncredited)
<u>Clark MacGregor</u>	<u>Himself - CRP Chairman</u> (voice) (archive footage) (uncredited) (unconfirmed)
<u>Pat Nixon</u>	Herself - at 1972 Inauguration (archive footage) (uncredited)
<u>Richard Nixon</u>	Himself - President of the United States (archive footage) (uncredited)
<u>Rick O'Donnell</u>	CIA Agent (uncredited)
<u>Del Rager</u>	CIA Agent (uncredited)
<u>John Randolph</u>	John Mitchell (voice) (uncredited)
<u>Ronald L. Ziegler</u>	Himself - White House Press Secretary (archive footage) (uncredited)

### Lesson 3

### Exciting Investigative Journalism Part 1

**The plan focuses** on 'how-to' and 'how-not-to' conduct investigative journalism. It was the event of Watergate that changed all the press from simple observers to deepdigging investigative reporters. The plan focuses on the main characters of the film i.e. Bob Woodward, Carl Bernstein, and Bill Bradlee and 'Deep Throat'.

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Students view film clips, choose one of four characters, make notes and then work in groups, discussing their chosen characters.

**Materials** Film clips featuring several characters in some situations that will encourage discussion about the characters' personalities and behavior: 1) Bob and Carl come to  
2) Carl comes to and talks to her; 3) Bob and Carl come to Bill Bradley;  
4) Bob's meeting with 'Deep Throat'

**Preparation** Cue the film clip.

### **Procedure**

#### **Pre-watching activities**

1 Analyze the definitions of *Investigative Journalism*:

**investigative** – *adj. seeking or serving to investigate, esp. (of journalism) inquiring intensively into controversial issues. (The Concise Oxford Dictionary)*

**journalism** – *n. the business or practice of writing and producing newspapers. (The Concise Oxford Dictionary)*

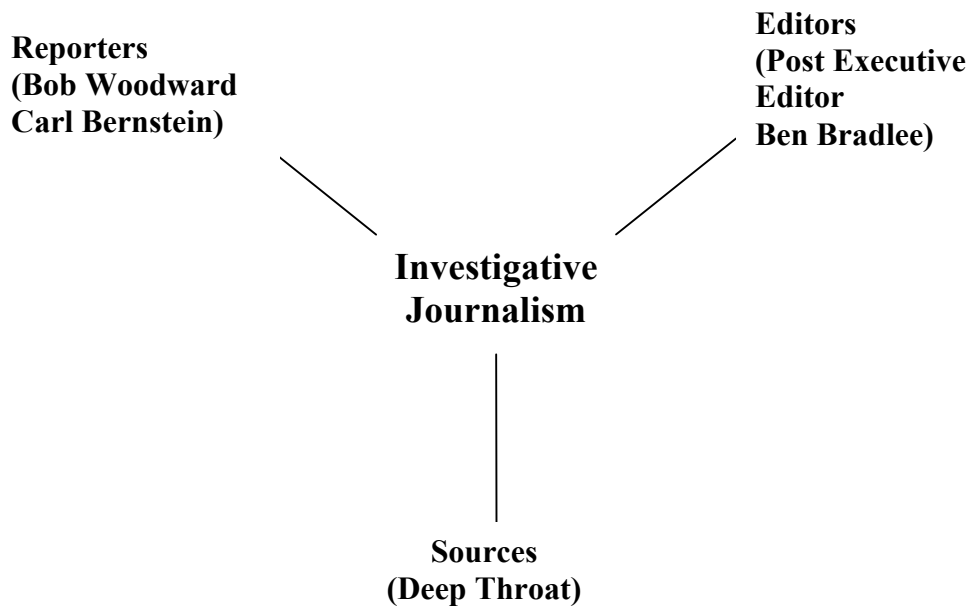
**investigative** – *adj. intended to discover new details and facts about something: investigative journalism/techniques/committee a.[only before noun] used about someone who tries to discover new facts and details about something: an investigative reporter (Macmillan English Dictionary for advanced learners)*

What are the main components of this business?

Suggested answers:

- *seeking or serving to investigate*
- *controversial issues*
- *the business*
- *discover new details and facts*

2 The teacher focuses on the fact that *Investigative Journalism* is *the interactions among the reporters, the editors and the sources.*



The students are going to analyze each part of this process.

**3** The class is divided into three groups (one group for one character). Each student gets a worksheet 'Character Sketch'. Students use the worksheet to write down the ideas about 'their' character.

**4** Students work alone, completing the items on the worksheet.

**5** Students work together in a group, asking each other questions about 'their' character and then comparing and discussing their character sketches.

**6** One or two volunteers from each group summarize the information about 'their' character and speak to the class.

**7** Students read the questions on the board:

- *What's the most important thing the character does in the scene?*
- *Do you like or dislike the character?*
- *What are the character's good points?*
- *What are his bad points?*
- *Would you act the same way in the same situation?*
- *If not, what would you do differently?*

### **While-watching activities**

**1** Watch some scenes with the main characters. Focus on 'your' character and make notes to answer the questions written on the board.

**2** Students watch the film clips twice and make notes after each time they watch.

### **Post-watching activities**

**1** Groups discuss 'their' character, using questions on the board.

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**2** Groups take turns reporting to the class. A spokesperson from each group summarizes the group's discussion.

**Follow-up**

Students read the materials about the characters given in Appendix at home and use their notes made in class as a starting point for writing a short composition about a chosen character. Then they get together in groups and read their compositions to one another.

## CHARACTER SKETCH

Name of character: \_\_\_\_\_

<p><b>Physical appearance</b></p> <p>What does the character look like? Are these physical features important in understanding the character? If so, why?</p>	
<p><b>Actions</b></p> <p>What does the character do in the film? How do these actions affect the viewer's understanding of the character?</p>	
<p><b>Interactions with other characters</b></p> <p>How does this character interact with other characters in the film? What do these reactions reveal about the character?</p>	
<p><b>Motivation</b></p> <p>What does the character think about the situations around him? How do the character's thoughts affect what we know about the character?</p>	

**Characters to be compared:** Bob Woodward – Carl Bernstein

Students use a Venn diagram to compare two characters in the film. They then use the information in the diagram to write a composition about the characters

**Materials**

Venn diagrams samples (see below).

**Preparation**

None, but students need to have seen the film or the film clip with enough information to compare and contrast two characters in the manner described below.

**Procedure**

**1** The teacher draws a Venn diagram on the board or on an overhead transparency. In the circle on the left, write the name of one of characters to be compared. In the circle on the right, write the name of the other character. In the place where the circles overlap, write *Both*.

**2** The task: the students are going to use the diagram to compare two characters in the film, and then use the information in the diagram to write a composition about the characters.

**3** The teacher asks questions to elicit information about the characters, for example:

- *What kind of person is Bob Woodward?*
- *What kind of person is Carl Bernstein?*
- *How are the characters alike?*
- *How are they different?*

As student volunteers respond, the teacher writes key words from their answers in the appropriate section of the diagram.

**4** Students read the material about 'their' characters (see Appendix) and add it to the appropriate section of the diagram.

**5** Students read and analyze memorable quotes (see Appendix) from the film. How do the quotes characterize each person? Use them to prove your answer comparing characters.

**6** Students use the information in the completed diagram to discuss and compare the two characters.

**7** After students become familiar with the Venn diagram technique, the class is divided into pairs and each pair of students compare the characters.

**8** Two or three volunteers speak on the characters

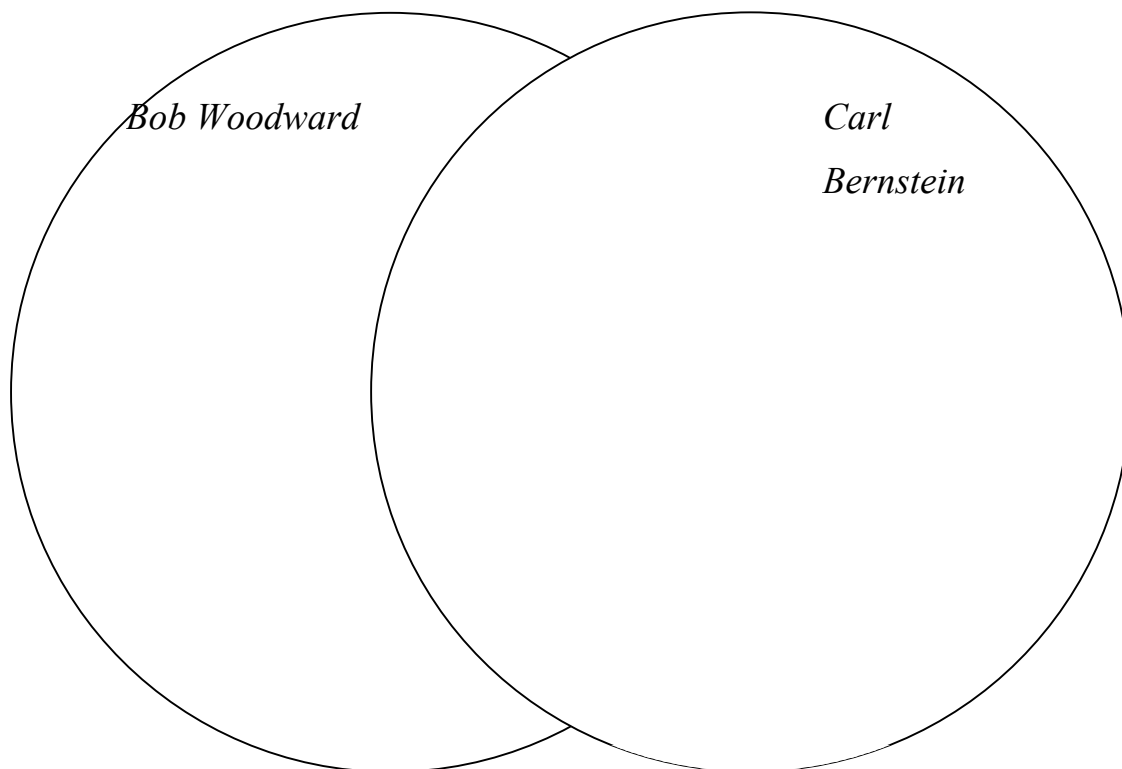
**Follow-up**

Students use the information in the completed diagram to write a composition in which they compare the two characters.

**Venn Diagram**

*Bob Woodward*

*Carl Bernstein*





**Bob Woodward**

hunt and peck typing

relaxed and charming approach

“I don't mind what you did,  
I just mind how you did it”.

persistent, but compassionate

relentlessly normal

earnest newsroom virgin

**Carl Bernstein**

all fingers flying

more persistent sometimes daring

a veteran reporter

is top billed

intense, chain-smoker

Unknown reporter

soft pushiness

uncover the conspiracy

aggressive

digging

head-above-water

elaborate cover-up

research into the matter

two complete opposites

rub each other the wrong way

will stop at nothing to get to the truth

selfish motivation

their bid to nail the truth

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### Lesson 3 Appendix Memorable Quotes

These are memorable quotes from *All the President's Men*. How do they characterize each person? Use them to illustrate your answer comparing characters.

**Bob Woodward**: Well, who is Charles Colson?

**Harry Rosenfeld**: The most powerful man in the United States is President Nixon. You've heard of him? Charles Colson is special counsel to the President. There's a cartoon on his wall. The caption reads, "When you've got 'em by the balls, their hearts and minds will follow."

---

**Harry Rosenfeld**: Bernstein, why don't you finish one story before trying to get on another?

**Carl Bernstein**: I finished it.

**Harry Rosenfeld**: The Virginia legislature story?

**Carl Bernstein**: I finished it.

**Harry Rosenfeld**: All right, give it to me.

**Carl Bernstein**: I'm just polishing it.

---

**Sally Aiken**: Ken Clawson told me he wrote the Canuck letter.

**Carl Bernstein**: The letter that said Muskie was slurring the Canadians.

**Bob Woodward**: Clawson.

**Carl Bernstein**: The deputy director of White House communications wrote the Canuck letter. When'd he tell you this?

**Sally Aiken**: When we were having drinks.

**Carl Bernstein**: Where were you?

**Sally Aiken**: My apartment.

**Carl Bernstein**: When did you say he told you?

**Sally Aiken**: Two weeks ago.

**Carl Bernstein**: What else did he say? He didn't say anything? Come on, you're hedging.

**Bob Woodward**: Do you think he said it to impress you, to try to get you to go to bed with him?

**Carl Bernstein**: Jesus!

**Bob Woodward**: No, I want to hear her say it. Do you think he said that to impress you, to try to get you to go to bed with him?

**Carl Bernstein**: Why did it take you two weeks to tell us this, Sally?

**Sally Aiken**: I guess I don't have the taste for the jugular you guys have.

---

[*Bernstein has taken one of Woodward's stories off his desk and turned it in*]

**Bob Woodward**: I don't mind what you did; I mind how you did it.

---

**Ken Clawson**: Please, listen, now, if you're going to refer to that alleged conversation with Sally Aiken, you can't print that it took place in her apartment. I have a wife and a family and a dog and a cat.

**Ben Bradlee**: A wife and a family and a dog and a cat. Right, Ken, right, yeah. Uh, Ken, I don't want to print that you were in Sally's apartment...

**Ken Clawson**: Thank God.

**Ben Bradlee**: I just want to know what you said, in Sally's apartment.

---

**Carl Bernstein**: Boy, that woman was paranoid! At one point I - I suddenly wondered how high up this thing goes, and her paranoia finally got to me, and I thought what we had was so hot that any minute CBS or NBC were going to come in through the windows and take the story away.

**Bob Woodward**: You're both paranoid. She's afraid of John Mitchell, and you're afraid of Walter Cronkite.

---

**Deep Throat**: It leads everywhere. Get out your notebook. There's more.

---

Irkutsk, May 2005, All the President's Men

**Deep Throat**: You let Haldeman slip away.

**Bob Woodward**: Yes.

**Deep Throat**: You've done worse than let Haldeman slip away: you've got people feeling sorry for him. I didn't think that was possible. In a conspiracy like this, you build from the outer edges and go step by step. If you shoot too high and miss, everybody feels more secure. You've put the investigation back months.

**Bob Woodward**: Yes, we know that. And if we're wrong, we're resigning. Were we wrong?

---

**Bob Woodward**: Segretti crisscrossed the country, at least a dozen times. And always stayed in cities where there were Democratic primaries.

**Carl Bernstein**: So if the break-in was just one incident in a campaign of sabotage that began a whole year before Watergate...

**Bob Woodward**: Then for the first time the break-in makes sense.

**Carl Bernstein**: This isn't so crazy. This whole thing didn't start with the bugging of the headquarters.

**Bob Woodward**: Segretti was doing this a year before the bugging.

**Carl Bernstein**: And a year before, Nixon wasn't slaughtering Muskie, he was running behind Muskie, before Muskie self-destructed.

**Bob Woodward**: \*If\* he self-destructed!

---

**Ben Bradlee**: All non-denial denials. They doubt our ancestry, but they don't say the story isn't accurate.

---

**Ben Bradlee**: Bernstein, are you sure on this story?

**Carl Bernstein**: Absolutely.

**Ben Bradlee**: Woodward?

**Carl Bernstein**: I'm sure.

**Ben Bradlee**: I'm not. It still seems thin.

**Howard Simons**: Get another source.

---

**Ben Bradlee**: Look, McGovern's dropped to nothing, Nixon's guaranteed the renomination, the Post is stuck with a story no one else wants, it'll sink the goddamn paper. Everyone says, "Get off it, Ben", and I come on very sage and I say, uh, "Well, you'll see, you wait till this bottoms out." But the truth is, I can't figure out WHAT we've got.

---

**Ben Bradlee**: Now hold it, hold it. We're about to accuse Haldeman, who only happens to be the second most important man in this country, of conducting a criminal conspiracy from inside the White House. It would be nice if we were right.

---

**Carl Bernstein**: Bob, listen, I think I've got something, I don't know what it is. But somewhere in this world there is a Kenneth H. Dahlberg, and we gotta get to him before the New York Times does, because I think they've got the same information.

---

**Bob Woodward**: How do you think your check got into the bank account of a Watergate burglar?

**Kenneth H. Dahlberg**: I'm, uh, a proper citizen. What I do is proper.

**Bob Woodward**: Well, I - I understand.

**Kenneth H. Dahlberg**: I've just been through a terrible ordeal. My neighbor's wife has been kidnapped!

---

**Clark MacGregor**: I don't know. You're implying that I should know. If you print that, our relationship will be terminated.

**Bob Woodward**: Sir, we don't have a relationship!

*[Asking for background information about Howard Hunt]*

**Bob Woodward:** It's just profile information, mostly. We know, for example, that he works for Mullen and Company, or did work for Mullen and Company, as a writer. He's also a novelist; we know that he works in the office of Charles Colson at the White House...

**Bennett:** ...and the CIA.

**Bob Woodward:** And the CIA.

**Bennett:** Well, if you're conducting that kind of investigation, certainly it comes as no surprise to you that Howard was with the CIA.

**Bob Woodward:** No, no surprise at all.

---

**Bob Woodward:** The story is dry. All we've got are pieces. We can't seem to figure out what the puzzle is supposed to look like. John Mitchell resigns as the head of CREEP, and says that he wants to spend more time with his family. I mean, it sounds like bullshit, we don't exactly believe that...

**Deep Throat:** No, heh, but it's touching. Forget the myths the media's created about the White House. The truth is, these are not very bright guys, and things got out of hand.

**Bob Woodward:** Hunt's come in from the cold. Supposedly he's got a lawyer with \$25,000 in a brown paper bag.

**Deep Throat:** Follow the money.

**Bob Woodward:** What do you mean? Where?

**Deep Throat:** Oh, I can't tell you that.

**Bob Woodward:** But you could tell me that.

**Deep Throat:** No, I have to do this my way. You tell me what you know, and I'll confirm. I'll keep you in the right direction if I can, but that's all. Just... follow the money.

---

**Ben Bradlee:** You know the results of the latest Gallup Poll? Half the country never even heard of the word Watergate. Nobody gives a shit. You guys are probably pretty tired, right? Well, you should be. Go on home, get a nice hot bath. Rest up... 15 minutes. Then get your asses back in gear. We're under a lot of pressure, you know, and you put us there. Nothing's riding on this except the, uh, first amendment to the Constitution, freedom of the press, and maybe the future of the country. Not that any of that matters, but if you guys fuck up again, I'm going to get mad. Goodnight.

---

*[the arraignment of the burglars begins]*

**Judge:** Your names, please, and state your professions.

**Barker:** Bernard Barker, anti-communist.

**Judge:** Anti-communist? That, sir, is not your average profession.

**McCord:** James McCord, security consultant.

**Judge:** With?

**McCord:** Government, uh, recently, uh, retired.

**Judge:** Where in the government?

**McCord:** *[quietly]* Central Intelligence Agency.

---

*[while waiting for the arraignment of the burglars]*

**Bob Woodward:** Excuse me, what is your name? I'm Bob Woodward, of the Washington Post.

**Markham:** Markham.

**Bob Woodward:** Markham. Mr. Markham, are you here in connection with the Watergate burglary?

**Markham:** I'm not here.

---

Irkutsk, May 2005, All the President's Men

**Bachinski**: There's a strange entry in two of the burglars' address books.

**Bob Woodward**: Yeh?

**Bachinski**: One says "H.H. at W.H."; the other says "Howard Hunt, W. House".

---

**Howard Simons**: Did you call the White House press office?

**Bob Woodward**: I went over there; I talked to them. They said Hunt hadn't worked there for three months. Then a PR guy said this weird thing to me. He said, "I am convinced that neither Mr. Colson nor anyone else at the White House had any knowledge of, or participation in, this deplorable incident at the Democratic National Committee."

**Howard Simons**: Isn't that what you expect them to say?

**Bob Woodward**: Absolutely.

**Howard Simons**: So?

**Bob Woodward**: I never asked about Watergate. I simply asked what were Hunt's duties at the White House.

---

**Howard Simons**: Then can we use their names?

**Carl Bernstein**: No.

**Ben Bradlee**: Goddammit, when is somebody going to go on the record in this story? You guys are about to write a story that says the former Attorney General, the highest-ranking law enforcement officer in this country, is a crook! Just be sure you're right.

---

**Debbie Sloan**: This is an honest house.

**Bob Woodward**: That's why we'd like to see your husband.

**Carl Bernstein**: Facing certain criminal charges that might be brought against some people that are innocent, we just feel that it would be...

**Bob Woodward**: It's really for his benefit.

**Debbie Sloan**: No, it's not.

**Bob Woodward**: No, it's not.

**Hugh Sloan Jr.**: Debbie, tell them to come in.

---

**Carl Bernstein**: All these checks from Mexico?

**Dardis**: See?

**Carl Bernstein**: How come? Did the money originate there?

**Dardis**: Well, I doubt it started off as pesos.

---

[after seeing Bernstein light up a cigarette]

**Bob Woodward**: Is there any place you \*don't\* smoke?

Lesson 4

All the President's Men Review

Part 1 Comparing film reviews

Students work in pairs to compare and discuss two different reviews of the film.

**Materials** A worksheet for each student (see below); two published reviews of the film.

**Preparation** Label the reviews 'A' and 'B' and make enough copies to give one set to each pair of students. Make enough copies of the worksheet to give one to each student.

**Procedure**

1 The teacher points out that some people use film reviews to decide whether they want to see a particular film. The students are going to compare some reviews of All the President's Men.

*A review is a piece of writing that gives basic facts about a film, a summary, and what the reviewer thinks about that film. The basic facts include the names of the main actors and the people responsible for making the film, for example, director, writer, or cinematographer.*

2 The teacher writes key words from on the board:

- title of the film
- name of the reviewer
- names of the actors and the roles they play
- name of the director
- reviewer's opinion of the film.

3 Students are given a worksheet and they use it to compare two different reviews of the film. The teacher goes over all the questions to make sure students understand.

4 The class is divided into pairs, and each pair is given one set of both reviews.

5 The teacher explains the task to the students: Each student will read one of the reviews and answer the questions about the review in the appropriate column of the worksheet. When both students have completed their notes, pairs should use the worksheets to compare the information they have gathered from the reviews and fill in the remaining column on their worksheets.

6 When students have finished, a whole-class discussion is conducted centered on the question: *Based on the reviews you have read and talked about would you like to see the film? Why or why not?*

WORKSHEET

<b>COMPARING FILM REVIEWS</b>		
	<b>Review A</b>	<b>Review B</b>
<b>What's the title of the review?</b>		
<b>Where did the review appear? If it is an Internet reference, give that.</b>		
<b>What's the name of the reviewer?</b>		
<b>Does a photo accompany the review? If so, who or what is shown in the photo?</b>		
<b>What features of the film does the reviewer discuss?</b>		
<b>What features of the film, if any, does the reviewer like?</b>		
<b>What features of the film, if any, does the reviewer dislike?</b>		
<b>Does the reviewer recommend seeing the film?</b>		
<b>What star rating, if any, does the reviewer give the film?</b>		
<b>Write one or two sentences summarizing the reviewer's opinion of the film.</b>		

## Part 2 Writing film reviews

Students write a review of the film.

Materials            Sample film reviews and a worksheet for each student (see below).

### Procedure

1 The students are going to write a review of All the President's Men. The teacher reminds:

*Review is a piece of writing that gives basic facts about a film, a summary, and what the reviewer thinks about that film. The basic facts include the names of the main actors and the people responsible for making the film, for example, director, writer, or cinematographer.*

2 Students have the sample reviews and the teacher goes over them with the students using the sample reviews to provide examples of the following review-writing conventions:

- simple present tense used to describe and summarize the film
  - actors' names enclosed in parentheses
  - star-rating system used to evaluate film
- and discussing how the reviewer avoids revealing the ending or any information that might spoil the audience's surprise.

3 The class discusses who the readers of their reviews might be. Could they, for example, publish their reviews in a university newspaper or magazine, or on the Internet?

4 Students are given the worksheets and explained any new vocabulary items or concepts.

5 Students work individually, completing the worksheet.

6 After students have completed their worksheets, they work with a partner, comparing and discussing their answers to the questions on the worksheet.

7 In the lesson or as a homework assignment, students write their reviews.



FILM REVIEW

1. **What is the title of the film?** .....
2. **Who are the main actors in the film and what roles do they play?**  
.....  
.....
3. **Who directed the film?** .....
4. **Who wrote the screenplay?** .....
5. **Is this film like any other film you have seen? If so, what film is it like?** .....
6. **Who are the main characters in the story?** .....
7. **What is the setting?** .....
8. **What is the film about? Summarize the story (without the ending!) in no more than five sentences. Remember that your readers want to know enough about the film to make a decision about going to see it, but not so much that there's no need to go.**  
.....  
.....  
.....  
.....
9. **What is your opinion of the actors and the acting?**  
.....  
.....  
.....
10. **Do you recommend this film? If so, what sort of people will enjoy seeing it?**  
.....  
.....
11. **What star rating do you give this film? {\*\*\*\* = excellent, \*\*\* = better than most, \*\* = average, \* = below average, no stars = poor}**  
.....

## Appendix

1

The Watergate scandal from the reporters' perspective, 30 September 2003

Author: [Dennis Littrell \(dalittrell@yahoo.com\)](mailto:dalittrell@yahoo.com) from SoCal

This dramatization of how it was discovered that the burglary of the Democratic Party headquarters at the Watergate Hotel in Washington, D. C. was funded and directed by the Nixon White House is a lot better than it has any right to be. Given the tedious, non-glamorous and frankly boring leg- and phone-work that is often the lot of the investigative reporter, it is surprising that this is a very interesting movie even if you don't care two beans about the Watergate scandal. In fact, this is really more about how the story was put together than it is about the scandal itself. It is also a lot less political than might be expected.

It stars Robert Redford and Dustin Hoffman as Washington Post reporters, Bob Woodward and Carl Bernstein, and they are good, with excellent support from Jason Robards (Oscar as Best Supporting Actor) playing Post Executive Editor Ben Bradlee, and Jane Alexander as an innocent caught up in the machinations. But what makes the movie work is the Oscar-winning script adapted from the Woodward and Bernstein best seller by that old Hollywood pro, William Goldman (Butch Cassidy and the Sundance Kid 1969, Misery 1990, etc.). What he does so very well, even though we know the outcome, is to establish and maintain the tension as Woodward and Bernstein run all over town chasing leads and misdirections. He accomplishes this by putting just enough varied obstacles in the path of our intrepid reporters, notably the Washington bureaucracy and the understandably cautious senior editors at the Post.

The direction by Alan J. Pakula (Comes a Horseman 1978, Sophie's Choice 1982, etc.) focuses the scenes nicely, keeps the camera where it belongs, and highlights the story with a shadowy Deep Throat (Hal Holbrook), skitterish sources, and a vivid recreation of a top American newspaper at work. I was especially enthralled to see the interactions among the reporters, the editors and the sources. I thought they all looked and sounded authentic, Redford's good looks having nothing to do with the story, which was right, and Hoffman's flair for the intense reigned in, which was necessary. The diffidence of Alexander's character and the soft pushiness of Woodward and Bernstein were tempered just right. Bradlee's stewardship of the story and his ability to take a calculated risk seemed true to life.

Some details that stood out: Redford's hunt and peck typing contrasted with Hoffman's all fingers flying; the talking heads on the strategically placed TVs, reacting (via actual video footage) to the developing story--deny, deny, deny! of course. The thin reporter's spiral notebooks being pulled out and then later flipped through to find a quote. The bright lights of the newsroom looking expansive with all those desks as though there were mirrors on the walls extending an illusion. The seemingly silly tricks to get a source to confirm: just nod your head; I'll count to ten and if you're still on the line... And you know what I liked best? No annoying subplot! The rather abrupt resolution with the teletype banging out the leads to a sequence of stories that led to President Nixon's resignation had just the right feel to it, especially for those of us who have actually experienced the goosepimple sensation that comes with watching a breaking story come in over the teletype. The quick wrap-up surprised me, but delighted me at the same time.

Bottom line: an excellent movie that wears well, a fine example of some of Hollywood's top professionals at work some thirty years ago. #30

Irkutsk, May 2005, All the President's Men

2

Exciting Investigative Journalism, 28 May 2003 Author: [mikepwong](#) from Whistler, BC, Canada

**Rating: 9 out of 10. Directed by Alan Pakula. Robert Redford does a great job playing the role of journalist Bob Woodward. The more talented Dustin Hoffman gives an excellent performance as Carl Bernstein. I once heard that this movie is a good guide for 'how-to' and 'how-not-to' conduct investigative journalism.**

**The two journalists team up right after the Watergate burglars get arrested. They follow their own clues, but these tips only lead to dead ends, the puzzle is complicated. However, these Watergate burglars seem to be linked to the Republican Party and possibly to the White House.**

**Alan Pakula does an incredible job of keeping the movie suspenseful and intriguing. As the story progresses, the viewer feels deeply involved in how these two journalists uncover the conspiracy. The contrast between the two main characters adds to the movie. Redford as Woodward has a relaxed and charming approach, while Hoffman as Bernstein is more persistent and sometimes daring.**

**Woodward has a White House contact played by Hal Holbrook named 'Deep Throat' that he meets in 'Cloak and Dagger' style in a dark undercover parking lot, we never see his face clearly and he speaks in a rough rasping voice. 'Deep Throat' provides Woodward information in an indirect manner and keeps the journalists on the right track. This type of informant character has been replicated many times over in suspense movies and TV, especially on the TV series 'The X-Files'.**

**Jason Robarbs as Bill Bradley, editor of 'The Washington Post' performs remarkably as boss of the newspaper. Constantly reminding Woodward and Bernstein to find good solid evidence, but he also gets frustrated when none of the informants will go on the record with what they know. Robarbs won the Best Supporting Actor Oscar for this role.**

**I never get bored with watching this movie. If you have not seen it before, treat yourself to a viewing.**

3

The movie for all journalists and would-be journalists., 2 April 2005

Author: [Peter Hayes](#) from United Kingdom

**The true story of how two minor journalists opened up a can of worms that led to the downfall of the President of the United States. A story almost too strange for fiction.**

**The fact that the outcome is known to everybody watching doesn't seem to matter - it is a how-done-it rather than a who-done-it. The only thing I think is bad about the film is that it exposes some of the tricks of the journalists' trade!**

**Hoffman and Redford (Carl Bernstein and Edward Woodward) don't give showy performances and they are not fleshed out off-the-job. Woodward wasn't a natural writer and despite having the scoop of anyone's lifetime hasn't really gone on to do anything other than write a trust-breaking biography of John Belushi.**

**Despite the overall achievement what they printed wasn't entirely right. But that is a history book judgment and not one that we should dwell on. What they did get right is the fact that the other papers seems frightened of the story. They hung back until they were told it was safe to go in the water. Now the internet is one with the bravery!**

**I also find it hard to fathom out Redford (Woodward) who is a Republican (so he says) and yet doesn't question that what he is doing to his own side. Who could have predicated what might have happened at the end of this story - rioting on the streets, the breakdown of law and order? Stranger things have happened.**

**Jason Robards is perfect as the editor Ben Bradlee. There is a gravitas about him that doesn't need lines or dialogue. He is what they call in France "the king actor" there is something about him that suggests that he is the main man without doing anything much to actually justify it. You either have it or you haven't.**

**The expensive sets are brilliant too. The third part of a platonic love triangle. Just a big room with desks and people really. People hammering away. People laughing and joking. TV sets play to nobody or everybody. The lens stays sharp from front to back so as to get it all in. Newspaper offices are a place of constant distraction the writer has to block them out to in order to hammer out the story. This is the day of the typewriter so the noise must have been louder than it appears on film.**

**The jigsaw doesn't come together quickly. Indeed they don't have a box cover to see what they are constructing. The Washington Post doesn't take them off the story as it gets bigger and bigger. Did others help? Surely they must have. Equally the lawyers (of both sides) must have been circling in real life. They are taking on government itself and that is something that everyone should be weary of.**

**The end is a masterpiece. Probably the best ending in the entire history of cinema. It totally takes you off guard and runs against everything that you have been built up to expect. However the greatest ideas are often the simple ones.**

## ALL THE PRESIDENT'S MEN

**Authors:** **Lilia Yevseyeva, Marina Sirayeva, Maria Prosvetova,  
Regina Chermokina  
Izhevsk, Udmurt State University**

*Step 1.* After watching the very beginning of the film (the scene where the date **17 June 1972** is typed) students are asked what they know about the political, economical and cultural situation in the USA in the 70-es of the XX century. (*discussion: 10 minutes*)

*Step 2.* Students watch the continuation of the film where historical events are represented and discuss it. (Whom did they see in this film? What do they know about these people?) (*discussion: 10 minutes*)

*Step 3.* After discussion students are divided into two groups and are given the following task: (*30 minutes*)

Read Nixon's biography and summarize it to attract voters' attention

### **Nixon, Richard Milhous (biography)**

Richard Milhous Nixon was born on January 9, 1913, in Yorba Linda, California. He was the second of five sons of Francis and Hannah Milhous Nixon. His parents were serious, hardworking Quakers, who ran a small lemon farm. When Richard was 9, the farm failed and the family moved to Whittier, California, where his father operated a combination general store and gas station. The Nixons had little money, and the boys helped out by pumping gas, working in the store, and doing various odd jobs.

Nixon attended local public schools and, at 17, entered Whittier College, a small Quaker institution. There he excelled in debating and won a college public-speaking contest. He also won his first election, as president of the student body. A good student, he graduated second in his class in 1934 and received a scholarship to Duke University Law School.

Nixon graduated from Duke with his law degree in 1937. But, unable to find the kind of work he wanted, he returned home and joined a Whittier law firm.

At a community theater tryout in Whittier, Nixon met Thelma Catherine Ryan, known as Patricia, or Pat, who taught shorthand and typing at a local high school. They were married in 1940 and had two daughters, Patricia (Tricia) and Julie.

With the entry of the United States into World War II in 1941, Nixon went to work for the Office of Price Administration in Washington, D.C. In 1942 he joined the Navy and was commissioned a lieutenant (junior grade). He served mainly in naval air transport in the South Pacific, and by the war's end in 1945, he had achieved the rank of lieutenant commander.

After his discharge from the Navy in early 1946, Nixon ran as a Republican for a seat in the U.S. House of Representatives from California. Although given little chance to win, he defeated a veteran Democratic congressman, Jerry Voorhis, by waging the kind of hard, aggressive campaign that became a Nixon characteristic. After winning re-election in 1948, he was appointed to the House Un-American Activities Committee. That year the committee began its investigation of Alger Hiss, a U.S. State Department official who was accused of passing secret documents to a Soviet spy ring. Nixon gained fame for his role in the case, in which Hiss was convicted of perjury, or lying under oath.

In 1950, Nixon ran for the U.S. Senate. In what was called one of the roughest, most bitter campaigns in political history, he accused his Democratic opponent, Helen Gahagan Douglas, of ignoring the threat of Communist subversion and defeated her by a wide margin.

By 1952, Nixon had become a nationally known figure. He had attracted the attention not only of the voters but also of Dwight D. Eisenhower. When Eisenhower was nominated by the Republicans for the presidency that year, he asked that Nixon be made his vice-presidential running mate.

Nixon's rising career received a temporary setback when he was accused of having improperly accepted campaign contributions from wealthy Californians. Amid demands from his opponents that he leave the race, Nixon delivered an emotional speech defending himself. Known as the Checkers speech, because of his reference in it to his dog, Checkers, it was received favorably by the public, and Eisenhower kept him as his vice-presidential candidate.

The Eisenhower-Nixon ticket was swept into office in the Republican landslide of 1952. Nixon received the vice-presidential nomination again in 1956, easily winning re-election with Eisenhower.

During Nixon's eight years in the office, he altered the traditional role of the vice president from a passive figurehead to an active participant in the business of government. He served as "acting" president during President Eisenhower's three illnesses and visited 56 countries and five continents as the president's personal representative.

Two were particularly notable. In 1958, while in Caracas, Venezuela, on a goodwill tour of Latin America, he was the object of violent anti-U.S. demonstrations. In 1959, he was in Moscow to open a U.S. exhibition of home equipment. There he engaged in a sharp debate--the famous "kitchen" debate--with the leader of the Soviet Union, Nikita Khrushchev, over the merits of the free-enterprise and Communist systems.

With Eisenhower's second term coming to an end, Nixon was the overwhelming choice of his party for the presidency in 1960. His Democratic opponent was the young Senator John F. Kennedy of Massachusetts. Campaigning at top speed for nine

Izhevsk Udmurt State University All the President's Men  
weeks, Nixon drove himself, his staff, and his wife, Pat, who accompanied him, to the edge of exhaustion. The campaign was unique for the four television debates between Kennedy and Nixon, which played a crucial part in what proved to be one of the closest elections in U.S. history. Kennedy won 303 electoral votes to Nixon's 219, but Kennedy's margin of victory in the popular vote was only about two-tenths of 1 percent.

*Following his defeat, Nixon returned to California and practiced law in Los Angeles. He won the Republican nomination for governor of California in 1962, but after losing the election by a wide margin, he told reporters that he was leaving the political arena. He moved to New York, where he became a partner in a prominent law firm. But he also kept a close eye on the course of Republican politics.*

Two occurrences were to restore him once again to the top of his party. The first was the shattering defeat of conservative Republican Barry Goldwater by Lyndon B. Johnson in the 1964 election. The second was Nixon's successful campaigning on behalf of Republican candidates for Congress, who won an increased number of seats in 1966 elections.

#### *Step 4. LECTURE: US Foreign and Domestic Affairs (the 70-es of the XX century)*

*President Richard Nixon inherited a country at war and at times beset with domestic unrest and violence. The theme of his inaugural address was unity.*

### **Foreign Affairs**

As president, Nixon played two sides of the Vietnam War. On the one hand, he slowly reduced the number of troops in Vietnam. Over three years, Nixon cut the number of troops from 543,000 to 25,000. On the other hand, he expanded the territory of the war to include the neighboring countries of Laos and Cambodia. When these expansions became known, antiwar protests rose to a fever pitch. In 1973, after more than four years in office, the Nixon administration agreed to a treaty which called for complete withdrawal of all U.S. forces in Vietnam and the release of any prisoners of war held at that time. Nixon achieved the release of nearly 600 U.S. prisoners of war. Their homecoming after up to 8 1/2 years in captivity provided an emotional experience for the entire country. Nixon called the settlement of the war "peace with honor." But various Vietnamese groups continued to fight each other, with the South still getting U.S. financial aid. U.S. military involvement in Cambodia continued until Aug. 15, 1973, when bombing in support of the anti-Communist regime was halted by agreement between Nixon and Congress.

Even as the Vietnam War continued, Nixon sought better relations with the People's Republic of China. A highlight of Nixon's first term was his state visit to China, the first ever by a president. He relaxed the trade embargo against that country, a move coinciding with the visit there, at China's invitation, of a U.S. table

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tennis team. In July 1971 Nixon announced that he would visit China. He made the trip in February 1972, was received by Chairman Mao Tse-tung, and conducted lengthy negotiations with Premier Chou En-lai. The talks opened new possibilities for trade and created semiformal channels of communication, short of diplomatic recognition and exchange of ambassadors, between the two countries. In 1973 Nixon named the distinguished diplomat David Bruce to head the new U.S. liaison office in Peking. The new era in Chinese-American relations reduced tensions and acknowledged a profound alteration in world politics. Although the United States did not renege on its commitment to defend the anti-Communist regime on Taiwan, risks of war over this offshore island were reduced.

In 1969 the United States and the Soviet Union opened talks on the limitation of strategic arms. These talks were completed while Nixon visited Moscow in May 1972, and the negotiators carried terms of the interim pact from Helsinki, site of the talks, to Moscow to be signed by the heads of both governments. During his stay in the Soviet Union, the president addressed the Russian people by television. The same trip led to a subsequent agreement for the Soviet Union to purchase large amounts of U.S. grain. But the sale of huge quantities of grain at bargain prices resulted in shortages and greater inflation in the United States. In 1973 Soviet party leader Leonid Brezhnev visited the United States. He and Nixon signed a nuclear nonaggression pact and several agreements in science, transportation, and culture. Although Nixon revisited Russia in 1974, he and Brezhnev failed to achieve a final agreement on limiting the proliferation of offensive nuclear weapons. On the whole he worked with the Soviets on reducing the threat of nuclear and chemical warfare through three major treaties: the Seabed Treaty (1970), the Chemical Weapons Treaty (1971), and the Strategic Arms Limitation Treaty (SALT) (1972).

In the Middle East, a cease-fire worked out by Secretary of State William Rogers in 1970 was disrupted by war between Israel and several Arab states in 1973. Pressure from Nixon and the USSR forced an end to the fighting. Conducting negotiations overshadowed by a threat of major-power military confrontation should they fail, Kissinger now secretary of state achieved disengagements of forces between Israel, Egypt, and Syria. U.S. prestige in the Middle East rose, and Nixon got a warm welcome when he visited Israel and four Arab nations in mid-1974.

The president introduced a "Nixon Doctrine" that encouraged other nations to assume a greater share of their own defenses. He won congressional approval of his antiballistic missile system.

### **Domestic Affairs.**

At home, Nixon reversed many of the social and economic welfare policies of President Lyndon B. Johnson. He vetoed much new health, education, and welfare legislation and impounded congressionally approved funds for domestic programs that he opposed. Nixon's Southern strategy, through which he hoped to woo the South into the Republican party, led him to weaken the federal government's



commitment to racial equality and to sponsor anti-busing legislation in Congress. Nixon's first term in office was also beset by economic troubles. A severe recession and serious inflation brought about the imposition (1971) of a wide-reaching system of wage and price controls. In confronting internal problems, Nixon sought to respond to grievances from disparate segments of the population and to fashion a coalition of voters that would constitute a Republican majority in future elections.

How to proceed with school desegregation divided the administration. The Supreme Court in 1969 declared that segregated school systems must be ended "at once." The Department of Justice then embarked on a policy aimed at achieving virtually complete public school integration. After the Supreme Court in 1971 upheld "busing" to achieve racial balance in schools, Nixon said he wanted busing held to the minimum required by law. The transportation of students from their own communities was unpopular in the North and the South, but the U.S. Civil Rights Commission charged that Nixon's policy undermined school desegregation efforts.

A gesture by Nixon toward the South failed when the Senate rejected two southern nominees to the Supreme Court. The president accused the Senate of regional bias, but his opponents there argued that the nominees were unqualified because of their civil rights views and questions of personal ethics. On his third attempt to name a southerner, Nixon chose a distinguished conservative Virginia attorney, Lewis F. Powell, Jr., who was confirmed. During his first term Nixon added Chief Justice Warren Burger and associate justices Harry Blackmun and William Rehnquist to the court. At the time of their nomination, all shared Nixon's philosophy of a "strict construction" of the U.S. Constitution.

As the United States shifted toward a peacetime economy, it was beset by inflation and unemployment. In 1971 Nixon temporarily froze wages and prices, cut federal spending, and announced that the United States would no longer convert foreign-held dollars into gold. The subsequent decline in the value of the dollar in relation to other major currencies made American goods less expensive abroad. Throughout 1972 signs of an economic recovery multiplied. Unemployment dropped. As the administration alternately tightened and loosened controls in a series of "phases," the price of food, notably beef, rose sharply. The battle against inflation was complicated by shortages of some products, including gasoline, and foods. Nixon blamed inflation on Congress, and he vetoed bills that exceeded his budgetary recommendations.

Policies adopted by Arab countries in 1973 and 1974 jeopardized the U.S. economy. To dramatize their strategic position in world affairs, the Mideast oil-producing countries imposed a brief embargo on petroleum products and then sharply increased their prices. Inflationary pressures and the unemployment rate increased in the United States. Nixon advocated greater exploitation of U.S. energy reserves. He hoped the United States could end its use of foreign oil.

Continued dissatisfaction with "establishment" values was translated into opposition to the Nixon administration. College students overwhelmingly opposed the war. Black and white radical movements, while condemning racism and U.S. foreign policy in Asia, occasionally resorted to bombings and other acts of terrorism. Nixon, Vice President Agnew, and Attorney General John Mitchell deplored lawlessness while upholding the right of peaceful dissent. Nixon ignored massive antiwar rallies in Washington and elsewhere in 1969, but after the deaths of students at Kent State University and other colleges in 1970 during clashes with authorities, he sought to broaden his ties with the academic community. As the war came to a close, radical movements declined. Statistics indicated that the use of hard drugs was lessening, but that the administration was making little headway in its fight against crime.

Nixon supported the conservationists on many issues. However, he also favored the development at federal expense of a supersonic transport plane (SST), which he said would maintain America's supremacy in world aviation. Many persons thought that a fleet of SSTs would harm the environment, and the project was terminated by Congress.

President Nixon led the nation in honoring American astronauts Neil Armstrong and Edwin Aldrin, who walked on the moon in July 1969.

**Major Events While in Office:**

Neil Armstrong becomes the first man to walk on the moon (1969)

Environmental Protection Agency created (1970)

Twenty-Sixth Amendment ratified giving 18-year-olds the right to vote (1971)

Break-in at Watergate occurs (1972)

SALT Agreement (1972)

Nixon visits China (1972)

End of the Vietnam War (1973)

Vice President Spiro T. Agnew resigns (1973)

Nixon resigns (1974)

Comprehension Check (10 minutes). To revise the material given at the previous lesson.

1. Can you name 5 major political, historical or economical events that took place while Nixon was the US president.
2. What events do the following dates or places refer to:
  - January 9, 1913
  - Whittier College
  - Early 1946
  - 1952
  - 1969
  - 1972

## **Meeting 2**

1. Warming up: “ brain – ring ” which is based on the facts, information and material given and discussed on the previous class.
2. Watching of the next fragment (“burglary” and the scene in the Court). Acquaintance with the main heroes: Bob Woodward and Carl Bernstein (journalists working for “Washington Post”).

Students try to reflect on the development of the events; discussion:

- the task given to the journalists (Bob Woodward and Carl Bernstein) ;
- the connection between the burglary in the Watergate office building and the career of Richard Nixon;
- students’ knowledge and information that they have at their disposal on the problem of the Watergate Scandal.

3. Watching of the next episode:

- meeting with Howard Hunt, Charles Colson, Benjamin Bradlee;
- curious and strange conversation with the librarian.

Students are offered several cards with the phrases belonging to the heroes of the film. First, they are to define to who this or that quotation belong and then they are asked to put all the quotations in chronology.

4. Students are provided with certain additional information on the Watergate Scandal and got acquainted with different opinions concerning this issue as one can say that practically each particular historical event however insignificant it may seem from the first sight could and must be analysed from different angles and points of view.
5. Discussion: did this Watergate really have serious and profound basis so to lead to such deep and significant consequences for the American history.

Students’ evaluation and interpretation of the problem.

## APPENDIX

### Appendix 3

#### QUOTATIONS:

1. Follow the money.
2. Car 727. Car 727. Open door at the Watergate office building. Possible burglary.
3. Pace 1 to Unit 1. Pace 1 to Unit 1. Light on the eighth floor.
4. Walkie – talkie, 2,35 millimetres camera... That ' good.
5. I finish. I finish. I ' m polishing.
6. Mr. Barker and I met on a social occasion.
7. Clearly I am here but only as an individual attorney.
8. The CIA will only deny that they even know McCord.
9. There ' s something you might want to looking to... There is a strange entry into the burglar ' s address book. One says: HH WH. The other says: Howard Hunt, White House.
10. The most powerful man in the United States is President Nixon. You ' ve heard of him. Charles Colson is special council of the President.
11. – Yes... I think I do remember. He took a whole lot of material.  
The truth is I don ' t know Mr. Hunt.
12. I was just a kind of wondering why your name is into the address book of the arrested in Watergate.

### Appendix 4

#### Watergate scandal

*The Watergate scandal (or just "Watergate") was an American political scandal and constitutional crisis of the 1970s, which eventually led to the resignation of President Richard Nixon. The affair was named after the Washington, D.C. hotel where a burglary central to the scandal occurred.*

**On June 17, 1972, Frank Wills**, a security guard working at the office complex of the **Watergate Hotel** in Washington, D.C. noticed a piece of tape on the door between the basement stairwell and the parking garage. It was holding the door unlocked, so Wills removed it, assuming the cleaning crew had put it there.

Later on, he returned to discover the tape had been replaced. Upon seeing this, Wills contacted the D.C. police.

After the police arrived, five men — **Bernard Barker, Virgilio González, Eugenio Martínez, James W. McCord, Jr. and Frank Sturgis** — were discovered and arrested for breaking into the office of the headquarters of the Democratic National Committee. It turned out that the men had broken into the office three weeks earlier as well, and they had returned to fix wiretaps that were not working and, according to some suggestions, photograph documentation.

The need to break into the office for a second time was just the highlight of a number of mistakes made by the burglars. Another one proved costly to them—and the White House—when police found the telephone number of **E. Howard Hunt** in Barker's notebook. Hunt had previously worked for the White House while **McCord**, at the time of his arrest, was officially employed as **Chief of Security at the Committee to Re-elect the President** (officially abbreviated as **CRP**, but referred to by opponents and even some Republicans like Bob Dole as **CREEP**); so this quickly suggested that there was a link between the burglars and someone close to the President. However, **Ron Ziegler**, Nixon's press secretary, dismissed the affair as a "third-rate burglary."

The link of the Watergate burglary to the President's re-election campaign fundraising committee dramatically increased the profile of the crime and the consequent political stakes.

Instead of ending with the trial and conviction of the burglars, the investigations grew broader than ever; a Senate committee chaired by **Senator Sam Ervin** was set up to examine Watergate and started to subpoena White House staff.

Nixon's position was becoming increasingly precarious, and the House of Representatives began formal investigations into the possible impeachment of the President. **24 July 1974** the Supreme Court ordered Nixon to hand tape recordings of 64 White House conversations, rejecting the president's claims of executive privilege. Three days later the **House Judiciary Committee** took the momentous

step of recommending that the president of the United States be impeached and removed from office. He was accused of misusing government agencies such as the FBI, the Central Intelligence Agency and the Internal Revenue Service during the course of a Watergate cover-up. The House Judiciary Committee voted 27 to 11 on July 27, 1974 to recommend the first article of impeachment against the President: obstruction of justice. Then on July 29 the second article, abuse of power, was passed and on July 30 the third, contempt of Congress, was also passed.

In August, a previously unknown tape was released for June 23, 1972, recorded only a few days after the break-in, in which **Nixon** and **Haldeman** formulated the plan to block investigations by raising bogus national security claims. The tape was referred to as a "**smoking gun.**" With this last piece of evidence, Nixon's few remaining supporters deserted him. The ten congressmen who had voted against the Articles of Impeachment in committee announced that they would all support impeachment when the vote was taken in the full House. Nixon's support in the Senate was weak as well. After being told by key Republican Senators that enough votes existed to convict him, Nixon decided to resign. In a nationally televised address on the evening of **August 8, 1974**, he announced he would resign effective noon on **August 9**. Ultimately, Nixon was never actually impeached or convicted, since his resignation mooted the issue. He was succeeded by **Gerald Ford**, who on **September 8** issued a widely-scoped pardon for Nixon, immunizing him from prosecution for any crimes he may have committed as President. Nixon proclaimed his innocence until his death, but his acceptance of the pardon implied otherwise in the eyes of many: accepting a presidential pardon is voluntary and constitutes a legal admission of guilt, as opposed to a commutation of sentence, which cannot be denied since legal guilt is established at the time of conviction.

The effects of the Watergate scandal did not by any means end with the resignation of President Nixon and the imprisonment of some of his aides. Indirectly, Watergate was the cause of new laws leading to extensive changes in

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campaign financing. It was a major factor in the passage of amendments to the **Freedom of Information Act in 1986**, as well as laws requiring new financial disclosures by key government officials.

Since Nixon and many senior officials involved in Watergate were lawyers, the scandal severely tarnished the public image of the legal profession. In order to defuse public demand for direct federal regulation of lawyers (as opposed to leaving power in the hands of the lawyer-controlled state bar associations), the **American Bar Association** launched two major reforms. First, the **ABA** decided that its existing **Model Code of Professional Responsibility** (promulgated **1969**) was a failure, and replaced it with the **Model Rules of Professional Conduct** in **1983**. The **MRPC** has been adopted in part or in whole by 44 states. Its preamble contains an emphatic reminder to young lawyers that the legal profession can remain self-governing only if lawyers behave properly. Second, the **ABA** promulgated a requirement that law students at **ABA**-approved law schools must take a course in professional responsibility (which means they must study the **MRPC**). The requirement is still in effect today.

So much did the Watergate scandal affect the national and international consciousness that many scandals since then have been labelled with the suffix **"-gate"**— such as **Conragate** or **Whitewatergate**, **Travelgate** in South Africa and even **PEMEXGATE** and **Toallagate** in Mexico. In 2003 a scandal involving a group of Poland's key political figures and a Polish media magnate Lew Rywin was frequently referred to in Polish media as **"Rywingate"**.

**On 9 August 1974 Nixon became the first ever president of the United States to resign.**

Soon after the Watergate scandal came to light, investigators uncovered a related group of illegal activities: since 1971 a White House group called the **"plumbers"** had been doing whatever was necessary to stop leaks to the press. A grand jury indicted **Ehrlichman**, **White House Special Counsel Charles Colson**, and others for organizing a break-in and burglary in 1971 of a psychiatrist's office to obtain damaging material against **Daniel Ellsberg**, who had publicized classified documents on U.S. activities during the Vietnam War (1959-1973) called

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the **Pentagon Papers**. Investigators also discovered that the Nixon administration had solicited large sums of money in illegal campaign contributions—used to finance political espionage and to pay more than \$500,000 to the Watergate burglars—and that certain administration officials had systematically lied about their involvement in the break-in and cover-up. In addition, White House aides testified that in 1972 they had falsified documents to make it appear that **President John F. Kennedy** had been involved in the 1963 assassination of **President Ngo Dinh Diem of South Vietnam**, and had written false and slanderous documents accusing **Senator Hubert H. Humphrey** of moral improprieties.

In April 1996 after more than two decades of bitter court battles that continued beyond Nixon's death in 1994, attorneys for the estate of the former president agreed to begin releasing more than 3000 hours of secret Nixon White House tapes. The recordings had been stored in the National Archives after Nixon's resignation, and had not been available to the public.

But one can say for sure that even from the first sight the simplest historical event evidently could and must be regarded from different angles. It is a well-known fact that the history of the USA (as many other countries of the world) knows the legends which have nothing to do with the reality. Two bright examples can definitely illustrate it.

First of all one could remember the “ wrong economic policy of the President Hoover ” which is said to lead to the “ Great Depression ” – one of the most difficult and toughest period of the American history. Hoover took the post in March 4, 1929 while the economic catastrophe happened in 6, 5 months (October, 1929). It is impossible to destroy an economic system of the country to the full within such a short period of time. Another legend tells that the Roosevelt ' s “ new course ” encouraged to overcome the “Great Depression”; but according to the statistics the American economics began to stabilize only thanks to the fact that it became “war – oriented”, when the USA were involved in the World War II and it happened in 10 years after Roosevelt's presidency.

And Watergate can also be regarded as a kind of a legend with different interpretations. “ It all happened because of Nixon's fears to lose the coming



Izhevsk Udmurt State University All the President's Men elections" – said the "USA TODAY". Let's assume that Nixon was really afraid of being defeated (in fact those feelings are typical and characteristic of any politician) but his fears and phobias have nothing to do with this burglary in Watergate. Let's try to analyse the situation. It all happened in **June 17, 1972** and the Presidential elections were to be held in **4, 5 months**; besides, according to the statistics Nixon's victory and his leading position were discussed as a real fact. What is more there is an opinion that burglars were interested in the telephone numbers of rich and respectable contributors and investors for the Fund of the Democratic Party National Committee as one of the burglars had some doubtful business and as a result such a mercenary and venal idea led to the political scandal and influenced its' history (the President was impeached for the first time in the history of the USA).

But how such a "third – rate burglary" could result in Nixon's resignation? One can say that the President's character and his relations with Congress and mass media could be quite a definite explanation. It's quite right but it all began with so called "**Alger Hiss case**". Born in Baltimore, Maryland, Hiss was educated at Johns Hopkins University and Harvard Law School, graduating in 1929. Before joining a Boston law firm, he served for a year as secretary to Supreme Court Justice Oliver Wendell Holmes. In 1933, he entered government service, working as an attorney with the New Deal, then for the Nye Committee and later at the State Department, where he served as an assistant to Francis Sayre, a son in law of Woodrow Wilson, and Assistant to Secretary of State Edward Stettinius. Later, he worked on the formation of the United Nations. In 1945 he attended the Yalta conference and was afterwards named Director of the Office of Special Political Affairs. In 1946, he resigned to take up the post of President of the Carnegie Endowment for International Peace.

In 1948 Richard Nixon was a Congressman and the member of **the House Un – American Activities Committee (HUAC** – one of the Committees of the House of Commons) and one began to grow in popularity.

On August 3, 1948, **Whittaker Chambers**, a senior editor from Time magazine and self-admitted ex-communist, appeared before **the House Un-American**

**Activities Committee (HUAC)** identifying **Alger Hiss**, a graduate of Harvard Law School and former clerk to U. S. Supreme Court Justice, and several other federal officials of having been members of a Communist cell whose purpose had been to infiltrate the U.S. government. The accusations shocked a nation already entangled in the politics of the Cold War and set the stage for what was to become one of the most sensational American criminal trials of modern times. Before Hiss had time to deny the charges and ever having known a man by the name of Whittaker Chambers, the story was banner headline news in virtually all of the nation ' s major papers. **The New York Times**, **the Chicago Tribune** and the **Los Angeles Times** all carried extensive front page coverage of the charges and the investigation into them. Despite the sensation surrounding the case, several **HUAC** members proposed dropping the investigation. Arguing against this proposal was the ambitious, young Republican congressman from California, **Richard Nixon**, who convinced the Committee to proceed, at least until it could be determined which of the two men was lying. Toward that end, a special subcommittee of HUAC, headed by Nixon, convened on August 7, 1948 to re-examine Chambers. Under intense scrutiny, Chambers proffered many intimate details of Hiss' personal affairs in the ' 30s and claimed that they had been close friends. Ten days later, Hiss and Chambers finally confronted each other in a closed session. Face-to-face with his accuser for the first time since the allegations had been made, Hiss identified Chambers as a freelance reporter he had once known by the name George Crosley. Nixon seized this apparent "conflict" in Hiss ' testimony, citing it as evidence that Hiss had been lying all along. Despite the confidence in which Chambers made his charges, he provided no concrete evidence to support them. By mid-November the Justice Department seemed ready to drop the case. Before it did, however, Chambers played his trump card, delivering to his attorney 65 typed State Department documents that he claimed to have received from Hiss. Representative Nixon, then vacationing in the Caribbean, received a telegram from HUAC counsel Robert Stripling: **"BOMBSHELL OBTAINED 1 a.m. FRIDAY. CASE CLINCHED. INFORMATION AMAZING. HEAT IS ON FROM THE PRESS AND OTHER PLACES. IMMEDIATE ACTION APPEARS**

**NECESSARY. CAN YOU POSSIBLY GET BACK?"** By December 5, Nixon was back in Washington, armed with new evidence and ready for battle.

On December 15, with just one day remaining before the term of the grand jury expired, Hiss was indicted on two counts of perjury (the statute of limitations on espionage had expired): one charged him with lying that he had passed classified State Department documents; the other with lying that he had ever known Whittaker Chambers.

### **The Pumpkin Papers**

On October 8, Hiss filed a slander suit against Chambers, based on his accusation on Meet the Press that Hiss "was a Communist and may be now." Hiss's attorneys began a widespread investigation into the background of Chambers in hopes of destroying his credibility. The investigation included exploration of whether Chambers had ever been treated for mental illness or entered into homosexual relationships. (In fact, Chambers had engaged in a number of homosexual affairs in the mid-1930s, but defence attorneys were unable to ferret out this piece of information which might have been useful in establishing a motive for Chambers's alleged lies.) In the middle of a deposition of Chambers in preparation for the slander suit, Hiss's attorney, William Marbury, requested that Chambers produce "any correspondence, either typewritten or in handwriting from any member of the Hiss family." Shortly after that request, Chambers visited the Baltimore home of his nephew's mother where, he said, he reached into a dumbwaiter shaft in the bathroom and pulled out a large, weathered envelope. The envelope contained four notes handwritten by Alger Hiss, sixty-five typewritten documents (copies of State Department documents, all dated between January and April, 1938) and five strips of 35 mm film. The documents, if genuine, were strong evidence not only that Hiss knew Chambers long after mid 1936, when Hiss claimed to have last seen "Crosley", but also that Hiss engaged in espionage.

Chambers turned over the documents to his lawyers, keeping the film. When Marbury resumed his deposition of Chambers, Hiss's bewildered attorney found himself presented with a packet of documents that not only blew his client's

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slander suit out of the water, but placed Hiss in serious danger of a criminal indictment. The revelation of the Baltimore papers also stunned HUAC members and investigators. Chambers explained his delay in producing the incriminating documents as an effort to spare an old friend from more trouble than necessary. The investigation accompanying Hiss ' s slander suit, however, convinced Chambers that " Hiss was determined to destroy me--and my wife if possible, " making disclosure seem the better course. Chambers also may have recognized that if he lost in the slander case, he might well have faced a Justice Department prosecution.

There was still one more big shoe to drop. Chambers placed the film (two strips developed and three undeveloped) taken from the Baltimore home into a hollowed-out pumpkin, then placed the pumpkin back in a pumpkin patch on his Maryland farm. On the evening of December 2, 1948, Chambers accompanied two HUAC investigators to his farm, then led him to the patch holding the hollowed-out pumpkin. The film would prove later to include photographs of State and Navy Department documents. Over the ensuing months of the Hiss – Chambers controversy, the press – enjoying the alliteration – would generally refer to the entire set of documents and photographs taken from Baltimore as " **the pumpkin papers.**" The following day, Hiss released a statement promising his " full cooperation to the Department of Justice and to the grand jury in a further investigation of this matter. "

The debate had shifted. The question of whether Hiss knew Chambers better than he admitted, or even whether he was a Communist, now seemed relatively inconsequential. The question now was whether Alger Hiss, high State Department official, was a Soviet agent. Fortunately for Hiss, the statute of limitations for espionage was five years, and the incriminating evidence all concerned documents passed over a decade earlier. The statute of limitations was not an issue, however, on the question of whether Alger Hiss committed perjury.

Defence attorney Lloyd Paul Stryker, in his opening statement, said his client welcomed the "quiet and fair court of justice" after "the days of the Klieg lights, the television, and all the paraphernalia, the propaganda which surrounded

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the beginning of this story." Stryker said that the trial would show the contrast between his client, without a " blot or blemish on him, " and Chambers, "a voluntary conspirator against the land that I love and you love. "

Whittaker Chambers was, of course, the prosecution's central witness. Chambers testified that Hiss began passing him State Department documents in early 1937. He described Soviet agent Colonel Boris Bykov ' s recommended espionage procedures, followed by Hiss, that included bringing files home nightly and retyping them. Chambers identified the famous documents, both the typewritten and those in Hiss ' s own hand, and said that they had been given to him by Hiss in his Washington home.

On cross-examination, Stryker tried to highlight defects in Chambers's character. He asked about a play, written by Chambers as a student at Columbia in 1924, that Stryker called " an offensive treatment of Christ. " He asked whether he ever lived in a " dive " in New Orleans with a prostitute named " One-Eyed Annie. " (Chambers denied the charge.) He demanded to know whether Chambers was " for some fourteen years an enemy and traitor of the United States of America? " Chambers answered, " That is right. " Styker pressed Chambers on why he hadn't, knowing what he claimed to know, warned the President or anybody before 1948 that Hiss should not be trusted in the important positions that he held. Styker suggested that the timing of Chambers's charge was an attempt to help the Republican Party's campaign against Truman.

Following the testimony from the Chambers came a series of witnesses who tied Alger Hiss to the typewritten State Department documents introduced by the government. Nathan Levine described the visit of Chambers to his mother's home to retrieve the envelope bearing documents from a dumbwaiter shaft. HUAC investigator Donald Appel told the jurors of the visit to the Chambers farm to retrieve "the pumpkin papers." State Department records expert Walter Anderson explained the significance of each of the typewritten papers and handwritten notes alleged to have come from Hiss. Eunice Lincoln, a secretary in Hiss's office, testified that Hiss often took departmental documents home to work on. The most critical testimony tying Hiss to the typed copies of State Department documents

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came from FBI laboratory expert Ramos C. Feehan. Feehan told jurors that letters known to have been typed by the Hiss in 1936 and 1937 ("Hiss standards") were typed on the same Woodstock typewriter as the sixty-five papers found in the Baltimore dumbwaiter shaft. He based his conclusion on similarities between certain letters, such as the lowercase "g," on both sets of papers.

The defence, through its witnesses, tried to persuade jurors of three things: first, that Hiss's reputation was so good as to make his alleged espionage activity almost unthinkable; second, that Chambers was mentally unstable and should not be believed and, third, that Hiss's Woodstock typewriter had been given to a household employee sometime before 1938, making it impossible for either Alger or Priscilla Hiss to have typed the Baltimore documents.

Three members of the Catlatt family testified that the Woodstock typewriter on which the Baltimore papers were allegedly typed was in fact in their possession, not the Hiss's, in early 1938. Claudia Catlatt thought she received the machine in mid-1936. Mike Catlatt recalled that the typewriter "was broke...the keys would jam up on you," but on cross-examination could not remember getting the machine repaired or when the family got it from the Hiss's. Perry Catlatt placed the time of the gift of the typewriter as December 1937 and recalled taking it soon thereafter to a "repair shop at K Street just off Connecticut Avenue." Prosecutor Murphy effectively undermined Perry Catlatt's credibility when he asked on cross, "Supposing I tell you that the Woodstock repair shop at Connecticut and K did not come into existence until September of 1938?"

Rarely has a defence team ever assembled so impressive a batch of character witnesses as appeared on behalf of Alger Hiss. The list included two U. S. Supreme Court justices, a former Solicitor General, and both former (John W. Davis) and future (Adlai Stevenson) Democratic presidential nominees. Justice Felix Frankfurter described Hiss's reputation as "excellent." Justice Stanley Reed said of Hiss's reputation, "I have never heard it questioned until these matters came up."

On June 23, Alger Hiss took the stand. He admitted writing the four handwritten notes produced by Chambers, but denied any connection with the

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microfilm found in Chambers's pumpkin or any role in the typing of the sixty-five State Department documents. He also insisted--as he had told the grand jury in December--that he had not met Chambers on any occasion after January 1, 1937. As for the Woodstock typewriter, Hiss's "best recollection" was that he gave it to the Catlatts "in the fall of 1937." On cross-examination, Murphy focused on bringing out numerous inconsistencies between Hiss's trial testimony and his earlier statements.

The testimony of Priscilla Hiss did more harm than good to the defence case. She admitted typing the four "Hiss standards" used for comparison purposes by the FBI with the Baltimore documents. After Priscilla denied that she was a member of the Socialist Party in 1932, Murphy pulled out a voter-roll page that showed her Socialist registration. She struggled to explain her statement to the grand jury that the typewriter "may" have been given to the Catlatt's as late as 1943.

Stryker spared nothing in his attack on Whittaker Chambers in his summation to the jury. He called Chambers "an enemy of the Republic, a blasphemer of Christ, a disbeliever in God, with no respect for matrimony or motherhood." Hiss, on the other hand, was "an honest...and falsely accused gentleman." He closed by expressing confidence that for his client, Alger Hiss, "this long nightmare is drawing to a close."

Murphy told the jurors that their duty was clear. The evidence left "only one inference" that could be drawn: "that the defendant, that smart, intelligent, American-born man gave [the secret State Department document] to Chambers." He ended his summation by asking the jurors to "come back and put the lie in that man's face."

On July 6, 1949, the case went to the jury. Late the next afternoon, the jury sent a note saying it "is unable to agree at a verdict." Judge Kaufman urged the jury to make one final effort to reach a conclusion, but within hours the jury again reported itself hopelessly deadlocked. Judge Kaufman reluctantly declared a mistrial. Quizzed about the deliberations, jurors revealed that the final vote stood eight for conviction, four for acquittal. The four jurors in the minority believed

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that someone other than Alger or Priscilla Hiss typed the documents on Woodstock  
N230099.

The jury returned its verdict on the afternoon of January 20, 1950: "We find the defendant guilty on the first count and guilty on the second." Alger Hiss, who had "high hopes" for an acquittal, sat quietly with his wife as Judge Goddard thanked the jury for their "just verdict." Five days later, the judge imposed the maximum sentence of five years. Before he did so, Hiss made a brief statement in which he expressed confidence "that in the future the full facts of how Whittaker Chambers was able to carry out forgery by typewriter will be disclosed."

On December 7, 1950, the Second Circuit Court of Appeals affirmed Hiss's conviction. Three months later, by a vote of four to two, the Supreme Court declined to review the case. (Justices Black and Douglas voted to grant cert. Justices Frankfurter, Reed, and Clark all voted to disqualify themselves, based on connections either to Hiss or the case.) Days after the Supreme Court's decision, Hiss began his five-year sentence for perjury at Lewisburg Federal Penitentiary in Pennsylvania. He served forty-four months before being released for good behavior.

The Hiss case set in a motion a chain of events that would forever change American politics. Joseph McCarthy, a little known senator from Wisconsin, seized on the Hiss conviction to charge that the Department of State was "thoroughly infested" with Communists. Soon he would begin divisive hearings--the controversial "witch-hunt." (Chambers disassociated himself with McCarthy's crusade, saying "For the Right to tie itself in any way to Senator McCarthy is suicide. He is a raven of disaster.") Richard Nixon's sudden fame from his role in the Hiss-Chambers attention led the 1952 Republican nominee for President, General Dwight Eisenhower, to select him as his running mate. Most significantly, Chambers fanned the anti-Communist embers that within a decade evolved into a grassroots conservative movement in the Republican Party that, in 1964, produced the nomination of Barry Goldwater and, in 1980, the election of Ronald Reagan. It is often forgotten what Lionell Trilling observed about political thought in America



Izhevsk Udmurt State University All the President's Men  
before the Hiss case: "in the United States at this time liberalism is not only the dominant but even the sole intellectual tradition."

The lasting influence of Whittaker Chambers on American politics came not just from the hearings and the subsequent perjury trial. In 1952, Chambers published a remarkable autobiography, *Witness*, that even so different a person as Arthur Schlesinger, Jr. would call one of the greatest of all American autobiographies. Sidney Hook, reviewing *Witness* in the *New York Times* wrote, "It throws more light on the conspiratorial and religious character of modern Communism, on the tangled complex of motives which led men and women of goodwill to immolate themselves on the altar of a fancied historical necessity, than all of the hundred great books of the past combined." Ronald Reagan credited Chambers's book as leading to his own transformation from a New Deal Democrat to a conservative Republican. Throughout his political career, Reagan made repeated references to Chambers in his speeches. Reagan said Chambers sparked "the counterrevolution of the intellectuals" and that Chambers' story "represents a generation's disenchantment with statism and its return to eternal truths and fundamental values." On March 26, 1984, Chambers (who died in 1961) posthumously received from President Reagan the nation's highest honour, the Medal of Freedom.

Alger Hiss, in the forty-six years he lived after his perjury conviction, never departed from his claim of innocence. Even after the release in the mid-1990s of the Venona cables, intercepted communications from Soviet agents in the United States to Moscow that seem to identify Hiss ("ALES") as a Soviet agent who continued to support the Communism cause through his work at the 1945 Yalta Conference, many of Hiss's supporters remained unpersuaded of his guilt. Writing in the *New York Observer* in 2001, Ron Rosenbaum offered a theory for what Leslie Fiedler called "the half-deliberate blindness of so many decent people." Rosenbaum noted that Hiss's supporters often cite as a reason for their belief in his innocence the very fact that Hiss continued to insist upon his innocence and encourage "generations of researchers, volunteers, and true believers...to devote a good part of their lives to him and his cause." Rosenbaum offered this summary of

their central argument: "You don't think that he would have gotten all these people to work on the case if he wasn't innocent?" Rosenbaum's own explanation for Hiss's refusal to admit guilt was quite different. Rosenbaum saw Hiss as "proud" of having maintained his innocence, even if it meant "stringing along his well-meaning defenders," because he still believed the cover-up of his work for the Soviets was "a principled necessity."

The New York Times, Thursday, October 29, 1992, B14. Caption: A high-ranking Russian official says a review of newly opened archives clears Alger Hiss of accusations that he ever spied for the Soviet Union. "It's what I've been fighting for 44 years," said Mr. Hiss, now 87 years old, during an interview this week in his Upper West Side apartment.

Thus, no criminal case had a more far-reaching effects on modern American politics than the Alger Hiss-Whittaker Chambers spy case which held Americans spellbound in the middle of the twentieth-century. The case catapulted an obscure California congressman named Richard Nixon to national fame, set the stage for Senator Joseph McCarthy's notorious Communist-hunting, and marked the beginning of a conservative intellectual and political movement that would one day put Ronald Reagan in the White House. Even without its important influence on American political debate, the trials of Alger Hiss for perjury have the makings of a great drama. They featured two men who could hardly be more different, sharing only impressive intelligence and what is more on August 25, for the first time in history, television cameras were present for a congressional hearing.

Hiss felt he was finally vindicated when in 1992 Russian General Dmitriy Antonovich Volkogonov claimed that a search of Russian archives revealed nothing, although the general subsequently modified his statement. In 1996, however, the United States government released so-called "Venona" papers, decoded Russian intelligence intercepts dating from the mid 1940s. These documents mention a Russian spy, code-named Ales, thought by someone in the FBI who annotated the document some 20 years later to have been Alger Hiss, in the US delegation at Yalta. Russian code names of that time, however, did not generally make such close correspondences to individuals real names, relying

instead on what appear to be randomly selected nomenclatures in most cases, names like Vardo, Maj, Clever Girl, and Albert. One still undiscovered spy at White Sands, for example was code named Perseus. Thus, in some quarters, whether Hiss was in fact a spy for the Soviets remains controversial. Proponents on either side of the discussion will, however, characterize the case differently.

Anyway, Hiss' case helped Nixon to grow in popularity but he became the principle enemy of the liberals, being the senator (1951 – 1953 ), the Vice – President ( 1953 – 1961 ), the candidat for President in 1960 and in 1968 and finally being the President in 1969. Thus, Nixon tried to protect himself from liberal attacks by all means sometimes illegal ones. There is an opinion that it did not present any difficulty for President to regulate the situation, to explain all the details of the burglary and to punish those burglars but he preferred another variant – to offer intruders certain sum of money to keep silence. When this fact came to light and was known to the liberal “ Washington Post ” this paper began to act and to wind off the Watergate affair; what is more Nixon ’ s White House only sophisticated the situation as it did not give any clear and reasonable explanations, and besides Nixon considered the Watergate scandal to be the liberal’s complot against him and his supporters aimed at his resignation. Anyway, one cannot deny the fact that Richard Nixon’s policy has some historically and politically important results: he helped to finish the Vietnam War; it was he who improved the relations with the Soviet Union and made them more stable and began to find contacts with the communist China; besides Nixon enlarged “the welfare programs” and “the positive actions’ programs”.

The Watergate investigation brought fame to The Washington Post and the reporting team of Bob Woodward and Carl Bernstein. The duo unraveled a web of political spying and sabotage that had all the elements of a Hollywood saga.

Between 1972 and 1976, **Bob Woodward** and **Carl Bernstein** emerged as two of the most famous journalists in America and became forever identified as the reporters who broke the biggest story in American politics. Beginning with the investigation of a "third-rate burglary" of the Democratic National Committee headquarters in the Watergate complex, Woodward and Bernstein uncovered a

Izhevsk Udmurt State University All the President's Men system of political "dirty tricks" and crimes that eventually led to indictments of forty White House and administration officials, and ultimately to the resignation of President Richard Nixon.

Now available to the public for the first time are Woodward and Bernstein's notes from source interviews, drafts of newspaper stories and books, memos, letters, tape recordings, research materials, and other Watergate papers. These materials document Woodward and Bernstein's four-year partnership telling the story of Watergate in Pulitzer Prize winning articles for The Washington Post, in two best-selling books, All The President's Men and The Final Days, and in the multiple academy award-winning movie of All the President's Men. Purchased by The University of Texas at Austin in 2003, the Woodward and Bernstein Watergate Papers provide students, scholars, and other researchers a unique resource for behind the scenes insight into the journalism, politics, and humanity of Watergate.

In the end, after 40 government officials were indicted and a president resigned, many would conclude that the system of checks and balances worked. Yet, the triangular relationship between public officials, the media and the public was altered forever. Each person is entitled to form and preserve his own opinion on this still politically and historically important question, but nevertheless one can say for sure that the Watergate scandal severely shook the faith of the American people in the presidency and turned out to be a supreme test for the U.S.

Constitution. Throughout the ordeal, however, the constitutional system of checks and balances worked to prevent abuses, as the Founding Fathers had intended.

Watergate showed that in a nation of laws no one is above the law, not even the president.



## **WATERGATE BURGLARS**

Five men were arrested on June 17, 1972, after they were discovered in Democratic National Committee headquarters inside the Watergate complex in Washington, D.C. They were caught attempting to steal documents and wiretap the telephones. The burglars are shown here, left to right: James McCord, Jr., Roman Gonzalez, Frank Sturgis, Eugenio Martinez, and Bernard Baker.



**Richard Nixon's White House tapes are compelling slices of history. They allow the listener to have a seat in the Oval Office but can also be an exercise in frustration, since much of the dialogue is almost impossible to decipher.**

**Nixon Resigns**  
**On the evening of August 8, 1974, Richard Milhous Nixon announced that he would resign as the 37th President of the United States at noon the following Day. Vice President Gerald R. Ford of Michigan he would take the oath as the new President to complete the remaining years of Mr. Nixon's term**



**Bob Woodward and Carl Bernstein**

The Washington Post

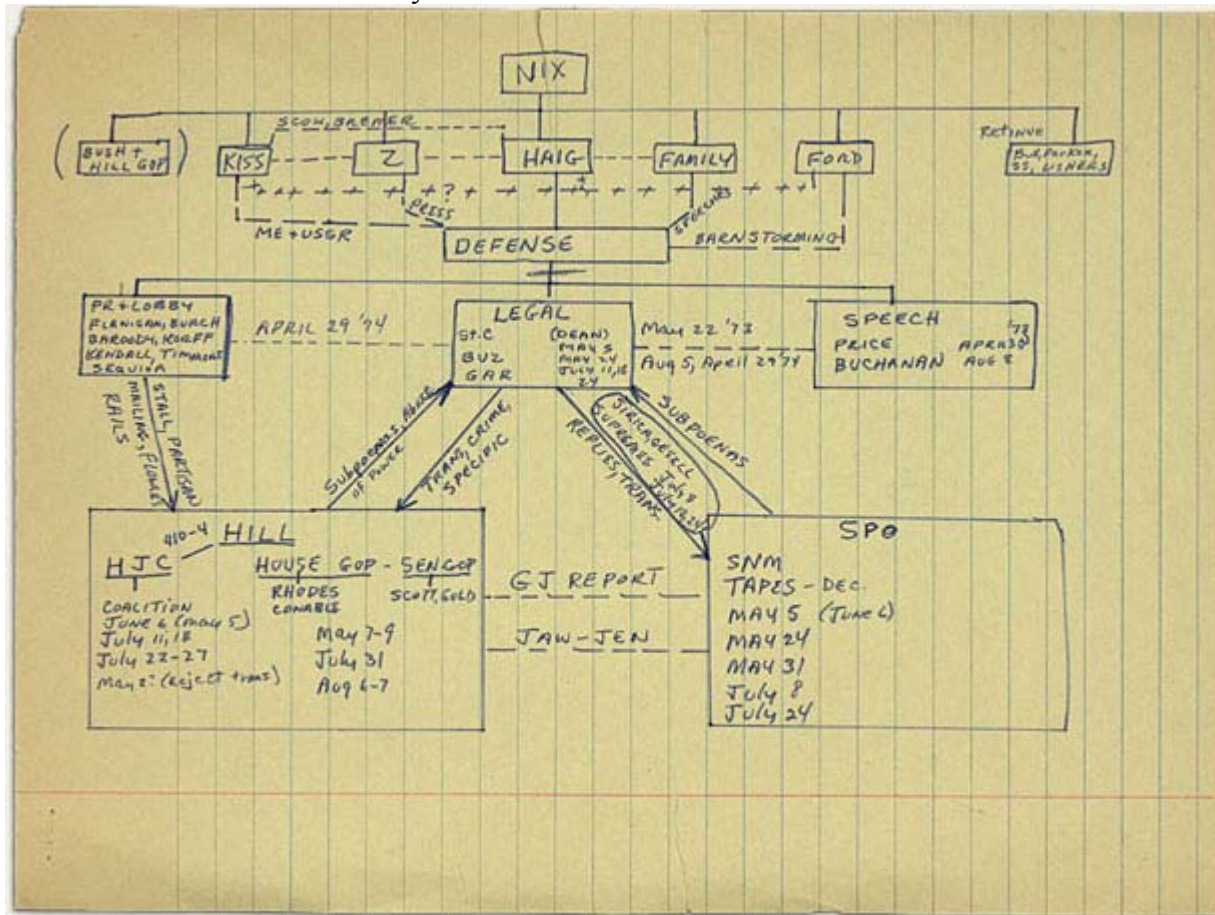
All the President's Men The Final Days

About the Papers



Watergate personnel diagram





Woodward notebook : 24 Pages  
17 June 1972

①

5 men  
arrested  
port chair  
at Dow

Not at headquarters  
2nd dest. w/ soph. photo  
equip

Stan ~~Stewart~~ Greg

229-1408

01. 333-0133

②

Judge James A.  
Belson.

Charles R. Work.

Denver Nat. Guard  
2600 Van Ave  
NW  
333-8750

# 5 Held in Plot to Bug Democrats' Office Here

By Alfred E. Lewis  
Washington Post Staff Writer

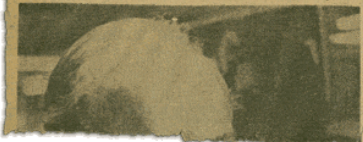
Five men, one of whom said he is a former employee of the Central Intelligence Agency, were arrested at 2:30 a.m. yesterday in what authorities described as an

elaborate plot to bug the offices of the Democratic National Committee here.

Three of the men were native-born Cubans and another was said to have trained Cuban exiles for guer-

rilla activity after the 1961 Bay of Pigs invasion.

They were surprised at gunpoint by three plainclothes officers of the metropolitan police department in a sixth-floor office at the plush Watergate, 2600 Virginia Ave., NW, where the Democratic National Committee occupies the entire floor.



There was no immediate explanation as to why the five suspects would want to bug the Democratic National Committee offices or whether or not they were working for any other individuals or organizations.

A spokesman for the Democratic National Committee said records kept in those offices are "not of a sensitive variety" although there are "financial records and other such information."

Police said two ceiling panels in the office of Dorothy V. Bush, secretary of the Democratic Party, had been removed.

Her office is adjacent to the office of Democratic National Chairman Lawrence F. O'Brien. Presumably, it would have been possible to slide a bugging device through the panels in that office to a place above the ceiling panels in O'Brien's office.

All wearing rubber surgical gloves, the five suspects were captured inside a small office within the committee's headquarters suite.

Police said the men had with them at least two sophisticated devices capable of picking up and transmitting all talk, including telephone conversations. In addition, police found lockpicks and door jimmies, at least \$2,300 in cash, most of it in \$100 bills with the serial numbers in sequence.

The men also had with them one walkie-talkie, a short wave receiver that could pick up police calls, 40 rolls of unexposed film, two 35 millimeter cameras and three pen-sized tear gas guns.

Near where they were captured were two open file drawers, and one national committee source conjectured that the men were preparing to photograph the contents.

In Court yesterday, one suspect said the men were "anti-Communists" and the others nodded agreement. The operation was described in court by prosecutor Earl J. Silbert as "professional" and "clandestine." One of the Cuban natives, The Wash-

See ARREST, A22, Col. 1

Suspects include an ex-CIA employee and a CIA fighter. Page A7

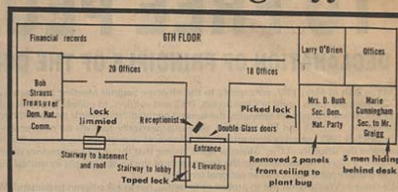
# 5 Held in Plot to Bug Office

ARREST. From A1  
ington Post learned, is now a Miami locksmith.

Many of the burglary tools found at the Democratic National Committee offices appeared to be packaged in what police said were burglary kits.

The five men were identified as:

- Edward Martin, alias James W. McGee, of New York City and perhaps the Washington metropolitan area. Martin said in court yesterday that he retired from the CIA two years ago. He said he presently is employed as a security consultant.



This is the layout of the sixth floor suite mittee at the Watergate complex. Five occupied by Democratic National Com-

tion Agency identified Fiorucci as the pilot of a plane that dropped anti-Castro leaflets over Havana. Described in newspaper clippings as a "soldier of fortune," Fiorucci reportedly was head of the International anticommunist Brigade, after the Bay of Pigs invasion, that trained 23 Cuban exiles who in 1962 landed by boat in Cuba's Matanzas Province and set up guerrilla operations.

(Fiorucci reportedly is a native of Norfolk, Va., who fought with the Marines in the Pacific during World War II. An early supporter of the Cuban revolution, he reportedly fought with Castro and was named by the premier to be overseer of gambling operations in Havana before the casinos were shut down by the government.)

The early morning arrests occurred about 40 minutes after a security guard at the Watergate noticed that a door connecting a stairwell with the hotel's basement garage had been taped so it would not lock.

The guard, 24-year-old Frank Wilks, removed the tape, but when he passed by about 10 minutes later a new piece had been put on.

Three officers from the tactical squad responded and entered the stairwell.

From the basement to the sixth floor, they found every door leading from the stairwell to a hallway of the building had been taped to prevent them from locking.

At the sixth floor, where the stairwell door leads directly into the Democratic National Committee offices, they found the door had been jimmied.

Led by Sgt. Paul Leper, the tactical force team, which also included Officers John Barrett and Carl Sholler, began searching the suite, which includes 20 offices and where approximately 70 persons work.

When the officers entered an office occupied by a secretary to Stanley Greigg, deputy party chairman, one of the suspects jumped up from behind a desk, put his hands in the air and cried "Don't shoot," police said.

According to police and a

desk clerk at the Watergate, four of the suspects—all using fictitious names—rented two rooms, number 214 and 214 at the Watergate Hotel around noon on Friday. They were said to have dined together on lobster at the Watergate Restaurant on Friday night.

Yesterday afternoon, the U.S. Attorney's office obtained warrants to search the hotel rooms rented by the suspects. They found another \$4,200 in \$100 bills of the same serial number sequence as the money taken from the suspects, more burglary tools and electronic bugging equipment stashed in six suitcases.

One of the bugging devices found at the scene of the Democratic National Committee offices was described as being about the size of a silver dollar and capable of being hidden underneath a telephone or a desk.

According to police the break-in at the Democratic National Committee offices yesterday was the third incident there since May 28.

On that date, according to police, an attempt was made to unnerve a lock on the door between 11 p.m. and 3 a.m.

According to one police source, at least some of the suspects registered as guests at the Watergate Hotel on that date.

On June 7, police said, a safe at the Committee headquarters was reported broken into and \$100 in cash and checks stolen. That break-in occurred about 9 p.m. but there was no door jimmied since the suite was unlocked and people were still working there.

Within hours after the arrests, the suite was sealed off and scores of metropolitan police officers directed by acting Chief Charles Wright, FBI agents and Secret Service men were assigned to the investigation.

Caddy, one of the attorneys for the five, said he met Barker a year ago over cocktails at the Army-Navy Club in Washington. "We had a sympathetic conversation — that's all I'll say," Caddy told a reporter.

Caddy said that he was probably the only attorney

whom Barker knew in Washington.

Caddy, who says he is a corporate lawyer, attempted to stay in the background of yesterday's 4 p.m. court hearing. He did not argue before Superior Court Judge James A. Belson himself brought another attorney, Joseph A. Hafferty Jr., who has experience in criminal law, to do the arguing.

In that 30-minute arraignment, Assistant U.S. Attorney Earl Silbert, the No. 2 man in the chief prosecutor's office, unsuccessfully urged the court to order the five men held without bond.

Silbert argued that the men had no community ties and would be likely to leave the country to avoid trial. He said they gave false names to the police after they were arrested and refused to cooperate.

They were caught red-handed, Silbert said. With such strong evidence against them, their apparent tendency to travel abroad and their access to large amounts of cash, the men should not be released, Silbert said.

Silbert called the men "professionals with a 'clandestine' purpose." Hafferty said the five men didn't have firearms and didn't harm anyone, and should be released on bond.

In setting the bond at \$50,000 for the Miami men and \$20,000 for Martin, Judge Belson also placed restrictions on their movements.

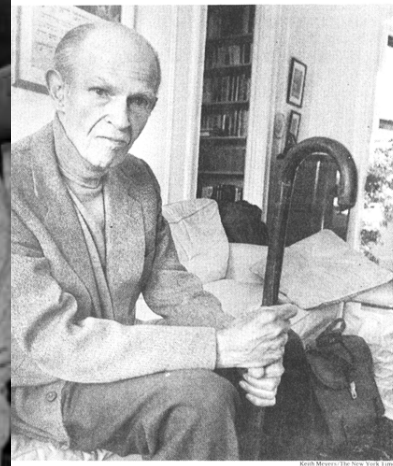
He required the four Miami men to stay in the Washington area and check in daily with the court. If released, Martin would have to check in weekly if released, Belson ruled.

Greigg, deputy party chairman, called it "obviously important" that some of the suspects come from the area around Miami and Miami Beach, where the Democratic National Convention will be held next month.

Contributing to this story were Washington Post Staff Writers Bob Woodward, Carl Bernstein, Bert Eames, Kirk Scherberg, Morris Weil, Claudia Levy, Abbot Conner, and Tim O'Brien.



Promising career snuffed by the 1940 s  
communist trials



Alger Hiss in handcuffs

Alger Hiss



Alger Hiss (circled) listens as Whittaker Chambers testifies before a House Un-American Activities Committee meeting on



Alger Hiss leaves prison on November 27, 1954, flanked by Tony and Priscilla Hiss August 25, 1948.

## ALL THE PRESIDENT'S MEN

**Author:** Anna Tetelman  
Kazan State University

**Topic:** Role of press in political life of society, abuse of power

**Themes:** Abuse of power  
Wheeler-dealer finance  
Press in social life and private life  
Public safety, public security

**Activities:** Screening of *All The President's Men*  
Pre- and -post - film discussion  
Story making  
Report writing

**Timeline:** From 4 to 6 hours of in-class work

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### Lesson One:

- Students study the vocabulary suggested, define spheres that the words belong to, and try to make up a story about present-day press and its power in America, and political life of the USA using all the words. Students have to be objective when referring to American reality, providing ideas well-grounded with facts, borrowed from Mass Media and other sources.

**a) Mass Media**

press  
newspaper  
front page  
headline  
to make up  
unbias(s)ed  
censorship  
fake  
to intrude (into)  
political life  
social life  
private life

**b) President**

House of Representatives  
**IRS** (Internal Revenue Service)  
**FBI** (Federal Bureau of Investigation)  
**CIA** (Central Intelligence Agency)  
council  
White House  
committee  
chairman  
head of finance  
spy  
**GOP** (Grand Old Party)  
campaign funds  
Grand Jury  
Justice  
respect  
authority

**c) To break in**

burglary  
lawyer  
Supreme Court  
investigative  
work  
to confirm  
official  
confirmation  
precaution  
prosecutor  
shrewd  
illegal  
jail  
to deny  
clear conscious  
to be involved  
testimony  
wheeler-dealer  
finance

aide  
hypocrisy  
secure  
abuse of power

public safety  
public security

After presentation of the stories, students analyze them and try to figure out how “American” they are and why, thus introducing to each other information about political life of the USA, law system and Mass Media in America.

Home task: Research the questions:

- 1) Abuse of power and wheeler-dealer finance in history of America. Problems of private responsibility and the moral values of a politician.
- 2) Role of Mass Media in life of society in America. The fourth power

### **Lesson Two:**

- Screening of *All The President's Men*
- Small-groups discussion of the movie. Each group should consider experience they gained during home-task

### **Lesson Three:**

Discussion of the key topics of the movie:

Abuse of power:

- President Nixon is involved in wheeler-dealer finance, trying to hide it to avoid a scandal. People are threatened and forbidden to talk about it. All papers are destroyed.
- People are afraid to talk (EX: informer “Deep Throat” remains unknown, the president aide refuses to talk at first)
- The question of personal responsibility and choice – many people know about president's wheeler-dealer finances and secret fund, but they do not speak because of fear to be fired or killed.
- The question of moral values of a politician – what kind of personality should a politician have? What's an ideal political leader?

Press in social life and private life:

- Having entered into secret information, Bob Woodward and Carl Bernstein put other people's lives and careers in danger. – Do they have moral rights to do it? What was their goal – find the true story or build up their own careers and position?

- Why do people believe them? How can you explain the trust of “Deep Throat” and others? Have they ruined the American’s belief in justice? How do Bob and Carl understand justice themselves? Why do they continue their investigative work, having understood that distinguished people of the state are involved in it?
- What should an active man do in this case – to find the truth and let other people know it or to forget about everything?

**Report-writing:** Think over abuse of power and wheeler-dealer finance in your region and try to make up a plan of turning your neighbors into active citizens concerning this problem. Consider possible obstacles a man or woman could face having the same investigative work. Compare these obstacles to those Bob and Carl faced.

**Author:** Yekaterina Susanina  
Krasnodar, Non-Government Educational Institution "Britannia-Kavkaz"

*The lesson plan is intended for use in an American Studies course, it can be adapted for courses in Sociology, Political Science, Journalism, General English, and other subjects.*

**Age:** Adult (16+)

**Level:** Upper Intermediate.

**Time Required :** 4-6 hours of in-class activity over a period of one or two weeks.

**Topic:** FREEDOM OF THE PRESS AS THE CORNERSTONE OF LIBERTY

**Step One. Pre-film activities.** Internet research. Building Vocabulary.

**Step Two.** Screening *All the President's Men*. General comprehension check:

**Step Three. Post-film activities.** Plot review. Film discussion. Topic discussion.

**Step Four. Following-up activities.** Writing assignments.

**Appendix. Additional Teacher's Material:**

## STEP ONE

### PRE-FILM ACTIVITIES

#### *Task 1.*

*ALL THE PRESIDENT'S MEN* (1976) is one of the most intriguing detective story in American history resulting in the resignation of President Nixon. It tells the story of how the two reporters from *The Washington Post* found out about the *Watergate* scandal. It changed the country and the way journalists do investigative reporting.

**What do you know about one of the biggest scandal in the US political life? Use the Internet to explore it. Visit the website of *Wikipedia* (<http://en.wikipedia.org/wiki/Watergate>), read the article *Watergate* and find the answers to each of the following questions.**

- What was the incident the scandal started with? Where and when did it happen?
- What facts suggested that there was a link between the burglars and someone close to the President?
- Who are Bob Woodward and Carl Bernstein? What was their role in investigating the Watergate scandal?
- Who was Deep Throat? What part did he play in the uncovering of Watergate?
- How did Watergate change the political situation in the USA?

#### *Task 2.*

**Before watching the movie study the meaning of each of the words and expressions related to Watergate. Give a brief definition in English for each one. Illustrate the usage of the words and expressions in the sentences of your own.**

- lock picks
- bugging devices
- to bug
- a counsel
- a security consultant
- confidential
- on behalf of (someone)
- to sabotage
- press leaks
- to leak information
- to conduct a criminal conspiracy
- to subvert the Constitution
- to inflict something on somebody
- a slush fund
- a break-in/to break into
- a cover-up/to cover up
- a fountain of misinformation
- a treasurer
- I am not your source on that
- to subpoena
- a crook
- to disburse the money
- to indict sb/sth on
- to keep somebody on the right track
- a legitimate explanation for something

**What do the following abbreviations mean?**

- the FBI
- the C.I.A.
- CREEP

**STEP TWO**

**SCREENING ALL THE PRESIDENT'S MEN.**

**Task 3.**

**As you watch the movie, answer the following questions:**

- Why does Bob Woodward get the idea that the Watergate case is more than an ordinary burglary?
- What seems strange in the White House librarian's behavior?
- Who is "Deep Throat" and what information he reports to Woodward?
- Why do most of CREEP members refuse to cooperate with the reporters?
- Which political party does the Washington Post majority stand for? Bob Woodward? Carl Bernstein?
- What are the means the journalists take to fulfill their aim? What risks do they take?

**Task 4.**

**Identify the speaker and scene of each of the following lines in *All the President's Men*:**

1. *When is somebody going to go on the record in this story?! You guys are about to write a story that says the former Attorney General, the highest-ranking law enforcement officer in this country, is a crook! Just be sure you're right.*
2. *This is an honest house.*
3. *It's a free country. In theory.*
4. *All White House transactions are confidential.*
5. *No, I have to do this my way. You tell me what you know, and I'll confirm. I'll keep you in the right direction if I can, but that's all. Just... follow the money.*
6. *I'll confirm what you get, try to keep you on the right track, but that's all.*
7. *Look, forget the myths the media's created about the White House- the truth is, these are not very bright guys, and things got out of hand.*
8. *We know there's got to be something or they wouldn't be so panicked.*
9. *You people--you think that you can come into someone's life, squeeze what you want, then get out.*
10. *Print that baby.*
11. *Nothing's riding on this except the first amendment of the Constitution, freedom of the press and maybe the future of this country.*

**STEP THREE**

**POST-FILM ACTIVITIES**

**Task 5.**

**Here is an extract giving a brief plot review of the film. Read and fill in the gaps with the names of the main characters: Ben Bradlee, Bob Woodward, Carl Bernstein, Deep Throat, President Richard Nixon, Howard Hunt. Some names can be used more than once.**

*Washington Post reporters \_\_\_\_\_ (1) and \_\_\_\_\_ (2) are assigned to cover a routine burglary at the National Democratic Committee headquarters at the Watergate offices. Two of the*

Krasnodar All the President's Men

burglars have the phone number of \_\_\_\_\_ (3), a White House aide and CIA consultant. \_\_\_\_\_ (4) and \_\_\_\_\_ (5) start digging. Interviews with other aides and cabinet members uncover contradictory stories.

Their investigation is helped by a high-level source called \_\_\_\_\_ (6), who would meet \_\_\_\_\_ (7) in a dark parking garage.

The reporters are constantly challenged by \_\_\_\_\_ (8), The Post's executive editor. When some of the other editors question the newspaper's coverage \_\_\_\_\_ (9), stands by his young reporters and prints the articles.

Their investigation uncovers involvement all the way up to \_\_\_\_\_ (10). And as the White House continues to deny any wrongdoing, The Post continues to print story after damaging story. The Watergate scandal eventually helps take down \_\_\_\_\_ (11), who resigns in August 1974. **Retrieved and adapted from**

<http://www.washingtonpost.com/wpsrv/style/longterm/movies/features/dcmovies/allthepresidentsmen.htm>

### **Task 6.**

**Answer the following questions:**

- The film *All the Presidents' Men* is a screening of a [1974](#) prize-winning non-fiction book by [Bob Woodward](#) and [Carl Bernstein](#), the two journalists investigating the [Watergate scandal](#) for the [Washington Post](#). What do you think was the reporters' motivation for uncovering the story of Watergate?
- The movie concentrates on the initial stage of the scandal. What can help you to predict the consequences of the scandal? Though President Nixon is never said to be directly involved in the event, what makes it possible to be sure about that?
- Do you know any other political (presidential) scandals in the history of USA and Russia? How did the media respond to these scandals? What was the public reaction to them? What was the outcome? Does the media influence political life in Russia? In the USA?
- What role do the "president's men" play in the whole story? What kind of people are they? What do you think their future was?
- How does the movie depict American society? The state system? The political life in the USA?
- What did (didn't) you like about this movie? Why?

### **Task 7.**

#### **Group Discussion.**

1. What is the media's role in the life of today's society? What are the principles the media exists and works on should be?
2. What do you know about the First Amendment to US Constitution? What does it guarantee?
3. In the United States, the government may not prevent the publication of a newspaper, even when there is reason to believe that it is about to reveal information that will endanger national security. By the same token, the government cannot:



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Pass a law that requires newspapers to publish information against their will.

- Impose criminal penalties, or civil damages, on the publication of truthful information about a matter of public concern or even on the dissemination of false and damaging information about a public person except in rare instances.
- Impose taxes on the press that it does not levy on other businesses.
- Compel journalists to reveal, in most circumstances, the identities of their sources.
- Prohibit the press from attending judicial proceedings and thereafter informing the public about them. From <http://www.firstamendmentcenter.org/Press/overview.aspx>

Why do you think the press in the USA has been given such rights? Where do you think their violation can lead to?

4. Can you say that freedom of the press is the guiding principle of its existence in modern Russia? Why so?

#### STEP FOUR

#### **FOLLOWING-UP ACTIVITIES**

**Write a composition on one of the topics suggested (250-300 words):**

1. Media's involvement in the national events in the USA and Russia. Its positive and negative sides. 2. Can liberty exist without a free press? Comment on Thomas Jefferson's words. "Our liberty depends on freedom of the press, and that cannot be limited without being lost."(From <http://usinfo.state.gov/dhr/Archive/2005/May/02-722299.html> )

3. What does the right of freedom of opinion and expression mean to you?

#### APPENDIX

#### ADDITIONAL TEACHER'S MATERIALS

##### ***Task 1.***

*The **Watergate scandal** ([1972-1974](#)) (or just "**Watergate**") was an [American](#) political [scandal](#) and [constitutional crisis](#) that led to the resignation of President [Richard Nixon](#).*

##### ***The Burglary***

*On [June 17, 1972](#), [Frank Wills](#), a security guard working at the office complex of the [Watergate Hotel](#) in [Washington, D.C.](#), noticed a piece of tape on the door between the basement stairwell and the parking garage. It was holding the door unlocked, so Wills removed it, assuming the cleaning crew had put it there. Later, he returned and discovered that the tape had been replaced. Wills then contacted the D.C. police.*

*After the police came, five men — [Bernard Barker](#), [Virgilio González](#), [Eugenio Martínez](#), [James W. McCord, Jr.](#) and [Frank Sturgis](#) — were discovered and arrested for breaking into the headquarters of the [Democratic National Committee](#). The men had broken into the same office three weeks earlier as well, and had returned to fix [wiretaps](#) that were not working and, according to some, to photograph documents.*

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*The need to break into the office for a second time was just the highlight of a number of mistakes made by the burglars. Another, the telephone number of [E. Howard Hunt](#) in McCord's notebook, proved costly to them — and the [White House](#) — when found by the police. Hunt had previously worked for the White House, while McCord was officially employed as Chief of Security at the [Committee to Re-elect the President](#) (CRP), later commonly referred to as CREEP. Though the burglary occurred at a sensitive time, with a looming presidential campaign, most Americans initially believed that no President with Nixon's advantage in the polls would be so foolhardy or unethical as to risk association with such an affair.*

*At his [arraignment](#), burglar McCord identified himself as retired from the [Central Intelligence Agency](#). The Washington, D.C., district attorney's office began an investigation of the links between McCord and the CIA, and eventually determined that McCord had received payments from CRP.*

*[Washington Post](#) reporter [Bob Woodward](#) was at the arraignment, and he along with his colleague [Carl Bernstein](#), began an investigation into the burglary. Most of what they published was known to the [Federal Bureau of Investigation \(FBI\)](#) and other governmental investigators — these were often the sources — but they helped keep Watergate in the spotlight and embarrass the White House. Woodward's relations with a principal inside source codenamed "[Deep Throat](#)", whose true identity was kept from the public, added an extra layer of mystery to the affair.*

**Retrieved from** <http://en.wikipedia.org/wiki/Watergate>

**Task 4. (250-300 words) Keys.**

1. Ben Bradlee to Woodward and Bernstein.
2. Debbie Sloan to Woodward and Bernstein.
3. Debbie Sloan to Woodward and Bernstein.
4. A Librarian to Woodward and Bernstein.
5. Deep Throat to Woodward.
6. Deep Throat to Woodward.
7. Deep Throat to Woodward.
8. Bernstein to Woodward.
9. A Woman refusing to talk to Woodward and Bernstein about CREEP).
10. Bradlee to Woodward and Bernstein about the story that will implicate John Mitchell, the former Attorney General.
11. Bradlee to Woodward and Bernstein after they discovered the mass involvement in the cover-up.

**Group Discussion. *The First Amendment to the U.S. Constitution.***

**“Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.”**

[http://www.firstamendmentcenter.org/about.aspx?item=about\\_firstamd](http://www.firstamendmentcenter.org/about.aspx?item=about_firstamd)

## ALL THE PRESIDENT'S MEN

**Authors:** Tatiana Babak, Irina Bitner, Maria Tkachenko,  
Tatiana Sofronova  
Krasnoyarsk State Pedagogical University

**Level:** Upper-intermediate to advanced

**Topics:** Freedom of the press; journalist ethics; violation of constitutional laws

**Activities:** Screening of All The President's Men  
Internet research  
Pre- and post-film discussion  
Report writing / Culminating activity

**Timeline:** Eight to ten hours of in-class activity

### *Pre-film discussion*

- Whole-group discussion

The Constitution is the supreme law of the country. The stability of this law guarantees the stability in all spheres of life in the society.

- Can you demonstrate the strength of the Constitution?
- What constitutional principles prevent President from controlling any important investigation?
- Is it possible for President to use the power of his office to hide his tampering with the electoral process?
- What President's actions can weaken the democratic process in the country?

To report information without government interference is an integral part of a democratic society. Thus, the First Amendment to the Constitution of the United States guarantees that Congress "shall make no law... abridging the freedom of speech or of the press".

- Does freedom of the press mean immunity from censorship?
- How far did freedom of the press extend in Russia last century and how does it extend under the law nowadays?
- Can freedom of the press shield journalists from inquiry?
- Does the *press* mean all the mass media now?

- Home task

Research the following questions.

- What is the "Watergate Affair"? (Begin with the attempted burglary of the offices of the Democratic National Committee in the Watergate Apartments complex in Washington, D.C. in June 1972).
- What events led to President Nixon's resignation?
- Was Nixon sincere saying: "*Some people will say that Watergate demonstrates the bankruptcy of the American system. I believe precisely the opposite is true. Watergate represented a series of illegal acts. It was the system that brought these facts to life and that will bring those guilty to justice*"? (from: O'Callaghan B. An Illustrated History of the USA. Longman, 1990, P. 110)

Additional questions:

- Compare and contrast the Constitution of the United States and the Constitution of the Russian Federation.
- Do you think it is possible to amend Articles in the Constitution? Give your grounds

Study the following vocabulary:

A hotshot fancy lawyer	the rough rule of thumb	to start an audit on smb's finances
the attorney of record	a yokel	to brief smb on, to verify
to be assigned to represent smb	to bug / bugging	a cash slush fund
walkie-talkie	switchblade mentalities	an all-purpose political fund
to be onto a new wrinkle	to be subpoenaed	to disburse the money
to thumbsuck	to do a follow-up	a break-in
to condone smb	repercussion	to have an ax
to subvert the constitution	to print a retraction	not to let one bad apple to spoil the barrel
to be rigged	to be based on hearsay	
a cover-up	deplorable tactics	
electronic surveillance		

Do you know the abbreviations used in the film? If not look them up in the dictionary:

*CIA, CREEP, D.A., USC, FBI*

- Screening of *All The President's Men*

*While you watch the film note down the episodes in which the following was said.*

- 1) *Rosenfield*: "I would liken your query to being in Russia half a century ago and asking someone, 'I understand who Lenin is and Trotsky I got too, but who's this yokel Stalin?'"
- 2) *Rosenfield*: "The most powerful man in America is President Nixon, probably you've heard his name."
- 3) *Woman*: "You people – you think you can come into someone's, squeeze what you want, then get out."
- 4) *Bradlee*: "... Someone once said the price of democracy is a bloodletting every ten years."
- 5) *Bradlee*: "... What was that Gallup Poll result? Half the country's never even heard the word Watergate."
- 6) *Nixon (on tube)*: "... What really hurts in matters of this sort is not the fact that they occur, because overzealous people in campaigns do things that are wrong. What really hurts is if you try to cover it up."
- 7) *Bookkeeper*: "All those articles you people write – where do you find the stuff?"
- 8) *Mrs. Sloan*: "It's a free country – in theory."
- 9) *Western Senator*: "Although I'm a Republican, I would like to state in a pure bipartisan spirit that I am happy that this latest onslaught against the intelligence of the American people will be wrapping fish tomorrow. I offer my condolences to the fish..."

- Post-screening discussion in small groups

Each group should prepare to report to the whole group on its conclusions.

An illegal break-in at the Watergate office complex was a manifestation of corruption, conspiracy and criminality.

*"That ludicrous larceny was only a tiny strand in the web of domestic spying, criminal acts, illegal campaign funds, enemies lists and obstruction of justice that emerged from the darkness of "Watergate". But it ended up with Richard Nixon resigning from the presidency in disgrace and only a few steps ahead of the long arm of the law."* (from Davis K.C. *Don't Know Much About History*. N.Y.: Avon Books, 1990, P. 396)

Less than half of Americans have heard of the break-in before the Election Day in 1972.

- What did the two *Washington Post* reporters Carl Bernstein and Bob Woodward do to uncover information about Watergate?
- What was the role of the court in it?
- How was Nixon involved in the Watergate cover-up though in a televised speech he denied any knowledge of it?
- What impeachment charges were brought against Nixon?

- More discussion

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Read the following quotations. Comment on the aspects of the job of a journalist and newspaper business implied in them. Support or refute the opinion expressed in the quotations, provide your arguments.

- *Journalism is unreadable, and literature is not read.* (O. Wilde)
- *Journalism largely consists in saying 'Lord Jones Dead' to people who never knew that Lord Jones was alive.* (G.K. Chesterton)
- *When a dog bites a man, that is not news, because it happens so often. But if a man bites a dog, that is news.* (John B. Bogart)
- *Accuracy to a newspaper is what virtue is to a lady; but a newspaper can always print a retraction.* (Adlai Stevenson)
- *The first law of journalism – to confirm existing prejudice rather than contradict it.* (A. Cockburn)
- *'I believe that nothing in the newspapers is ever true,' said Madame Phoebus. 'And that is why they are so popular,' added Euphrosyne, 'the taste of the age being decidedly for fiction.'* (Benjamin Disraeli)

(from: Sherrin N. *Dictionary of Humorous Quotations*. Oxford University Press, 1999, 543 p. ISBN 0192800450)

What role do you think mass media play in election campaigns? Be specific. Consider televised debates, 'mud-throwing', paid advertisements, newspaper articles and reviews.

Comment on the following: "Anyone who had 8th-grade in US history knows how this movie will end, and the actors, director, and the all-important screenwriter still work together to keep you on the edge of your seat." (<http://efil.mcritic.com/festivals.php>)

Home task

Read the film review on *All The President's Men* from <http://efil.mcritic.com/festivals.php>, write your own focusing on the plot, the acting, the directing:

*"I have yet to see a movie with a William Goldman screenplay that sucked. This man turns out a constant stream of classics: Marathon Man, Butch Cassidy and the Sundance Kid, and of course the Princess Bride, which I liked so much that I still haven't been able to craft a worthy review. The screenplay to All the President's Men is no exception--it's eloquent and funny and dark and easy to follow and thrilling and thought-provoking and all the stuff a screenplay should be.*

*Anyway, enough about the script. All the President's Men is the story of Bob Woodward and Carl Bernstein, the two reporters who broke the Watergate story. They are played in the film by Robert Redford and Dustin Hoffman, who both put in excellent performances. Hell, if you're going to get your life story put on film, get the best actors you can to play you.*

*Basically, these guys manage to trace the little break-in at the hotel housing the Democratic National Convention all the way back to the White House, putting the pieces together with the help of Deep Throat. It's interesting to note that no one*

Krasnoyarsk State Pedagogical University All the President's Men  
*knows who Deep Throat really is, aside from Woodward and Bernstein, and they're not talking until well after he's dead.*

Exciting movie, thrilling subject, definitely worth watching.”

*Culminating activity – Whole-group discussion*

*Richard Nixon's second administration was a threat to the principal of the separation of powers and the system of checks and balances.*

*Suggested Study Material*

*Davis K.C. Don't Know Much About History. N.Y.: Avon Books, 1990. ISBN: 0380712520.*

*Janda K., Berry J. M., Goldman J. The Challenge of Democracy. Government in America. Second Ed. – Boston: Houghton Mifflin Company, 1989. ISBN: 0395432928.*

*Internet Sources*

<http://www.imdb.com/title/tt0074119/plotsummary>

[http://www.rottentomatoes.com/m/all\\_the\\_presidents\\_men/](http://www.rottentomatoes.com/m/all_the_presidents_men/)

<http://www.answers.com/topic/all-the-president-s-men>

[http://www.answers.com/main/ntquery;jsessionid=5tnlh956olil8?method=4&dsid=2222&dekey=W atergate+scandal&gwp=8&curtab=2222\\_1&sbid=lc05a&linktext=Watergate%20scandal](http://www.answers.com/main/ntquery;jsessionid=5tnlh956olil8?method=4&dsid=2222&dekey=W atergate+scandal&gwp=8&curtab=2222_1&sbid=lc05a&linktext=Watergate%20scandal)

## **ALL THE PRESIDENT'S MEN**

**Author:** **Elena Antonova**  
**Moscow, Russian State University of Humanities, Center for American Studies**

Level: upper – intermediate, advanced.

### Objectives:

- Study of American values (based on the film *All the President's Men*)
- Introducing and developing knowledge of the American political system, democratic values, namely the freedom of press
- Introduction of basic notions and historic events related to the above mentioned issue (e.g. the Watergate affair)
- Development of Web search skills for obtaining required information
- Development of student's ability to reason, prove his/her point of view
- To increase students' political, social and cultural awareness
- Teaching essay writing

Duration of each lesson: 90 min

### Exposition:

Due to the content and the genre of the film, the students' attention will be drawn to the following issues: the Watergate affair which took place in the 1970s in the USA, freedom of the press as the backbone of American democracy, the political system of the USA and the procedure of presidential elections. To fulfill this assignment students are requested to pay attention to the list of sources recommended to be used. Each lesson is based on both the film itself and the sources related to the problem.

Before watching the film and doing the suggested assignments the students are supposed to learn the comprehension and topical vocabulary. It will lead to better understanding of the film and the issue discussed, stimulate follow-up discussions and on the whole upgrade students' English language skills.

Internet sources related to the film and the Watergate affair.

The full script of the film: [http://www.sfy.ru/sfy.html?script=all\\_the\\_Presidents\\_men](http://www.sfy.ru/sfy.html?script=all_the_Presidents_men)

Customer and professional reviews:



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- [www.amazon.com/exec/obidos/ASIN/0684813238/ref%3d.../103-4583321-127106](http://www.amazon.com/exec/obidos/ASIN/0684813238/ref%3d.../103-4583321-127106)
- [www.10.md/ItemId/6304696493](http://www.10.md/ItemId/6304696493)
- [www.homevideos.com/revclas/36b.htm](http://www.homevideos.com/revclas/36b.htm)

On the film:

- [www.washingtonpost.com/wp-srv/style/longterm/movies/features/dcmovies/allt](http://www.washingtonpost.com/wp-srv/style/longterm/movies/features/dcmovies/allt)
- [www.imdb.com](http://www.imdb.com)

On Richard Nixon

- Nixon's Watergate speeches
- [http://amstd.spb.ru/1970s/watergate\\_speeches/htm](http://amstd.spb.ru/1970s/watergate_speeches/htm)
- The Watergate tapes (tape scripts)
- <http://amstd.spb.ru/1970s/watergate.htm>
- Nixon on Watergate
- <http://designbyjosh.htnplanet.com/nixon.html>
- Articles of impeachment
- [www.historyplace.com/unitedstates/impeachments/nixon.htm](http://www.historyplace.com/unitedstates/impeachments/nixon.htm)

On political parties in the USA

- <http://4uth.gov.ua/usa/english/politics/elect00/parties.htm>

On "Deep Throat"

<http://www.washingtonpost.com/wp-dyn/content/article/2005/05/31/AR2005053100655.html>

Reference (taken from Longman English Dictionary of Language and Culture), 2004.

" The Watergate affair - a famous political scandal in the USA in the early 1970s that made President R. Nixon to leave his post before Congress could impeach him. It was discovered that Nixon had agreed to an attempt to obtain the information about the Democratic Party's plans for the next election, by secretly going into their offices in the Watergate building in Washington D. C. Nixon tried to prevent this information from being discovered. The Senate asked to hear recordings that Nixon had made of conversations seemed to have been deliberately removed. these recordings became known as the "Watergate tapes". Much information concerning the Watergate affair was discovered by two reporters of "The Washington Post", Carl Bernstein and Bob Woodward, who said that an important person in the Government had given them the information. They called this person "Deep Throat" to keep his real name secret. The Watergate affair shocked people in the USA and made them less willing to trust their political leaders. Because of these events, other political scandals are often given a name ending in - gate e.g. Irangate.

Lesson 1. General comprehension of the film. Discussing reviews.

1. Warming up questions:

1. Have you ever heard of the Watergate affair? What names are related to it?
2. What's the procedure of the presidential elections in the USA? Who can become a President? What's the President's term of office?
3. Under what circumstances the President can lose his post? What is impeachment?
4. There are two major political parties in the USA? What are they? Which party does the acting President of the USA represent?
5. What is the procedure of taking the oaths by the President?
6. What are the three branches of authority? It is believed that the press (mass media) is the fourth branch of authority. Do you agree with this statement? Why? If not, than why?
7. Can you quote any examples that the press really influenced the political events of the country? (In Russia, the USA, and other countries).

Key vocabulary to be used answering warming up questions. Pre-teach the words and word combinations by giving definitions:

- to elect sb, elections, electorate
- to impeach sb, impeachment
- Inauguration
- To influence sb, sth, the press / mass media
- To resign from an office, party in office

When expressing your opinion use:

- In my opinion...
- I think that ...
- It seems to me...
- As I see it...
- My point of view is...
- I share X's opinion
- I am sure that

2. *Due to the limited number of class hours students are requested to watch the film at home.*

Vocabulary for the film comprehension (to be distributed and translated / explained by the students before viewing the film)

- to break into smith
- Democratic Headquarters

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- To peg the situation
- a walkie-talkie
- bugging devices
- to appoint smb to a position / to be appointed
- to be assigned to represent smb (about lawyers)
- to question smb, sth
- to be involved in sth
- to imply sth
- to be involved in sth
- to get on people's nerves
- to retire from
- to catch smb bugging
- page stuff
- to do sth on behalf of smb
- the rule of thumb
- to bet smth
- one can't help sth, doing sth
- according to smb, sth (e.g. according to White house personnel)
- deplorable incident
- to volunteer to do sth
- to be innocent # to be guilty
- to be solid (about a story)
- to get blueprints of sth
- confidential transactions
- to meet smb at the social occasion
- to confirm sth
- switchblade mentalities
- to have access to sth
- to be subpoenaed
- to be in debt # to be solvent
- to be on deadline
- to be after sth
- to be curious about sth
- presidential campaign
- your guess is as good as mine
- to work for a living
- a campaign issue
- to investigate sth
- to be urgent
- I don't mind doing sth (e.g. waiting)
- A copy boy
- To do sth disloyal
- To be briefed on what to say
- To cover sth up
- To verify the information
- To quit a job

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- A time lapse
- To keep things straight
- Slush fund
- Be positive that / about sth
- To disburse the money
- To bounce up and down
- To be aware of sth
- Grand jury indictments
- To handle a problem
- To be up to sth
- To have an appointment with smb
- a legitimate expansion
- the prosecutor
- to lose perspective
- to fulfill a mission
- to suspend the rules
- to run a story
- to approve withdrawals from / bank
- to challenge smb / beliefs
- to make sense
- to criss – cross the country
- to screw up the opposition
- law practice
- to keep sb waiting
- to implicate
- to behave under the threat of discovery
- to subvert the Constitution
- to follow smb's lead
- campaign rallies
- to prove one's guts (coll)
- to double – check sources
- to be credible, credibility
- to give a speech
- to covert activities
- to lose one's temper
- to do sth. deliberately
- the deplorable tactics

Assignment:

Structure the vocabulary according to the following topics:

1. Which word combinations deal with all sorts of illegal activities?
2. Which word combinations concern a life of a politician?
3. Which items of vocabulary can be used talking about newspapers, journalists, gathering information for publication?

3. Comprehension questions (to be answered after watching the film):

1. What does their office look like? Why is it necessary to have an open plan office for the journalists to work together?
2. How did the two journalists come to know about the affair?
3. Who do they meet with?
4. Who is "Deep Throat". Why did he refuse to give his name?
5. Characterize the actors
6. What kind of people are Carl Bernstein and Bob Woodward?
7. Who is Rosenfeld?
8. What did the five defendants say stating their professions?
9. Who was the owner of the newspaper?

4. Who said that? (recall the episodes from the film). Use the full script of the film at: [www.sfy.ru/sfy/html?script=all the Presidents men](http://www.sfy.ru/sfy/html?script=all_the_Presidents_men)

- You call me on my day off because some idiots have broken into local democratic headquarters ...
- Will you please state your profession.
- The White House has had no involvement whatever in this particular incident.
- I will confirm what you get, try to keep you on the right track, but that's all.

**5. Read the reviews on the film at:**

- <http://www.10.md/ItemId?6304696493>
  - <http://homevideos.com/revclas/36b.htm>
1. What is the reviewers' attitude to the film? How do they characterize the film?
  2. What are the reviewers' favorite scenes? Why do they like them?
  3. What rewards did the film get?
  4. How did one of the reviewers characterize Pakula, the film director?
  5. What is the film based on?
  6. Do you share the reviewers' attitude to the film?
  7. Translate the review on [www.homevideos.com/revclas/36b.htm](http://www.homevideos.com/revclas/36b.htm) into your own language paying special attention to the active vocabulary.

Lesson 2. Comparing different sources on the Watergate affair. (scene in the court – room, conversation between Bernstein and Rosenfeld).

1. Nixon's Watergate speeches.

Read Nixon's Watergate speeches and hold a classroom discussion on the Watergate affair seen by the President. Use the Internet source: [http://amstd.spb.ru/1970s/watergate\\_speeches.htm](http://amstd.spb.ru/1970s/watergate_speeches.htm)

1. How did Nixon come to know about the affair? (according to him)

2. Who conducted investigation of the case? What were the stages of investigation? (according to the President). Recall relevant episodes from the film.
3. What were the resignations accepted by the President and what were the grounds for them?
4. How does the President characterize the new Attorney General Mr. Elliot Richardson?
5. What questions did he ask himself looking back at the history of the case?
6. What was the USA planning to do that year?
7. What were the goals he set for himself as a President? What is the most important one in your view? What was necessary (according to the President) to fulfill those goals?
8. What were the Watergate defendants charged with?
9. Did the president confess his involvement in the break – in?
10. Did the President agree to submit the tapes of his conversations at the office? What were the reasons for doing so?
11. Who, according to the President, has a right to keep their talks confidential?
12. What were the aims of both speeches? Is there any difference between them?

Essential vocabulary:

- to charge sb with smth, to be charged with sth
- to cover up illegal activity
- the break – in
- bugging
- to conduct investigation
- to conceal the facts
- constitutional separation of powers
- to resign from the Government service
- to testify voluntary under oath before the Senate committee
- the integrity of the office
- to take priority over sth
- to enforce laws, standards etc.
- a man of unimpeachable integrity
- to run one's own campaign for office
- to the maximum extend possible
- bear the liability
- zeal exceeded their judgment
- the bankruptcy of the political system
- to protect the innocent
- to convict the guilty
- to be at stake
- to cover up activities
- to be relevant to legislative duties

- a witness in a position to know
- to do sth repeatedly
- law enforcement authorities
- obstructing justices
- harassing individualists
- to respond to challenges
- elected representatives
- to share one's belief in the goals

### Assignment:

Single out the word combinations which can be used in juridical practice.

2. Read the script of the Watergate tapes at <http://amstd.spb.ru/1970s/watergate.htm>

1. Was the President aware of the Watergate affair?
2. When did he come to know that?
3. What sort of money cropped up in a conversation?

### 3.Vocabulary work:

Translate into English a text summarizing Nixon's Watergate speeches using the active vocabulary.

30 апреля и 15 августа 1973 года Президент США Ричард Никсон выступил с речами с разъяснениями по Уотергейтскому делу. Сотрудники администрации Белого дома и сам Президент были обвинены в незаконной деятельности во время выборов 1972 года - незаконном проникновении в здание штаб квартиры демократической партии и установке там прослушивающих устройств. Демократы также обвинили республиканцев в попытке скрыть истинные факты от правосудия и потребовали досрочного прекращения полномочий Президента.

В своих речах Президент Никсон отказался от всех обвинений в свой адрес, потребовал провести независимое расследование происшедшего, защитить невиновных и наказать виноватых. Он также подчеркнул, что на карту поставлена репутация правительства США и одного из самых уважаемых институтов страны - Белого дома. Он призвал сотрудников Белого дома добровольно дать показания под присягой специальному комитету, расследующему дело.

Президент также сообщил, что принял отставки ряда государственных чиновников и на их место назначил других - людей с безупречной репутацией, высокими моральными принципами, законопослушных граждан страны. По его мнению эти люди смогу

нести возложенную на них ответственность и призвать виновных к ответу.

Президент сказал, что с того самого момента как стало известно о преступлении, он снова и снова пытался докопаться до истины (to get to know the truth) самостоятельно. Ни одна политическая компания, по его мнению, не должна мешать правосудию и унижать других людей.

4. Compare both texts (Nixon's Watergate speeches & the script of the Watergate speech). What can you say to characterize Richard Nixon as a politician? When expressing your opinion keep in mind that your judgments are based only on two documents and cannot be absolutely true. Begin your speech, written or oral, with: "According to the documents we have studied ..."

5. Read an extract from: Alexander Vershbow. The Role of Civil Society in a Democracy. Moscow, 2004, p. 21 – 22. The speech delivered at RSUH at the opening of Russian - American Academic Center for American Studies . Hold a class room discussion.

"Service – oriented groups, philanthropic organizations, and advocacy groups cannot function without free access to reliable information. FOR THIS REASON THE FREE AND independent press represents the very backbone of civil society. We all understand that it is difficult for media THAT ARE ANSWERABLE TO POLITICAL AND BUSINESS interests to report honestly on the actions of their sponsors. As the Russian proverb observes: "Chey khleb yesh togo I pesenku poesh" ("He who pays the piper, calls the tune"). To retain their credibility, media must be independent from political influence and maintain standards of editorial independence and balance. Only in this way can they help to hold powerful sources in society - including political, business interests and others - accountable for their actions.

Recent American history provides a good example of how journalists can help to hold powerful figures accountable. In 1974, a once popular President, Richard Nixon, resigned from the Presidency as the result of an independent media investigation that exposed serious misconduct in his administration. This misconduct might have gone undiscovered - and abuses of authority gone unchecked - if not for the persistence of two young journalists. And the work of these journalists would never have come to light if they did not work for a newspaper independent of Government influence.

Democracy itself depends upon a free and independent press. Citizens cannot exercise their right to vote in a meaningful manner if they lack objective information about candidates' positions on the issues and their records. And service groups, charitable groups and advocacy groups cannot function when they lack information about current issues and social needs."



## Comprehension vocabulary

- service - oriented groups
- advocacy groups
- to have access to
- independent press / to be independent from
- backbone of civil society
- to be answerable to
- to retain one's credibility
- to maintain standards of
- to hold smb accountable
- to be accountable for
- to expose misconduct
- to depend on / upon
- to exercise one's rights to do sth
- objective information

## Comprehension

What's the Ambassador's attitude to the work of two young journalists who held an independent investigation with the aim to discover the misconduct of the President's administration? How does he reveal his attitude?

What is the role of the press according to A. Vershbow?

How and when did R. Nixon's Presidency end? What were the reasons for that?

### Discussion

1. Comment on the proverb: "He who pays the piper calls the tune".
2. Can the press be really independent from its' sponsors? (In your opinion)  
Explain what "independent press" is. How does it function?

## Vocabulary work.

Paraphrase the underlined word combinations using active vocabulary.

1. It is essential to hold politicians responsible for their actions.
2. He left his job because he thought it was impossible to continue fulfilling his duties.
3. Mass media has to keep high standards of independence and balance.
4. Two journalists of "The Washington Post" revealed the misbehavior of Presidential administration.
5. They could easily get this information.

6. Read the articles of Impeachment and the following comments.

[www.historyplace.com/unitedstates/impeachments/nixon.htm](http://www.historyplace.com/unitedstates/impeachments/nixon.htm)

### Discussion

1. What was Nixon charged with as a President?
2. The document consists of three articles. What are their titles? What is "Obstruction of Justice, "Abuse of Power", "Contempt of Congress?"
3. What laws did he violate?
4. How did Nixon finish his Presidency?
5. Why did he resign? Could he have been impeached if he hadn't resigned?
6. Why does Senator Sam Ervin call the Watergate affair "the greatest tragedy the country has ever suffered"? What deeply cherished beliefs of American people did it challenge?
7. Why did he compare the Watergate and the Civil War?

### Lesson 3 Nixon seen by his biographer and by his close aids (recalling episodes from the film). Episodes with conversations between Mrs. Graham and Woodward.

1. Read the extract from the book by Nixon's biographer Stephen Ambrose Nixon. Volume 1: The education of a politician 1913 - 1962. - A touchstone book published by Simon & Schuster, New York, London, Toronto, Sydney, Tokyo. - p. 624 - 625.

"...by 1969 Nixon had much to be bitter about. He had lost the Presidency in 1960 in an election marked by fraud, and could hardly be blamed for feeling that the Presidency had been stolen from him. He had been crucified by the press for a disastrous campaign climax to the race for governor in California (before that campaign, his relations with the press were as good as those of most politicians, and better than many).

Another point. In 1969, his White House Predecessor was Lyndon Johnson, of whom it can be fairly said that he did not set a good example. Johnson had greatly increased the powers and preeminence of the Presidency. He spied on people, kept secret tape recordings of their conversations, used the FBI for partisan purposes, treated men around him with contempt, bullied the legislative branch, exploited his access to television to the maximum, manipulated the fellow politicians, and otherwise used every bit of power available to him to achieve his ends.

When Nixon got to the White House, he followed Johnson's lead. But had he become President in 1961, he would have succeeded a man whose honesty and integrity were bywords. In eight years under Eisenhower's direction the government was so free of scandal that the best the Democrats ever came up with was that Sherman Adams had accepted a coat from Bernard Goldfine, and President Eisenhower was so

far from abusing the power of his office that the chief Democratic complaint was that he did not do enough. Had he won in 1961, Nixon would have had Eisenhower looking over his shoulder, offering a bit of advice here, a comment or two there. And Nixon would have been surrounded by Eisenhower men, officeholders appointed by Eisenhower and congressmen and party officials loyal to him.

A Nixon Presidency following Eisenhower would have been different than the Nixon Presidency that followed Johnson, and almost certainly much better. For one reason, the men around Nixon in 1961 were not the men around him in Watergate. Nixon had no lifelong political friendships. The people close to him in 1961 were such Establishment types as Dewey, Brownell, Bill Rogers, and Fred Seaton on the administrative side, and Halleck, Dirksen, and Lodge on political side. Haldeman and Ehrlichman had minor jobs in Nixon's campaign, and few of the other major characters in Watergate were even known to him in 1961 - not Chuck Colson, not John Mitchell, not Howard Hunt, not John Dean, not Spiro Agnew.

Nixon himself mused on this point in 1972, when he reflected in his diary on what might have happened to him if he had won in 1960. He would have been tougher in Cuba and Vietnam, he wrote, but he expressed the fear that "we would have continued the establishment types in office too long and would not have done the job we should have done as far as the country was concerned".

It was his impatience with Eisenhower conservatism, with the self-imposed restraints Eisenhower put on the Presidency and his administration, with the compromises with the enemy, whether in the halls of Congress or on diving Korea and Vietnam with the communists, that led him to actively seek out such men as Haldeman, Ehrlichman, Mitchell, Colson, and Agnew. If he had succeeded in finding them during the first term, and elevating their influence at the expense of the Eisenhower types, he might well have had Watergate in 1965.

ENOUGH SPECULATION. What is solid is that as Vice-President, Nixon had his low spots, most of all on the campaign trail, but he also had his greater moments. In the process he became the most visible Vice-President of the twentieth century, and the most successful."

Comprehension vocabulary:

- to mark sth by fraud
- to be crucified by the press
- to set a good example
- to spy on people
- to keep secret tape recordings
- to follow smb's lead
- to abuse the power
- to look over one's shoulder

Comprehension questions:

1. What's the author's attitude to Nixon's Presidency?
2. What is his opinion on Nixon's predecessor Lyndon Johnson? What did Johnson do as a President?
3. What is the author's opinion on President Eisenhower?
4. Is the author's opinion objective or biased? (as you see it)

Film work

Who said that? Recall the episodes from the film:

- You know, the paper was my father's and my husband's when they were alive.
- ...someone named Donald Segretti contacted a bunch of lawyers and asked them if they'd like to go to work with him screwing up the Democrats
- They never told me anything except my own role – I had to find out the rest in the papers.

Creative assignments (can be given as home work and discussed in class)

Part 1 (written assignments)

1. Write a review on the film using active vocabulary. (concentrate on the plot of the film, your favorite scenes, your favorite character, director's work, your attitude to the film)
2. Richard Nixon as a politician. (base your judgments on the documents you have studied. Is he objectively portrayed in the film)
3. Mass media as the fourth branch of authority.
4. Could the Watergate affair have happened in another country / this country? Why? If not, then why?
5. Suppose you are Nixon's attorney. Write a speech defending the President. (regardless of your real attitude to the event)
6. Suppose you are the prosecutor. Write your speech accusing the President.  
(regardless of your real attitude to it)

Part 2 (oral)

Role - play the hearing of the case in the courtroom. Choose an attorney, a prosecutor, defendants and witnesses. Come up with your verdict. Use active vocabulary of the course.

Part 3

Translation assignment

Translate into English an extract from Alexander Vershbow. The Role of Civil Society in a Democracy. Use the active vocabulary from lesson 2, part 5 (see above).

Вершбоу А. Роль гражданского общества в демократическом государстве. – М., 2004. – С.11 – 12.

Для нормальной деятельности обществам по оказанию добровольной помощи, филантропическим организациям, а также группам пропаганды и общественной поддержки необходим беспрепятственный доступ к надежным источникам информации. Поэтому свобода и независимая пресса составляет костяк гражданского общества. Мы все понимаем, что средствам массовой информации, которые отражают чьи-либо политические или коммерческие интересы, трудно честно сообщать о действиях своих спонсоров. Как гласит русская пословица: «Чей хлеб ешь, того и песенку поешь». Поэтому, чтобы сохранить доверие к себе, средства массовой информации должны быть свободны от политического влияния, должны поддерживать редакционную независимость и объективность. Только так они смогут заставить представителей влиятельных сил общества, в том числе политиков, деловых людей и других лиц, нести ответственность за свои действия.

Недавняя история Америки дает хорошие примеры того, как журналисты могут заставить сильных мира сего нести ответственность за свои действия. В 1974 г. некогда популярный президент Ричард Никсон ушел со своего поста в результате проведенного независимыми средствами массовой информации расследования, которое выявило серьезные нарушения, допущенные его администрацией. Эти нарушения могли бы и не обнаружиться – и злоупотребление властью могло бы и не быть пресечено – если бы не упорство двух молодых журналистов. А результаты их работы никогда бы и не были оглашены, если бы эти журналисты не работали в независимой от правительства газете.

Сама демократия зависит от свободы и независимости прессы. Граждане не могут по-настоящему пользоваться правом голоса, если у них нет объективной информации о позициях кандидатов и об их послужном списке. Различные общественные и благотворительные организации не могут работать, не располагая информацией о насущных проблемах и нуждах обществах.

1. Why didn't Deep Throat want to reveal his name?
2. What can you say to evaluate the Director's work?
3. Why is the film called "All the President's Men"?
4. What American Values did the Watergate scandal challenge?
5. The word "integrity" is used in the suggested texts several times. Explain what is "integrity"(personal integrity, integrity of the country).
6. Could something like that happen in your country?
7. Why? If not, then why?
8. Freedom of press is one of American values. Do you consider it important?

Moscow RGGU All the President's Men

9. In one of the interviews Pakula, the film director said that his reporters did not fit the stereotype of reporters. What is the stereotype? Do you agree with his statement?
10. Find information on the actors and the film director. Make short reports in class.

## ALL THE PRESIDENT'S MEN

**Author:** Vladislav Shelkovskiy  
Omsk State Pedagogical University

**Target audience:**

The following lesson plan is designed for a university-level American Studies course, although class materials can be integrated in a wide range of academic courses such as Political Science, Sociology, English for Political Communication, and other subjects.

**Topic:**

Role of free press in a democratic society.

**Themes:**

Relations between politics and political journalists.

Professional ethic in American press.

Ethical issues in American politics.

**Activities:**

Each class has pre- and post-film discussion explaining the historical background and cultural context of events in the movie.

Screening of "All the President's Men".

Research including familiarization with necessary reading material available in the American Corner and on the Internet.

Argumentative position paper writing.

**Timeline:**

Six to eight hours of in-class activities.

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### Lesson 1

Freedom of speech and freedom to elect are unalienable rights of citizens in free democratic societies guaranteed by constitution and national legislature. Interaction between press and politics raises both ethical and legal issues. The first lesson is mainly concerned with problems of the interaction of American journalists writing about politics and politicians, particularly the Watergate scandal, which later led to the resignation of the president Nixon.

The following questions will be addressed to students:

- What facts revealed in court had led the WP journalists to link the incident in the Watergate hotel to politics and what did it mean for society?
- Why C. Bernstein and B. Woodward had started to investigate the link between burglars caught in the National Democratic Headquarter and the Committee on Reelection?
- What was essential in the tactics of editors when they warned Woodstein to be careful to publish facts about the involvement of the CREEP officers in incident?

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- Was the use of anonymous sources of information, especially Deep Throat, ethical in investigation?

Home task:

Write argumentative paper on one of mentioned questions.

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## **Lesson 2**

Free press in democratic society can play a significant role if it is able to provide honest and just information to citizens. The main task of the second lesson is to discuss ethical problems in journalism. Free press is a crucial instrument in informing citizens about policy and politics. Another dimension of this issue are methods of finding and verifying information.

The following questions will be addressed to students:

- What methods were employed in finding information which was used to overcome the denials of the W.H., and how did the editors of the Washington Post direct the work of Woodstein?
- What were the main steps taken by B. Woodward and C. Bernstein in order to find real information about secret funds in Nixon's reelection campaign?
- Was disloyal behavior by some CREEP members like Sloan and Graham a sample of strong commitment to democracy or not, and why did Woodstein had never publish their names?
- How did Woodstein interact with editors of the WP after the constant denials of the WH and CREEP?

Home task:

Write argumentative paper on one of mentioned questions.

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## **Lesson 3**

Democratic society can function sustainable only if all actors in the process abide by the same rules of the game. The main target of the third lesson is to discuss ethical issues in American politics and the involvement of the intelligence in the infiltration of political opponents. Actually, the principal concern is that only a society which has free mass media can withstand dishonest political practices.

The following questions will be addressed to students:

- Was the Watergate break-in the only episode of sabotage on Democrats implemented by Republicans?
- How widely were covert activities by the intelligence community were used in the political life of the US during Nixon's presidency, and did anything change since that time?
- Compare dishonest practices in American politics with similar actions in Russia. What can civic society do against them?

Home task:



Vocabulary and terms:

Burglar  
Bug, Bugging  
Crook  
CREEP  
Equivocating  
Grand jury  
GOP  
Indictments  
Infiltration  
Investigation  
Loyalty  
Manipulation  
Mishandling  
Press Leak  
Ratfucking  
Repercussions  
Sabotage  
Self-destruction  
Slush fund  
Walkie-Talkie

## ALL THE PRESIDENT'S MEN

**Authors:** Evgeniya Badmaeva, Anastasiya Polynskaya,  
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Omsk State University

*The following outline is intended for use in a university-level Speech Practice course. It can be easily adapted for courses on Film and Fiction Reading, American Studies, Political Science, Sociology, Journalism.*

**Topics:** Freedom of Press. Corruption in Politics.

**Themes:** Why is freedom of press essential to any democratic society?  
How can corruption in high-profile political circles be fought against?  
What is the impact of press on the society?

**Activities:** Screening of *All The President's Men*  
Internet research  
Pre- and post-film discussions  
Critical thinking/Evaluation of an article  
Writing project

**Timeline:** Six to eight hours of in-class activity

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### Lesson One Pre-film activities

#### 1. Warm-up

- Use the blackboard. Write down the name of the movie *All The President's Men*. Ask the student's what they think the film may be about, judging by its title.
- Write down *Watergate, the FBI, Washington Post, the CIA, Richard Nixon, the IRS, the CRP, 1972*.
- Ask the students if they know these names of people and organizations (help with acronyms, if they are new to them).
- Ask the students if they know what the connection between all the given names is.
- Give a brief plot summary of the movie. (*See Appendix One*)

#### 2. Small-group discussions. Whole-group discussion.

a. Introduce the main issues/problems/topics touched upon in the movie:

- **Politics and Politicians**
- **Presidency and Presidents**
- **Journalism and Journalists**
- **Newspapers**

b. Ask the students to form small groups of 3-4 (depending on the size of your class).

Distribute handouts (*See Appendix Two* for materials for handouts) with quotations arranged

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by topic (one topic for each small group; the topic Journalism and Journalists can be divided between two groups). Invite the students to:

- discuss and share their opinions on the quotations: e.g. agree/disagree& why;
  - to analyze the attitude conveyed by each of the quotations (cynical, realistic, humorous, etc) and whether they share the same attitude or not.
- c. Invite all the groups to present the most interesting points of view they have shared in small groups. Lead a whole-group discussion. Elicit as many responses as possible. Involve all the students.

### 3. Questions for further whole-group discussion

1. What role does the media (newspapers in particular) play in today's world? Are they influential and vocal?
2. What makes a good journalist? What qualities do you think are essential for this profession? Why do you think so?
3. Can the problem of corruption (especially corruption in political circles) be tackled in the modern society? How do you believe it can be done?

**Home task:** 1. Find information on President Nixon's re-election campaign and the Watergate scandal. Prepare a short (about 3-5 minutes long) presentation of the material you have found.

2. View the film All The President's Men. Take notes of useful vocabulary on the topics of politics, corruption in politics, journalism, journalists and newspapers.

## Lesson Two

### 1. Small-group presentations

- Ask the students to work in groups of 3-4 and present the results of their research into President Nixon's re-election campaign and the Watergate scandal (home task from lesson one).
- Invite each group to present the summary of the information they have shared to the whole group. Invite each student to contribute his or her information.

### 2. Group work on episodes scripts

- Divide the class into 3 groups (4-5 people depending on the size of your class). Distribute handouts (see *Appendix Three* for handouts material) and ask the students to work in their group and:
  - read the scripts of the episodes
  - identify the name with the character in the movie
  - think of the setting and context for each episode in the movie
  - make sure they understand the italicized words/phrases in the bold type(home task from lesson one)

### 3. Viewing of episodes and whole-group discussion

- Invite the students to view the suggested episodes (the video episodes will be a bit lengthier than the scripts in *Appendix Three*, to provide the explanation of their meaning in the movie's context/setting).

- After viewing each episode, ask the students to answer the question(s) for discussion (See *Appendix Four* for the list of questions). Elicit as many answers as possible. Encourage each student to participate in the discussion.

### **Home task:**

Work in groups of 3-4 to do research into the situation with the freedom of press in Russia. Use authentic newspaper/magazine material or the Internet as the source of information.

Find recent examples of stories where the truth about large-scale political/financial scandal/conflict was made public due to journalists' work (newspaper journalists, radio/TV reporters).

Prepare to make a presentation of the results of your research. (about 15 minutes long)

### **Lesson Three Post-film activities (follow-up activities)**

#### **Group presentations**

Ask each group of students to make the presentation. Invite the rest of the class to ask questions and/or add comments and share their opinions after each presentation.

### **Lesson Four Post-film activities (follow-up activities)**

#### **Critical Thinking**

Ask the students to compare two newspaper/magazine articles on the same issue from different publications. Ask the students to evaluate an article or a publication using the following criteria:

- Does the headline accurately describe the event?
- Is the account based on fact or opinion?
- Are opinions clearly labeled as such?
- Are important facts detailed?
- Are several sides of a controversial issue adequately presented?
- Are photographs impartial?

### **Lesson Five Post-film activities (follow-up activities)**

#### **“Role Play” and Writing Project**

Invite the students to “become writing journalists”. Ask students to try their hand at writing an article.

Give students facts from an article describing a recent case of political/financial scheming/fraud and have them write their own news article based on these facts.

Encourage the students to use some of the vocabulary they learnt from *The All President's Men* movie. Allow students to compare their versions with the original article before they hand their “articles”.

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("Proofread" their "articles" and comment on the choice of words, grammar structures, style, etc when you give the works back to the students)

### Appendix One

#### Plot Summary of All The Presidents Men

In the run-up to the 1972 elections, Washington Post reporter Bob Woodward covers what seems to be a minor break-in at the Democratic Party National headquarters. He is surprised to find top lawyers already on the defense case, and the discovery of names and addresses of Republican fund organizers on the accused further arouses his suspicions. The editor of the Post is prepared to run with the story and assigns Woodward and Carl Bernstein to it. They find the trail leading higher and higher in the Republican Party, and eventually into the White House itself.

Enactment of the work of Bob Woodward and Carl Bernstein who uncovered the dirty tricks campaign and the cover-up of the White House's involvement in the Watergate break in. The stories they wrote were very instrumental in the eventual resignation of President Richard Nixon.

### Appendix Two

#### Politics and Politicians

1. **It is as hard and severe a thing to be a true politician as to be truly moral.** [Francis Bacon](#) 1561-1626, British Philosopher, Essayist, Statesman
2. **What is a democrat? One who believes that the republicans have ruined the country. What is a republican? One who believes that the democrats would ruin the country.** [Ambrose Bierce](#) 1842-1914, American Author, Editor, Journalist, "The Devil's Dictionary"
3. **Politics is not an exact science.** [Otto Von Bismarck](#) 1815-1898, Prussian Statesman, Prime Minister
4. **The history of American politics is littered with bodies of people who took so pure a position that they had no clout at all.** Ben C. Bradlee
5. **A passion for politics stems usually from an insatiable need, either for power, or for friendship and adulation, or a combination of both.** [Fawn M. Brodie](#) 1915-1981, American Biographer

#### Presidency and Presidents

1. **Power is poison. Its effect on Presidents had always been tragic.** [Henry Brooks Adams](#) 1838-1918, American Historian
2. **Anybody who wants the presidency so much that he'll spend two years organizing and campaigning for it is not to be trusted with the office.** David Broder
3. **When I was a boy, I was told that anybody could become President. Now I'm beginning to believe it.** [Clarence Darrow](#) 1857-1938, American Lawyer

4. **All Presidents start out to run a crusade but after a couple of years they find they are running something less heroic and much more intractable: namely the presidency.** [Alistair Cooke](#) 1908-, British Broadcaster, Journalist
5. **But even the President of the United States sometimes must have to stand naked.** [Bob Dylan](#) 1941-, American Musician, Singer, Songwriter
6. **No man will ever bring out of the Presidency the reputation which carries him into it.** [Thomas Jefferson](#) 1743-1826, Third President of the USA
7. **When the President does it, that means that it is not illegal.** [Richard M. Nixon](#) 1913-1994, Thirty-seventh President of the USA
8. **In America, the President reigns for four years, and journalism governs for ever and ever.** [Oscar Wilde](#) 1856-1900, British Author, Wit

### **Journalism and Journalists**

1. **Journalist: a person without any ideas but with an ability to express them; a writer whose skill is improved by a deadline: the more time he has, the worse he writes.** [Karl Kraus](#) 1874-1936, Austrian Satirist
2. **Freedom of the press is limited to those who own one.** [J. Liebling](#) 1904-1963, American Journalist
3. **Every journalist who is not too stupid or too full of himself to notice what is going on knows that what he does is morally indefensible. He is a kind of confidence man, preying on people's vanity, ignorance, or loneliness, gaining their trust and betraying them without remorse.** [Janet Malcolm](#) 1934-, American Author
4. **The real news is bad news.** [Marshall McLuhan](#) 1911-1980, Canadian Communications Theorist
5. **Journalists belong in the gutter because that is where the ruling classes throw their guilty secrets.** Gerald Priestland
6. **I still believe that if your aim is to change the world, journalism is a more immediate short-term weapon.** [Tom Stoppard](#) 1937-, Czech Playwright
7. **Absolute truth is a very rare and dangerous commodity in the context of professional journalism.** [Hunter S. Thompson](#) 1939-, American Journalist
8. **The facts fairly and honestly presented; truth will take care of itself.** [William Allen White](#) 1868-1944, American Editor, Writer
9. **Write the news as if your very life depended on it. It does!** [Heywood Broun](#) 1888-1939, American Journalist, Novelist
10. **Journalism without a moral position is impossible. A journalist is someone who looks at the world and the way it works, someone who takes a close look at things every day and reports what she sees, someone who represents the world, the event, for others.** [Marguerite Duras](#) 1914-, French Author, Filmmaker

## Newspapers

1. **Headlines twice the size of the events.** [John Galsworthy](#) 1867-1933, British Novelist, Playwright
2. **Don't be afraid to make a mistake, your readers might like it.** [William Randolph Hearst](#) 1863-1951, American Newspaper Publisher
3. **In these times we fight for ideas and newspapers are our fortress.** [Heinrich Heine](#) 1797-1856, German Poet, Journalist
4. **The advertisements are the most truthful part of a newspaper.** [Thomas Jefferson](#) 1743-1826, Third President of the USA
5. **I keep reading between the lies.** [Goodman Ace](#) American Author, Radio Personality
6. **The man who reads nothing at all is better educated than the man who reads nothing, but newspapers.** [Thomas Jefferson](#) 1743-1826, Third President of the USA
7. **A good newspaper is a nation talking to itself.** [Arthur Miller](#) 1915-, American Dramatist
8. **It is the newspaper's duty to print the news and raise hell.** [Wilbur F. Storey](#) 1819-1884, American Editor, Chicago Times

## Appendix Three Episode Scripts

### Episode 1

[Sally Aiken](#): Ken Clawson told me he wrote the Canuck letter.

[Carl Bernstein](#): The letter that said Muskie was *slurring* the Canadians.

[Bob Woodward](#): Clawson.

[Carl Bernstein](#): *The deputy director of White House communications* wrote the Canuck letter. When'd he tell you this?

[Sally Aiken](#): When we were having drinks.

[Carl Bernstein](#): Where were you?

[Sally Aiken](#): My apartment.

[Carl Bernstein](#): When did you say he told you?

[Sally Aiken](#): Two weeks ago.

[Carl Bernstein](#): What else did he say? He didn't say anything? Come on, you're *hedging*.

[Bob Woodward](#): Do you think he said it to impress you, to try to get you to go to bed with him?

[Carl Bernstein](#): Jesus!

[Bob Woodward](#): No, I want to hear her say it. Do you think he said that to impress you, to try to get you to go to bed with him?

[Carl Bernstein](#): Why did it take you two weeks to tell us this, Sally?

[Sally Aiken](#): I guess I don't have the taste for the *jugular* you guys have.

### Episode 2

[Deep Throat](#): You let Haldeman *slip away*.

[Bob Woodward](#): Yes.

[Deep Throat](#): You've done worse than let Haldeman slip away: you've got people feeling sorry for him. I didn't think that was possible. In a *conspiracy* like this, you build from the outer edges and

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go step by step. If you shoot too high and miss, everybody feels more secure. You've put the *investigation* back months.

**Bob Woodward**: Yes, we know that. And if we're wrong, we're resigning. Were we wrong?

### Episode 3

**Ben Bradlee**: Bernstein, are you sure on this story?

**Carl Bernstein**: Absolutely.

**Ben Bradlee**: Woodward?

**Carl Bernstein**: I'm sure.

**Ben Bradlee**: I'm not. It still seems thin.

**Howard Simons**: Get another *source*.

### Episode 4

**Carl Bernstein**: Bob, listen, I think I've got something, I don't know what it is. But somewhere in this world there is a Kenneth H. Dahlberg, and we gotta get to him before the New York Times does, because I think they've got the same information.

### Episode 5

A) **Ben Bradlee**: Now hold it, hold it. We're about to *accuse* Haldeman, who only happens to be the second most important man in this country, of *conducting a criminal conspiracy* from inside the White House. It would be nice if we were right.

B) **Howard Simons**: Then can we use their names?

**Carl Bernstein**: No.

**Ben Bradlee**: Goddammit, when is somebody going *to go on the record* in this story? You guys are about to write a story that says the former *Attorney General, the highest-ranking law enforcement officer* in this country, is a crook! Just be sure you're right.

### Episode 6

**Bob Woodward**: It's just *profile information*, mostly. We know, for example, that he works for Mullen and Company, or did work for Mullen and Company, as a writer. He's also a novelist; we know that he works in the office of Charles Colson at the White House...

**Bennett**: ...and *the CIA*.

**Bob Woodward**: And the CIA.

**Bennett**: Well, if you're *conducting* that kind of *investigation*, certainly it comes as no surprise to you that Howard was with the CIA.

**Bob Woodward**: No, no surprise at all.

### Episode 7

**Bob Woodward**: The story is dry. All we've got are pieces. We can't seem to figure out what the puzzle is supposed to look like. John Mitchell *resigns* as the head of CREEP, and says that he wants to spend more time with his family. I mean, it sounds like bullshit, we don't exactly believe that...

**Deep Throat**: No, heh, but it's touching. Forget the myths the media's created about the White House. The truth is, these are not very bright guys, and things *got out of hand*.

**Bob Woodward**: Hunt's come in from the cold. Supposedly he's got a lawyer with \$25,000 in a brown paper bag.

**Deep Throat**: Follow the money.



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**Bob Woodward**: What do you mean? Where?

**Deep Throat**: Oh, I can't tell you that.

**Bob Woodward**: But you could tell me that.

**Deep Throat**: No, I have to do this my way. You tell me what you know, and I'll *confirm*. I'll keep you in the right direction if I can, but that's all. Just... follow the money.

## Episode 8

**Ben Bradlee**: You know the results of the latest *Poll*? Half the country never even heard of the word Watergate. Nobody gives a shit. You guys are probably pretty tired, right? Well, you should be. Go on home, get a nice hot bath. Rest up... 15 minutes. Then get your asses back in gear. We're *under a lot of pressure*, you know, and you put us there. Nothing's riding on this except the, uh, first *amendment to the Constitution, freedom of the press*, and maybe the future of the country. Not that any of that matters, but if you guys fuck up again, I'm going to get mad. Goodnight.

## Episode 9

**Howard Simons**: Did you call *the White House press office*?

**Bob Woodward**: I went over there; I talked to them. They said Hunt hadn't worked there for three months. Then a *PR* guy said this weird thing to me. He said, "I am convinced that neither Mr. Colson nor anyone else at the White House had any knowledge of, or participation in, this *deplorable incident* at the Democratic National Committee."

**Howard Simons**: Isn't that what you expect them to say?

**Bob Woodward**: Absolutely.

**Howard Simons**: So?

**Bob Woodward**: I never asked about Watergate. I simply asked what were Hunt's duties at the White House.

Episode Nine Question

## Episode 10

**Debbie Sloan**: This is an honest house.

**Bob Woodward**: That's why we'd like to see your husband.

**Carl Bernstein**: Facing certain *criminal charges* that might be brought against some people that are *innocent*, we just feel that it would be...

**Bob Woodward**: It's really *for his benefit*.

**Debbie Sloan**: No, it's not.

**Bob Woodward**: No, it's not.

**Hugh Sloan Jr.**: Debbie, tell them to come in.

## Episode 11

**Bob Woodward**: Well, who is Charles Colson?

**Harry Rosenfeld**: The most powerful man in the United States is President Nixon. You've heard of him? Charles Colson is special *counsel to the President*. There's a cartoon on his wall. The caption reads, "When you've got 'em by the balls, their hearts and minds will follow."

## Appendix Four

### Questions for discussion:

1. Episode One Question:  
Sally's phrase "I don't have the taste for the jugular you guys have".

What attitude is seen towards the two journalists here? Would you agree with this phrase? Do you think it can be said about many journalists?

**2. Episode Two Question:**

Deep Throat's sentence "In a conspiracy like this, you build from the outer edges and go step by step. If you shoot too high and miss, everybody feels more secure."

What did he mean by "*from the outer edges*" and "*step by step*"? What was he cautioning Bob against? Do you think it was good advice as to the strategy of an investigation of such sort?

Would you say being a journalist is a dangerous occupation nowadays? Explain why you think so.

**3. Episode Three Question:**

Why do you think Simons insisted on finding yet another person willing to testify as to the truth of the story? Was he afraid to publish such a scandalous story? Was he worried about his reputation/the newspaper's reputation/possible consequences for the two young journalists? Why do you think so?

**4. Episode Four Question:**

Do you think Carl is in a hurry to find out who Kenneth H. Dahlberg is because he wants to "outrun" another journalist from another newspaper, or because he was impatient to get to the core of the story they were looking into? Or, both? How important do you think ambitiousness is for a journalist? Is there place for ambitions when one is trying to find the truth?

**5. Episode Five Question**

Ben Bradley's words "*It would be nice if we were right*". "*Just be sure you're right*".

In situations where high-profile political figures are involved do you think it is especially important for newspapers to be 100 percent sure what they are publishing is true? Or, would you agree with [William Hearst](#), an American newspaper publisher, who said, "*Don't be afraid to make a mistake, your readers might like it*"?

**6. Episode Six Question**

What do we learn about the importance of communication skills and the ability to establish rapport with people for journalists? What other episodes in the film suggest the same? How did those skills and abilities help Bob and Carl discover the truth?

**7. Episode Seven Question**

Deep Throat's phrase "Follow the money" turned out to be the right direction for the journalists' investigation. Why do you think so often political scandals involve financial fraud schemes, money-laundering plans, or merely involve "big money"?

**8. Episode Eight Question**

What does freedom of the press mean? Why is it important? What opportunities does it give to journalists? What responsibilities does it impose on them? How is it important for the society?

**9. Episode Nine Question**

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Why do you think it is important for a journalist to gather information rather than share it with those interviewed? Do you think a journalist in a situation like this always has to act out of assumption that everyone is hiding the truth/lying/not saying all the truth? How can a journalist can be sure of reliability/trustworthiness of his sources?

**10.**Episode Ten Question

Why do you think people are often reluctant to talk to journalists and reporters? Why are so many people reluctant to believe that the media attention can be "*for their benefit*"?

**11.**Episode Eleven Question

How does the caption for the cartoon characterize Charles Colson? Do you think many politicians have this as their philosophy?

Would you subscribe to this point of view? Why/why not?

## ALL THE PRESIDENT'S MEN

**Author:** Kirill Danilov  
Saratov State Law Academy

**This lesson is designed for law students additionally specializing in the English language, advanced level. Approximately 3 two-hour lessons are needed. While designing the lesson materials from the following sites have been used:**

washingtonpost.com

<http://www.eslpartyland.com/teachers/nov/film.htm#All%20the%20President's%20Men>

<http://us.imdb.com/title/tt0074119/quotes>

### LESSON 1

**Before watching “All the President’s Men” a teacher asks students if they know anything about the Watergate scandal. If their knowledge is not enough, a teacher can hand out the following information printed and give the class several minutes for reading, and oral translation if needed:**

Watergate: The Scandal That Brought Down Richard Nixon "Watergate" is a general term used to describe a complex web of political scandals between 1972 and 1974. The word specifically refers to the Watergate Hotel in Washington D.C. Watergate has entered the political lexicon as a term synonymous with corruption and scandal, yet the Watergate Hotel is one of Washington's best hotels. The story of Watergate has an intriguing historical and political background, arising out of political events of the 1960s such as Vietnam, and the publication of the Pentagon Papers in 1970. But the chronology of the scandal really begins during 1972, when the burglars were arrested. By 1973, Nixon had been re-elected, but the storm clouds were building. By early 1974, the nation was consumed by Watergate.

Initial investigations of Watergate were heavily influenced by the media, particularly the work of two reporters from the Washington Post, Bob Woodward and Carl Bernstein, along with their mysterious informant, Deep Throat. Political investigations began in February 1973 when the Senate established a Committee to investigate the Watergate scandal. The public hearings of the Committee were sensational. The Committee also uncovered the existence of the secret White House tape recordings, sparking a major political and legal battle between the Congress and the President. In 1974, the House of Representatives authorized the Judiciary Committee to consider impeachment proceedings against Nixon.

Nixon's last days in office came in late July and early August, 1974. The House Judiciary Committee voted to accept three of four proposed Articles of Impeachment, with some Republicans voting with Democrats to recommend impeachment of the President. The final blow came with the decision by the Supreme

Court to order Nixon to release more White House tapes. One of these became known as the 'smoking gun' tape when it revealed that Nixon had participated in the Watergate cover-up as far back as June 23, 1972. Around the country, there were calls for Nixon to resign. At 9pm on the evening of August 8, 1974, Nixon delivered a nationally televised resignation speech. The next morning, he made his final remarks to the White House staff before sending his resignation letter to the Secretary of State, Dr. Henry Kissinger.

Gerald Ford became the 38th President of the United States when Nixon resigned on August 9, 1974. He was the first Vice-President and the first President to ascend to both positions without being elected. Regarded on all sides of politics as a decent man, Ford will be remembered for his controversial pardon of Richard Nixon.

**After the students make themselves familiar with the gist of the Watergate scandal, the following questions can be asked:**

1. How does the development of the Watergate scandal reflect the peculiarities of American legal system and legal tradition?
2. Did anything of this kind happen in your country? If it did, what were the legal consequences of the scandals?
3. How did ordinary people in your country respond to the scandals?
4. If law and people of your country react to political scandals not the way American law and people do, is it due to the differences in legal systems or in national mentalities?
5. Do you agree that public officials should be judged by their personal behavior (because of how it affects them publicly) or should they just be evaluated on their job performance and what they stand for politically?
6. In theory law of any country should judge people disregarding their social status. Do you think it is so in your country? In the US?
7. If something similar to the Clinton scandal had happened to the president of your country, how would the public and the media have reacted?
8. Does the media of your country often provoke serious political scandals and legal proceedings just like it happens in the US? Why?

## **LESSON 2**

**While watching the movie the students should try to identify the speakers and scene of each of the following flashes of conversation in All the President's Men (making notes is advisable):**

1.

Well, who is Charles Colson?

The most powerful man in the United States is President Nixon. You've heard of him? Charles Colson is special counsel to the President. There's a cartoon on his wall. The caption reads, "When you've got them by the balls, their hearts and minds will follow.

2.

Saratov State Law Academy, All the President's Men

Why don't you finish one story before trying to get on another?

I finished it.

The Virginia legislature story?

I finished it.

All right, give it to me.

I'm just polishing it.

3.

Please, listen, now, if you're going to refer to that alleged conversation with Sally Aiken, you can't print that it took place in her apartment. I have a wife and a family and a dog and a cat.

A wife and a family and a dog and a cat. Right, Ken, right, yeah. Uh, Ken, I don't want to print that you were in Sally's apartment...

Thank God.

I just want to know what you said, in Sally's apartment.

4.

You let Haldeman slip away.

Yes.

You've done worse than let Haldeman slip away: you've got people feeling sorry for him. I didn't think that was possible. In a conspiracy like this, you build from the outer edges and go step by step. If you shoot too high and miss, everybody feels more secure. You've put the investigation back months.

Yes, we know that. And if we're wrong, we're resigning. Were we wrong?

**Look at the list of legal terms used in the movie. Try to figure out people and situations they refer to (making notes is advisable):**

arrest, breaking into, attorney of record, burglars, counsel, clients, lawyer, condone, grand jury, to be guilty, Watergate trial, Watergate investigation, legitimate explanation for, prosecutors, Attorney General, Justice Department, legal counsel, Justice Department lawyers, testimony.

**After watching the movie the tasks are checked up**

### **LESSON 3**

**Discuss the following questions with your group:**

The movie chose to focus on the beginning stages of Watergate rather than the consequences of the scandal. The focus was not on President Nixon, and Deep Throat never names him directly, except to say "everyone is involved." Why do you think this is so? In your opinion, what was Deep Throat's motivation for giving such crucial information to Woodward and Bernstein? Do you think that without Woodward and Bernstein (and the Washington Post), the story of Watergate would have been uncovered? Why or why not? Do you think the movie was an accurate portrayal of journalism and an accurate retelling of what happened with Woodward and Bernstein? Or was this movie "Hollywood hype"? Do you think their lives were

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really "in danger," as deep Throat said, and if so, by whom? Who was the "they" everyone kept referring to and was afraid of? How can this movie be seen as showing both the best and the worst of American society? What did you like about this movie? Why? What did you dislike about this movie? Why?

**Additional home task: to write an essay: Politics, Law and Media: Their Interconnection in the Modern World.**

## ALL THE PRESIDENT'S MEN

**Author:**                   **Andrei Merchuk**  
                                  **Togliatti Academy of Management**

Part 1 – Lesson 1

### I. Brainstorming

Work in pairs and answer the questions

- What American movies have you recently seen
- What are your favorite movie genres?
- Have you ever watched political thrillers? If yes, what do you like / dislike about such kind of movies.
- What are your favorite actors? Why do you like them?

### II. Pre-Viewing Activities

#### 2.1. Vocabulary Extension

Consult the English-English Dictionary and find the definitions for the following words

to bug –                   deplorable -

break in –               bust -

headquarters –

#### 2.2. Find the correct answer to the question. ‘Watergate is ... ‘

1. the name of the battle
2. waterfall
3. the name of American President
4. the name of the office-building
5. trial
6. Democrat’s headquarters during the president election campaign of 1974

(students give their ideas, instructor doesn’t give the correct variant)

Now watch the first part of the movie and see whether you were right.

### III. While-viewing activities.

#### 3.1 Part 1.1 (00:00 – 12:39)

- Read historical note about Watergate process and do exercises.
- Say what you are going to see in the first part of the movie.

#### 3.2. Part 1.2 (12:39 – 27:30)

- Watch next part of the movie and write down as many proper names as you hear and see. Say how are all this people involved in the scandal.

#### 3.3. Answer the questions.

- How do people to whom Bob Woodward is speaking on the phone feel?
- What does the occasion with the Congress librarian reveal about the whole Watergate case?

#### 3.4. Part 1.3 (27:30 – 34:55)

- Comment on the statement that before facts are published in press they must be confirmed.

3.5. Watch next part of the movie; find proofs of this statement and comment on them.

- Who do you think is that man Woodward phones to from the telephone-booth and then get the message from?
- What role will he play in the whole case?



#### IV. Discussion

Work in pairs and discuss the following question

- How legal do you think President Election Campaigns in Russia are?

Change your partner and share with your ideas.

Part 2 – Lesson 2

#### I. Brainstorming

1. What kinds of press do you prefer to read?
2. Do you always believe what you read in the newspapers?
3. What's your attitude to yellow press?

#### II. Pre-Viewing Activities.

##### 2.1. Vocabulary Extension

Consult the English-English Dictionary and find the definitions for the following words

figure out –	turn over -	freak -
squeeze in –	be put through ordeal -	loyalty -
face deadline –	imply -	
make appointment –	terminate –	

#### III. While-viewing activities.

##### 3.1 Part 2.1 (34:55 – 45:05)

- Comment on the following statement: Journalist investigation has a lot in common with the detective investigation. Do you agree with this statement? Give your reasons. Watch the next part of the movie and see.
- Mass media is often called the fourth power. Check how this statement is interpreted in the movie?

##### 3.2. Part 2.2 (45:05 – 56:05)

Watch the extract about the chief editor heading editors meeting where a content of the further coming issue is being discussed and numerous current affairs are mentioned and named. From the list of events tick those which have been mentioned. Then work in pairs and share your information with classmates.

##### 3.3. Part 2.3 (55:05 – 01:07:30)

Answer the questions:

- Whom does Woodward mean by Deep Throat?
- Woodward and Bernstein asked their colleague to use her ex-boyfriend to help them in their investigation. Was it ethical? Why did she agree to help?
- Journalists are often considered unethical? Do you agree with the statement? Can you give any examples from real life?
- Why do people (members of the committee to re-elect the president Nixon), whom Woodward and Bernstein want to see about the case, shut the doors on them?

#### IV. After-Viewing Activity

Work in pairs, imagine yourself to be a journalist working for some yellow paper. Write a note about current social event.

Part 3 – Lesson 3

#### I. Brainstorming

Work in pairs and answer the following questions:

1. How often do you have to lie in your every day life?

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2. Is it always bad to lie?
3. Whom do you usually lie?

## II. Pre-Viewing Activities

### 2.1. Vocabulary Extension

Consult the English-English Dictionary and find the definitions for the following words

- |                    |                         |
|--------------------|-------------------------|
| pay out –          | read one's mind –       |
| chunk –            | nickel and dime stuff - |
| denial –           | be off the record -     |
| go on the record – |                         |
| sabotage –         |                         |

## III. While-viewing activities.

### 3.1 Part 3.1 (1:07:31 – 1:17:56)

- dramatize the dialogue
- fill in the gaps in the movie script

### 3.2. Part 3.2 (1:17:56 – 1:28:30)

- Watch the next part of the movie and answer the question: how far can a journalist go to find out the facts that he / she needs. Find the correct answer in the movie.

Answer the questions:

- What trick did Woodward and Bernstein use to make the lady, member of the re-election committee, reveal the facts they needed? How ethical was it?
- Have you ever used any tricks to find out what you needed to know? Were you successful? How did you manage to do this? Why? Can you give any real examples from your real life?

### 3.3. Part 3.3 (1:28:30 – 1:39:25)

Watch the next part of the movie and answer the questions:

- What time did Bernstein call John Mitchell?
- How did Mitchell react on the phone call?
- Did Mitchell confirm the facts?

## IV. After-Viewing Activity

Tell a story to your classmates (imaginary or true) and let them guess whether it really happened or not.

Part 4 – Lesson 4

## I. Brainstorming

Work in pairs and answer the questions

- How important do you think the Freedom of Speech is?
- Do you think we have Freedom of Speech in Russia? Give your reasons.
- Do you watch the news on TV? Do you think information they give is full?

## II. Pre-Viewing Activities

### 2.1. Vocabulary Extension

Consult the English-English Dictionary and find the definitions for the following words

- injustice –  
conspiracy –  
testimony –  
incorrect –  
slip away –

## III. While-viewing activities.

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### 3.1. Brainstorm in pairs.

- Deep Throat said 'I don't like the newspapers'. What reasons might he have to say so?
  - Why do some people dislike press? What is the attitude to press in Russia?

### 3.2. Part 4.1 (1:39:25 – 1:48:48)

Watch and get ready to find the correct answers

### 3.3. Part 4.2 (1:48:48 – 2:00:19)

Watch the next part of the movie and answer the following questions

- First Sloan agreed to confirm his involvement in the slush fund but then set back on his confirmation. Why do you think he did so?
  - Why do all Woodward's and Bernstein's confirmations slip away?
  - Why did the chief-editor decide to 'to stay by our story' though they had no confirmations?
  - What do you think, will Woodward and Bernstein finally publish their "bomb article"?
- Watch the last part of the movie and find the correct answer.

### 3.4. Part 4.3 (2:00:19 – 2:10:54)

- Watch the last part of the movie and find the correct answer.
  - What made the chief-editor finally publish the story?

Read the historical notes on the consequences of the Watergate Scandal, do exercises and say what the main idea of the scandal is.

- 3.5. Comment on the Deep Throat's words 'It (Watergate) leads everywhere'? Who do you think Deep Throat, who contributed so much to the revelation of Watergate Scandal, really was? What were his occupation, beliefs and attitudes. Dwell on Deep Throat's personality

## IV. After-Viewing Activity

- Do you agree with the statement 'Freedom of the Press is Maybe the Future of the Country'? Write an essay expressing your ideas.

## ALL THE PRESIDENT'S MEN

**Author:** Svetlana Galustyan  
Vladimir Secondary school #42

*The following outline is intended for use in a high school level American Studies course. It can be adapted for courses in American History, Sociology, Film, English composition and other subjects.*

**Topic:** Presidential elections in the USA  
**Themes:** Are elections in the USA really democratic?  
Can people trust their President?  
Who in fact elects the President?  
What political and state structures are involved in the election campaign?  
Is the mass media independent and unbiased in this campaign?  
**Activities:** Reading and sharing opinions  
Screening of *All the President's Men*  
Internet Research  
Pre- and post-film discussion  
Essay writing  
Listening Comprehension  
Composition writing  
**Timeline:** Four to six in-class activity over a period of two to three weeks

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### Lesson One

◆ **Whole-group discussion on the background of political scandals**

1. What do you know about the political system of the USA?
2. In what way can it be compared with the UK and the Russian Federation political systems?
3. Which system is considered to be more democratic? Why?
4. What are the advantages of the American system of checks and balances?
5. What do you know about the recent political scandals in the USA and your country?
6. Why do they occur?
7. How does the media cover these scandals?
8. Can the media influence politics? In what way?
9. What do you know about Watergate?

◆ **Read the text, make sure you know the meaning of all the words in it and answer the following questions.**

- *Which political party did Richard Nixon represent?*
- *How long had he been the American President when the Watergate scandal broke?*
- *What was the purpose of the break-in at the Democratic Party National headquarters in 1972?*
- *Why did the Watergate investigation bring fame to The Washington Post and its reporting team?*
- *Do you think any other newspapers would have dared run with the story? Comment on your answer.*
- *Do you think the triangular relationship between public officials, the media and the public remained the same or was it altered in any way?*

## Vladimir School #42 All the President's Men

Decades after Richard Nixon resigned the office of the president, Watergate remains one of the top presidential scandals of modern time. Early in the morning on June 17, 1972, police discovered five intruders inside the headquarters of the Democratic National Committee. The burglars were there, it turned out, to adjust bugging equipment they had installed during a May break-in and to photograph the Democrats' documents.

The Watergate investigation brought fame to The Washington Post and the reporting team of Bob Woodward and Carl Bernstein. The duo unraveled a web of political spying and sabotage that had all the elements of a Hollywood saga. In the end, after 40 government officials were indicted and a president resigned, many would conclude that the system of checks and balances worked.

### ◆ Study the following key vocabulary:

*A break-in*

*Intruders*

*To bug/bugging equipment*

*To adjust equipment*

*To bring fame to smb.*

*To unravel*

*A web of political spying and sabotage*

*To be indicted*

*To resign*

*To be altered*

- ◆ **Make up your own sentences with the new words and use them in some situations related to the topic.**

### Home task

#### A. Research the following questions on the Internet:

1. What political scandal is the word "Watergate" associated with among the Americans?
2. What was the role of The Washington Post in the Watergate investigation?
3. What kind of man was President Nixon? What did he do before becoming president?
4. How do two main political parties of the USA, Republicans and Democrats, differ?

#### B. Find the meaning of the following word combinations in the dictionary:

To be stuck

To be involved

Finance counsel

Security director

Bribery

Conspiracy

To put the blame on

To plead guilty

To wiretap

To eavesdrop

With the intent

To be charged with a crime

To resign from the post

The defense case

To hedge

To have the taste for the jugular

To slur

Scoop

A crook

## Lesson Two

### ◆ Working on the Vocabulary

Match the words with the explanation of their meaning.

- |                                    |  |
|------------------------------------|--|
| 1. <i>A break-in</i>               | a) <i>a dishonest person</i>   |
| 2. <i>Intruder</i>                 | b) <i>an entry into a building using force, to steal smth</i>  |
| 3. <i>To bug/bugging equipment</i> | c) <i>a sum of money that you offer to smb to persuade them to help you, by doing smth dishonest</i> |
| 4. <i>CIA</i>                      | d) <i>a person who enters a building illegally</i>   |

Vladimir School #42 All the President's Men

- |     |                             |  |
|-----|-----------------------------|--|
| 5.  | <i>To bring fame to smb</i> | e) <i>to officially tell smb that you are leaving your job</i>                       |
| 6.  | <i>To unravel</i>           | f) <i>a secret plan by a group of people to do smth harmful or illegal</i>           |
| 7.  | <i>FBI</i>                  | g) <i>to explain smth that is difficult to understand</i>                            |
| 8.  | <i>To resign</i>            | h) <i>to put a special device to listen secretly to other people's conversations</i> |
| 9.  | <i>To be altered</i>        | i) <i>to avoid giving a direct answer to a question</i>                              |
| 10. | <i>To be stuck</i>          | j) <i>to listen secretly to what other people are saying</i>                         |
| 11. | <i>To be involved</i>       | k) <i>to make smb famous</i>   |
| 12. | <i>Finance counsel</i>      | l) <i>to be pushed into smth</i>   |
| 13. | <i>Crook</i>                | m) <i>to make smth different</i>   |
| 14. | <i>Conspiracy</i>           | n) <i>to make smb take part in smth</i>  |
| 15. | <i>To put the blame on</i>  | o) <i>the Central Intelligence Agency</i>  |
| 16. | <i>Bribe</i>                | p) <i>President's assistant responsible for finances</i>                             |
| 17. | <i>Wiretapping</i>          | q) <i>to accuse smb of smth</i>  |
| 18. | <i>To eavesdrop</i>         | r) <i>the Federal Bureau of Investigation</i>  |
| 19. | <i>To hedge</i>             | s) <i>the act of secretly listening to other people's telephone conversations</i>    |

◆ **Screening of the first part of *All the President's Men***

(the scenes of break-in at the headquarters of the Democratic National Committee and the trial)

***While you watch the film try to answer the following questions:***

- When does the action of the film take place?
- What are the 5 men you can see in one of the first episodes and what are they doing?
- Can you say their names? Which of them was the White House aide and CIA agent/ finance counsel/security director for the committee for the re-election of the President/ White House aide, FBI agent and prosecutor?
- What were they accused of? What were they sentenced to?
- Were there many courtroom observers and reporters in the court? Why?
- Why was Washington Post Reporter Bob Woodward so interested in this story?
- Do you think he dared write about it in his newspaper?

**Home Task**

*Think of the questions the judge asked the accused and their answers and act this scene out. You may use the following word-combinations:*

To be convicted of conspiracy, burglary and bugging  
Pieces of evidence  
To find smb guilty of smth  
to plead guilty  
to finance the spying operation  
campaign fund  
to put the blame on  
to give arguments  
to be involved in  
to burglarize with the intent  
to wiretap and eavesdrop  
to steal the property of another

to testify before the grand jury  
to carry out different assignments  
to breed distrust and suspicion  
to lose confidence, faith and credibility  
to possess a device for bugging/wiretapping/eavesdropping  
fund organizers

### Lesson Three

◆ **Staging the trial according to the task and assigned roles.**  
(Students can use all the necessary attributes to make their role-play more exciting and true-to-life)

◆ **Screening of the episodes where Bob Woodward and Carl Bernstein uncover the dirty campaign and cover-up of the White House's involvement in the Watergate break-in.**

◆ **Work in groups and discuss the following questions:**

- What can you say about the main characters of the film, Bob Woodward and Carl Bernstein?
- How did they manage to discover the names of the people involved in the Watergate scandal?
- Comment on the behavior of these people. Why was it so different?
- Who helped the journalists get key information about people in Watergate? Why did he do it?
- What were the consequences of their investigation?
- Why did the public believe them?
- Do you think their life was in danger? Why or why not?
- Did this scandal affect politics and journalism? In what way? Was anything altered in the American society after Watergate scandal?

◆ **Whole-group discussion**

#### Home Task

*Write an essay on one of the topics:*

*“A real politician should be an honest man.”*

*“Can you buy your presidency?”*

*“People can use various means for achieving their goals.”*

*“What kind of relationship should exist between public officials, the media and the public?”*

### Lesson Four

◆ **Listening Comprehension**

*Listen to the following conversations and identify the speakers:*

1) A: Excuse me, what is your name? I'm ....., of the Washington Post.

B: ...

A: Mr. ... , are you here in connection with the Watergate burglary?

B: I'm not here.

2) A: Your names, please, and state your professions.

B: ... .., anti-communist.

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A: Anti-communist? That, sir, is not your average profession.

C: ... .., security consultant.

A: With?

C: Government, uh, recently, uh, retired.

A: Where in the government?

C: (quietly) Central Intelligence Agency

3) A: There's a strange entry in two of the burglars' address books.

B: Yeh?

A: One says "H. H. at W.H.", the other says "Howard Hunt, W. House".

4) A: Bernstein, are you sure on this story?

B: Absolutely.

A: Woodward?

B: I'm sure.

A: I'm not. It still seems thin.

C: Get another source.

*Students give possible variants and then watch these fragments and check their answers.*

◆ **Whole-group discussion.**

*Students share their ideas on the given topics of the essays.*

**Home Task**

*Choose one of the episodes of the film and comment on it. Explain your choice.*

**Lesson Five**

◆ **Culminating Activity – Whole-group discussion**

- 1) What were the consequences of the Watergate scandal?
- 2) How were its participants punished?
- 3) Who was Deep Throat? Why did he give the journalists key information?
- 4) What did he mean by saying "Everyone is involved"?
- 5) In your opinion, who in fact elects the President: people, money, different committees or someone else?
- 6) What political and state structures were involved in the scandal?
- 7) Can people trust their President after such scandals?
- 8) Was the mass media independent and unbiased in this campaign?
- 9) Are political scandals commonplace in your country's history? How does the media cover these scandals? How do the public and officials react?
- 10) Comment on one of the recent scandals in your country or any other country. What were the reasons for it? What was the outcome of this scandal?
- 11) What conclusions did you come to after watching the film *All the President's Men*?
- 12) What did you like/dislike about the movie? Why?
- 13) Describe one of your favorite characters or episodes of the movie.

◆ **Follow-up activity**

Students take part in the competition for the best composition on the following topic:  
***"Political Scandals. Are they typical for our time?"***



## **ALL THE PRESIDENT'S MEN**

**Authors:** Elena Yakushkina, Ekaterina Ostapenko, Veronica Fedina  
Voronezh State University

**Topic:** Role of Personality in History

**Themes:**

- What is the effect of journalists' investigations on society?
- What difficulties can a journalist face investigating a case connected with the authorities?
- What is the attitude of the authorities towards freedom of the press?
- How has view on journalism changed since 1970?

**Level:** upper-intermediate to advanced

**Activities:** Before-you-watch discussion

Internet research

Screening "All The President's Men"

After-you-watch discussion

Report writing

**Timeline:** 8 hours of in-class activity over a period of one to two weeks

### **All The President's Men: Before You Watch Discussion (in-class assignment)**

#### **Introduction**

This is one of the best political thrillers in the history of American cinematography. The film is based on the book "Pulitzer Prize" by Bob Woodward and Carl Bernstein – the two reporters from "The Washington Post", that tells about the investigation of the "Watergate" scandal. Due to the actors: Robert Redford and Dustin Hoffman, the film is very authentic and interesting for the audience. Initially, the two reporters start investigating a very ordinary case, but then the case turns out to be very serious and complicated. This investigation promulgated the facts of attempts to falsify the results of the election and to retire the President.

Whole group discussion on the historical background

"Watergate" is the most legendary case in the politics of America. It put an end to the political career of president Nixon.

The break-in took place on June 17, 1972, four and a half months before the re-election. By that time, few Republicans had any doubts about Nixon's victory. Of course, nobody could imagine that he would win in 49 of 50 states, but everybody expected him to become the president of the USA. There's a point of view that five men, who were the members of Nixon's committee of the re-election, broke in to

the democracy headquarters, with an intention not connected with the coming election. They needed names and telephone numbers of rich contributors.

- Do you think this point of view is true? Try to explain your answer (think of possible purposes for the break-in, etc.)
- Should people always believe the information they get from official sources? Why?/Why not?
- Can it be difficult (and dangerous) for a journalist to find out the truth?

### **Home assignment**

#### 1. Internet research

- Search for the reason why this case is called “Watergate”
- Search for more information about the consequences of the “Watergate” scandal
- Find out what are these organizations and committees and their main purposes:  
CIA  
FBI  
GOP

A committee to re-elect

#### 2. Study the following key vocabulary

A walkie-talkie  
Pen-sized tear gas guns  
Surveillance bugging  
Attorney  
Investigation  
Prosecutor  
Testimony  
Inquiry  
Convicted  
To plead guilty  
To sentence

### **All The President's Men: After You Watch Discussion (in-class assignment)**

Comment on

- The way the break-in was organized (Was it well thought over? Why did it fail?)
- Hiding information (Why didn't the authorities want society to know the truth?)
- Witnesses' unwillingness to talk about the case (Why did it take place? Could they be threatened? Did they really know nothing?)

- The reaction of the editors of “The Washington Post” on the investigation (Why did they postpone the publication of the report? Why was it necessary for them to get as many proofs as possible?)
  - The reaction of the witnesses on the publication of the report (Why did they claim they did not testify? Do you think their reaction could help the President to save his reputation?)
- What could have been if all the facts were left unknown?  
Did not the two reporters really affect the history of the USA?

### **Writing**

Write a report (180-200 words) on one of the topics given below. State your point of view and prove it.

1. Is it always necessary to look for the truth?
2. Should we pay more attention to the reports printed in newspapers or shown on television?
3. Can journalism be used as a tool to influence the authorities?

## ALL THE PRESIDENT'S MEN

**Authors:** L. Derun, A. Remezova, M. Yugova,  
S. Ageeva, E. Raisheva, A. Berdikova

**Coordinator of project:** M. Lomovtseva  
Yekaterinburg, the Urals Law Academy

**Topic:** The worst political scandal in the USA history

**Level:** pre-intermediate; low intermediate.

**Activities:**

before- you- watch screening assignment "All the President's Men"

after-you- watch discussion project making moot trial

### Before you watch activities

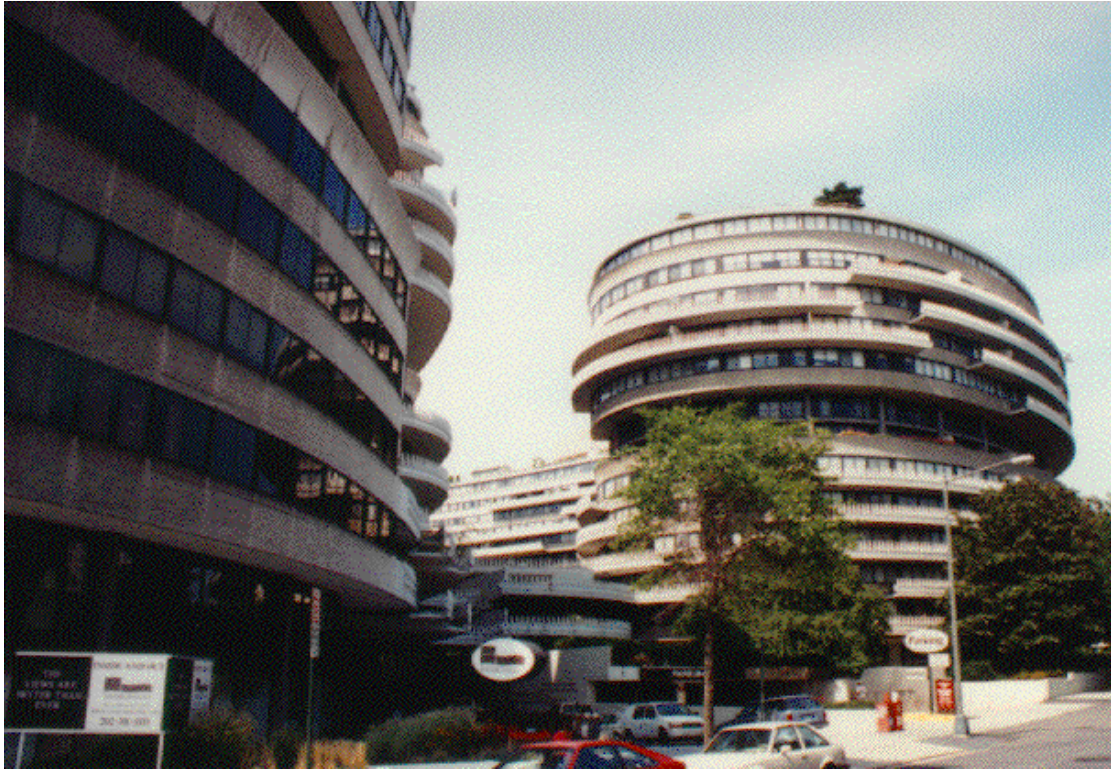
#### I. Before you watch activities.

Before watching the film "All the President's Men" it is necessary to remind you about the Watergate Affair, the worst political scandal in the USA history. Some facts from the biography of Richard M. Nixon will be of great use for understanding the essence of the film.



#### Text I. Richard Milhous Nixon.

Richard Nixon is one of the most fascinating political figures of the 20<sup>th</sup> century. His long political career began in 1947 when he was elected to the House of Representatives. In 1952 Nixon was chosen as Eisenhower's vice-president and served as such for eight years. In 1960 he lost the elections to John F. Kennedy. In 1968 he recovered from political defeat when he was again chosen as the Republican Party's candidate. Following a year of turmoil\*, including two political assassinations, Nixon became the nation's 37<sup>th</sup> President on January 20, 1969.



**“The Watergate Hotel”**

**Text II.** The Watergate scandal was an American political scandal which led to the resignation\* of President Richard Nixon. The affair was named after the Washington hotel where the burglary of secret documents occurred, that was central to the scandal. This affair also referred to the electronic bugging of the Democratic National Committee headquarters\* in 1972. More than 30 Nixon administration officials, campaign officials, and financial contributors pleaded guilty or were found to be breaking the law. Attempts by the Republicans to discredit Democratic leaders and disrupt\* their campaign threatened the political process. The misuse\* of large companies' donations\* suggested the need for further reform of legislation. The desire of Nixon and his aides\* to use FBI and CIA for unlawful or unethical means against their “enemies” was a reckless\* exploitation of the bureaucracy. Nixon's aides destroyed incriminating documents and testified falsely to official investigators. Besides they made “dirty tricks” included planting stink\* bombs and writing fake letters tried to disseminate derogatory information, faced State Department cables, opened mail and used other methods to win the election. Large sums of money were used for illegal purposes. Facing impeachment and removal from office, Nixon resigned, some of his aides were charged with perjury, conspiracy, burglary, illegal wiretapping and sentenced to different punishment; some were acquitted.

---

**Turmoil-** суматоха, беспорядок;  
**To resign-** уйти в отставку;

**Resignation-** отставка;

**Headquarters-** штаб;

**To disrupt-** сорвать, разрушить

**Donations-** денежные пожертвования

**Reckless-** безрассудный, опрометчивый;

**Stink-** скандал, шумиха.

---

**II. Do you know what CIA, FBI is?**

**Give full names.**

**III. Look through the text again and name all the violations and crimes mentioned in the text.**

**IV. What crime is it?**

**Match the information on the right with the crimes on the left.**

1. **Forgery** - an act of knowingly making a false statement while under oath in a judicial proceeding;
2. **Wiretapping** - making secret plans to do something against the law;
3. **Burglary** - printing or publishing something which is untrue, and damages another person's reputation in some way;
4. **Libel** - breaking into house or apartment to steal something;
5. **Perjury** - is the crime of copying things such as letters, official documents, etc., in order to deceive people;
6. **Conspiracy** - murdering a public figure such as a king or a president, etc.;
7. **Assassination** - a concealed device connected to a telephone or telegraph wire to intercept information.

**V. Answer the questions:**

1. Is it legal to install electronic bugs?
2. May evidence gathered illegally be used during the trial?
3. Is there a law prohibiting installing electronic bugs?
4. What punishment is provided for wiretapping?
5. Are wiretapping and electronic bugs violation of human rights?
6. What do you call a person fighting for human rights?

**VI. True or False:**

1. The law allows installing electronic bugs under the decision of the court.
2. You may find any information about private life of a person on the Internet and use it.

3. One can buy any database on the “ Black Market”.
4. Candid cameras may be used as legal measure.
5. Swindlers use information for black mailing.
6. Electronic bugs, eavesdropping, candid cameras are all illegal.
7. Electronic bugs may be installed only in the telephone.

**VII. What is the difference between “to plead guilty” and “to find guilty”?**

**Exercise 1.** Complete the sentence with the form of the word that fits.

1. Presidents Nixon and Clinton of the USA were ..... IMPEACH
2. The action of ..... a telephone line is done, so as to listen BUG  
the conversations of others is called wiretapping.
3. The newspaper published the Minister's letter of ..... RESIGN  
and the Prime Minister's reply.
4. These five ..... broke in through the window at the BURGLE  
back of the house.
5. The corporate executives admitted making illegal ..... CONTRIBUTE
6. He appeared in court on charges of ..... and corruption. BRIBE

**Exercise 2.** Fill in the gaps. Choose an appropriate word from the box.

fake   burglary   resignation   impeach   perjury   bribe   conspiracy
--

1. “Watergate affair” is the worst political scandal in US history. It took place in the early 1970s and caused the ..... of a president, Richard M. Nixon before the Congress could ..... him.
2. Two of five man were convicted of ....., ..... and illegal wiretapping.
3. He wrote a ..... letter in which the US senator accused two colleagues of sexual misconduct.
4. The FBI .....into the source of money was stopped.
5. The men turned out to testify falsely and, therefore, they were charged with .....
6. The minister accepted a ..... from a corporate executive.

**Exercise 3.** Complete each sentence by replacing the words underlined with one of the words from the box.

Contributions   burglary   resign   fake   surveillance   committed   perjury   conspiracy
--

1. “Watergate affair” referred to the break-in and electronic bugging.

2. The misuse of large donations suggested the need for further reforming of the legislation.
3. Witnesses lied at the trial and defendants were pressured to plead guilty.
4. The secret plan to destroy the re-election campaign was discovered.
5. The House committee compelled the president to give up his position.
6. False letters were written to disrupt the campaign.

### VIII. Read the text without a dictionary.

This information will help you to understand the policy of the parties.



The Democratic Party is the oldest party in the USA.. In 1829, Andrew Jackson became the first Democratic President. Since that time, the issues of the nation and the ideas of the party have changed. In general people consider the Democrats today more liberal than the Republicans. Democrats often want the government to establish social programs for people in need, such as the poor, the unemployed, and the elderly. They usually say they believe in equal rights for women and minorities and they oppose too much military spending.

The Republican Party, sometimes called the G.O.P./the Grand Old Party/ began in 1854 over the issue of **slavery**\*



*Republicans opposed slavery. The first Republican candidate to become President was Abraham Lincoln. After the Civil War, Republicans got interested in farm, land, and business issues. In general, Republicans vote more conservatively than Democrats. They want government to support big business but not to control the lives of citizens.*

- **slavery-рабство.**

### What party is each sentence spoken about?

1. It is the oldest political party in the USA.
2. It is sometimes called the G.O.P.
3. Its first President was Abraham Lincoln.
4. Its first President was Andrew Jackson.



5. It is generally more liberal than the other party.
6. Its members usually prefer to spend tax money for military purposes rather than for social programs.
7. Its members do not want government to control the lives of individuals.
8. The party symbol is a donkey.

**IX. What party did Nixon belong to?**

**X. It is interesting to know:**

Under the US Constitution a sitting President may be discharged before his term expires by an impeachment process.

The impeachment process begins with the House of Representatives and it must be approved by the Senate.

Only one American President has ever been impeached: Andrew Johnson who was judged and acquitted in 1868.

**XI. Read the quotation from the American Constitution and say to whom the ultimate power belongs in your country and in Great Britain.**

“The ultimate power under the Constitution is not given to the President, or to the Supreme Court. Nor does it rest, as in many other countries, with a political group or Party. It belongs to “We the People”, in fact and in spirit”.

**XII. Do the exercise according to the model (Use a complex sentence).**

**A model:** *The first Constitution in the US was adopted in 1787...  
...in Russia.*

But While And The same is True
--

*The first Constitution in the US was adopted in 1787 **while** in Russia it was adopted in 1918.*

1. *The Republican and Democratic Parties are the leading parties in the USA ...*
2. *The highest legislative body in the USA consists of two houses...*
3. *The house of Representatives can impeach the President...*
4. *A president in the USA is elected for 4 years...*
5. *Imprisonment is provided for burglary in the USA ...*
6. *The highest judicial body in the USA is the Supreme court*
7. *Conspiracy is punishable by the law in the USA...*

**XIII. Read the humorous story of a famous American Writer Mark Twain just for entertainment (in a shortened variant).**

“ A few month ago I was nominated for Governor of the great State of New York to run against Steward Woodford and John Hoffman. I somehow felt that I had one prominent advantage over these gentlemen, and that was, good character and honesty.

One day as I was looking over the papers I came across this paragraph:

**Perjury** – *Perhaps, Mr. Mark Twain as a candidate for Governor will explain how he came to be convicted of perjury by 34 witnesses in Wakawak in 1863. The intent of perjury was to rob a poor native widow and her helpless family.*

I was amazed! Such heartless charge.

I had never heard of Wakawak. Next came the “Gazette” with this:

**Wanted to know** - *Will the new candidate explain some facts of his cabin-mates in Montana losing small valuables from time to time, until at last, these things having been found on Mr. Twain's person.*

After this, the journalists spoke of me as “ Twain, the Montana Thief”. Could anything be more malicious than that? But one day this met my eye:

**It is established that Mr. Twain stated that noble, grandfather of John Hoffman was hanged for highway robbery. It is the brutal lie to defile the honored name with slander.**

I could lay my hand upon the Book and say that I never slandered Hoffman's grandfather. The journals began to call me “**Twain, the Body-Snatcher**”. The next newspaper article was the following:

**A sweet candidate** – *Mark Twain didn't come to the meeting of the Independents last night to make a speech there. He broke his leg - such was the excuse of his absence. But a certain man was seen in Mr. Twain's hotel in state of beastly intoxication. The voice of the people demands: “Who Was That Man”?*

It was incredible! Three long years had passed since I had tasted beer or wine. Shortly the Republican journal convicted me of bribery, and blackmailing, and corruption- now they called me “**Twain, the Filthy**” corruptionist”

And at last at one of the meetings with public nine little children of all shades of color rushed on to the platform, clasped me around the legs and called me PA!

I gave up. I surrendered. I understood. I was not equal to the requirements of a Governor. I wrote a letter and signed it,

“Truly yours,

Once a decent man, but now...”

Mark Twain.

**The story is a humorous one, nevertheless:**

1. What crimes was Mark Twain accused of?
2. What methods were to employed disrupt the electoral campaign?
3. Do you see a piece of truth in this story?
4. Do you like the story?
5. What about the electoral campaign in your country?

**XIV. Divide the group into two parts and discuss the presidential election campaign in your country and in the USA.**

**After you watch activities**

**1. Mark the following statements as true (T) or false (F). Correct the false statements.**

- The job of the journalists is not dangerous.
- Money for election campaign was legally used.
- Americans were not troubled by the scandal.
- Electronic surveillance doesn't present a threat to civil liberties.
- A political scandal can't lead to the resignation of the president.
- President Richard Nixon had to resign due to possible indictment and impeachment.

**2. Answer the questions:**

- Was justice done? Thanks to what?
- What should be done to prevent violations of law?
- Did journalists fulfill their duties or were they seeking popularity and publicity?
- What did the President's oath contain?
- Did he manage to follow it or fail?
- If you had been the judge, what other facts, evidence, and circumstances would you have wanted to know from grand jury?
- What would you have done if you had been in the reporters place?
- Due to what facts did the impeachment investigation begin?
- What is your opinion: was the President guilty of breaking the law?

**3. Get into groups of 3 or 4 to discuss the following items:**

**Should the government be allowed to...**

- *Stop reporters from publishing articles which are totally opposed to the government?*
- *Stop reporters from criticizing political leaders and ruining their reputation?*
- *Stop newspapers from releasing documents from the secret service relating to national security?*
- *Prevent the Media from using anonymous sources and force the reporters to name them?*

**4. Read the following dialogues and then dramatize your own.**

**R**-Excuse me, may I come in?

Jam a reporter, Washington Post.

**W**-What can I do for you?

**R**- Did you participate in the work of the Committee to Pre-Elect the President?

**W**- Yes, but what do you want to know?

**R**- Do you know anything about the attempts by Republican officials to discredit Democratic leaders?

**W**- I am afraid, I don't have any information of such kind.

**R**- What are the reasons of your refusal?

**W**- I see no valid reason for helping you, sorry .Bye!

**R**- Sorry, Washington Post -Carl Bernstein and Bob Woodward.

May we come in?

**W** - Certainly, but how could you explain your visit?

**R** - We investigate the details of the so-called Watergate scandal. Do you know about illegal contributions for the election campaign?

**W** - I regret, I cannot inform you about the details of the campaign.

**R** - We heard the sum was about 6 million dollars in cash.

What about the distribution of ...

Do you know who invested money?

**W** - I'm afraid, I can't answer your questions.

**R** - Do you think it will spoil the reputations of the companies?

**W** - Maybe. I have nothing to share with you.

### **Main characters:**

1. Carl Bernstein.
2. Bob Woodward.
3. Kenneth H. Dahlberg.
4. MacGruidier.
5. Brenda Jaspers.
6. The White House librarian.
7. The Book-keeper of the Committee To Re-Elect The President.
8. Mrs. Hymble.
9. Richard D. Kleindeinst.
10. Donald H. Segretti.

### **Summary of the film**

*Based on the Pulitzer Prize- winning book and hailed as the most devastating detective story of this century, "All The President's Men" was released only 3 years after the sensation of Watergate. It tells of two unknown reporters who took on the colossus of the White House, the FBI, the CIA and the IRS. To this day the identity of their mysterious informer "Deep Throat" remains unknown. Whoever it was had access to confidential records on the Committee to Re -Elect The President as well as at the White House.*

*The film is also a dramatic, tense and accurate account of a working newspaper and the professionals that followed the trail, felt doubt, denial and discouragement. They were scared, but they got the story, the rest is history.*

## Focus on Grammar The passive

Use when

- we don't know or care who the 'doer' of the action is/was
- when the 'doer' is obvious
- when the action itself is more important than who does-did it

**Form** (на примере глагола to do)

Tenses	Active voice	Passive voice
Present Simple	Smb do smth	Smth is done
Past Simple	Smb did smth	Smth was/were done
Present Continuous	Smb is doing smth	Smth is being done
Past Continuous	Smb was/were doing smth	Smth was/were being done
Present Perfect	Smb has/have done smth	Smth has/have been done
Past Perfect	Smb had done smth	Smth had been done
will	Smb will do smth	Smth will be done
can	Smb can do smth	Smth can be done
Be going to	Smb is/are going to do smth	Smth is/are going to be done

Example:

The important telephone call was cancelled by\* Bob Woodward.

### For Discussion

\*The main features of the process of legal investigation in the USA

\*the difference/ similarity between prejudicial inquiries in Russia & the USA

### Test

1. Telephone number of the WH:
  - a) 1236548
  - b) 7485946

- c) 1478541
- d) 4561414\*

2. How many people did Bob Woodward call up in the episode?

- a) 6
- b) 78
- c) 1
- d) 5\*

3. What was the symbol of having a meeting?

- a) a red rose
- b) a blue tie
- c) a bearer cheque
- d) a red flag\*

4. Contradictory statements belong to:

- a) Bob Woodward
- b) Mr. Canady
- c) librarian\*
- d) no correct answer

5) How much money was there on the check:

- a) 10 \$
- b) 15.000\$
- c) 25.000 \$\*
- d) 1000000 \$

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## INTERNET RESOURCES FOR USING FILM TO TEACH ENGLISH

Compiled by Bridget F. Gersten (ELO Moscow)

The following list of websites was put together, largely, by doing searches on Google ([www.google.com](http://www.google.com)). As is the case with all URLs or web addresses, links do not always remain active. For this reason, it is important for teachers and students to review these links from time to time. Ultimately, these searches will lead to even more resources for classroom use.

All of the movies that are the basis for the lesson plans on this CD ROM are classics of American cinema and can usually be readily found. To find resource materials specifically related to the seven movies in this collection, it is simply a question of searching the Internet using choice key words. Because English classrooms for native speakers are known as “Language Arts” classrooms in the United States, you should consider including the key words “Language Arts” in your searches in order to discover further treasures for classroom teaching. These treasures include background information, scripts, lesson plans, film guides, quotes from movies, trivia quizzes, and much, much more.

Many of the educational Internet sites that you find for using film in the classroom require the Adobe Acrobat Reader to read so-called PDF files. The Reader can be downloaded to your computer for free. Visit <http://www.adobe.com/products/acrobat/readstep2.html> for instructions on how to get this great tool. Some sites also require you to create a userid (“User ID=identification”) and password to log in to the site (some sites charge a fee, but many sites give free access after you sign up to use the site).

I hope you enjoy this collection of annotated websites related to using movies in the classroom.

***The English Teaching Forum Online:*** <http://exchanges.state.gov/forum/>. The on-line version of the quarterly journal published by the U.S. Department of State for teachers of English as a foreign or second language. Over 60,000 copies of the magazine are distributed in 100 countries. This site contains articles from issues of the *Forum* dating back to 1993. To find a particular article or issue, click on the year it appeared, or ***search*** by subject, title, or author. For using films in the classroom, search using the terms “movies”, “film”, and related.

***Website of the Internet TESL Journal:*** <http://iteslj.org>. This site has voluminous amounts of material for English teachers. Put the term “film” or “movies” or related into the search box on the right-hand side of the screen and find lots of material for use with movies and films in the ESL/EFL classroom. You may also search according to a key word in a movie title from this project (e.g., “Mockingbird” for the film “To Kill a Mockingbird”). Also has audio files to download to accompany *Voice of America (VOA) Special English* broadcasts related to film and other topics of interest. [Wikipedia.org](http://Wikipedia.org) is another good site, but ***beware*** that most of these articles are written by the general public and are not always accurate.

**Film Education:** <http://www.filmeducation.org>. Provides free, downloadable resource kits on various films to teach in the classroom and ways of using film in the classroom, including lesson plan guides for elementary/primary and secondary school classrooms. You may search these resources according to level of instruction. You need Adobe Acrobat Reader to download these PDF files.

**Internet Movie Database:** [www.imdb.com](http://www.imdb.com). This site proclaims itself to be “the biggest, best, most award-winning movie site on the planet” and has sections on Top Movies, Independent Film, the Top 250 Movies, Plot Summaries, Crazy Credits, Goofs (“bloopers”), Trivia, and lots of information on films in general.

**Film Blog: Teaching and Learning with Film:**

[http://jeffreyhill.typepad.com/filmblog/lesson\\_plans/](http://jeffreyhill.typepad.com/filmblog/lesson_plans/). This site has downloadable units, exercises, and lesson plans for the ESL/EFL classroom, plus a vast list of additional links that will take you to scripts, articles, and additional teaching ideas. These are submitted by teachers like yourselves. The *scripts* sections will take you to screenplays that can be used with students to act out films in the curriculum or for reference during viewing.

**Movies in the Classroom:** <http://www.classbrain.com/artmovies/publish/index.shtml>. A very rich site with activities, lesson plans, and other useful classroom aids for use with movies in the classroom. Use the sidebar on the right hand side to click on links to *Language Arts* and *Foreign Languages* for plans easily adaptable to the ESL/EFL classroom.

**American Film Institute:** <http://www.afi.com/>. This is the official site of the American Film Institute in Washington, DC. You have to pay a membership to have access to all features of the site, BUT free things you can access can be found through links on the right-hand side of the screen, including lists of AFI’s top 100 movies, top 100 laughs, songs, etc, also downloadable for free in PDF format. Includes such useful resources as *AFI’s 100 Years – 100 Quotes* -- <http://www.afi.com/tvevents/100years/quotes.aspx#list>

**The English Learner Movie Guides:** <http://www.eslnotes.com/synopses.html>. A wealth of “Learner Guides” for classroom use that you can download in PDF, Word, or HTML format. These have been designed especially for the English language learner and have a lot of useful vocabulary resources for individual films. Each includes a summary of the plot, a list of the major characters, an extensive glossary of vocabulary, various cultural references, and questions for ESL class discussion. The movie guides are based on the scripts from the movies so are easy to use for a variety of activities in the ESL/EFL classroom. You can sign up to get e-mail notifications for when new study guides come out on the site. There is also a *Movie Quote of the Week* on the site.

**Karin’s ESL Partyland Teaching with Film and Video:**

<http://www.eslpartyland.com/teachers/nov/film.htm>. Has a number of creative discussions, lessons, film reviews, handouts, and links to help you use movies to improve English language skills and better understand cultural issues. Also has an interactive forum for movie discussion and sharing ideas about using films in the classroom.

**Film Festival: An ESL Lesson Plan to Get Students Talking About Movies and Movie Riddles: An ESL Activity to Get Students Talking About Movies:**

<http://bogglesworld.com/lessons/MovieLesson1.htm> and <http://bogglesworld.com/lessons/MovieLesson2.htm>. Two lesson plans with links for worksheets to use in the ESL/EFL classroom.

**Dave's ESL Web Guide –Movies and Screenplays:**

[http://eslcafe.com/search/Movies\\_and\\_Screenplays/](http://eslcafe.com/search/Movies_and_Screenplays/). Provides links to various sites useful for teaching English through movies. Some of these sites appear in this bibliography.

**ESLFLOW.COM – Teaching with Movies:**

<http://www.eslflow.com/teachinglanguagewithmovies.html> See the sidebar with links on the right-hand side for dozens of ideas on how to use movies in the ESL/EFL classroom. A good site to find things you can download, especially when teaching about or using movie reviews, working with vocabulary, plots, and games. Has links to various papers and articles about using film in the classroom.

**Learning to Give:** This site is devoted to the discussion of values in the classroom. This link provides a lesson plan to discuss democratic values based on American films including *Dances with Wolves* and *To Kill a Mockingbird*.

<http://www.learningtogive.org/lessons/unit52/lesson4.html>

**Academie de Nancy-Metz:**

<http://www.ac-nancy-metz.fr/enseign/anglais/Henry/cine.htm> and <http://www.ac-nancy-metz.fr/enseign/anglais/Henry/cinema.htm#films> and <http://www.ac-nancy-metz.fr/enseign/anglais/Henry/cinema.htm#tea>. This French language site has numerous pages on integrating film into the classroom for the teaching of English. No French needed though there will be a lot more of interest to those who do read French.

**Drew's Script-O-Rama:** <http://www.script-o-rama.com/snazzy/dircut.html> Excellent source of complete film scripts, even for acting out in class, quizzes related to movies, and TV scripts. Click on “film transcripts” for an alphabetical list of films that you can download. Note that you have to click on links and use your cursor to see the full text and/or cut and paste.

**Scripts for You:** <http://sfy.ru/>. A Russian site full of movie scripts. It advertises itself as “a famous selected collection of hundreds free movie scripts and screenplays! Fast server, clean design, exclusive updates and no dead links - enjoy it”. Many of these files are in PDF format so you need the Adobe Acrobat Reader to use (see above).

**The Internet Movie Script Database:** <http://imsdb.com/> This site calls itself “the web's largest movie script resource”. There is also a movie chat here. The site organizes scripts according to genre or title. They are in HTML format. The site also includes readers' reviews of many, many films and a message board for you and your students to join the dialogue. To find scripts, go to the bottom of the page after you click on the movie you want and use that link.

***Teaching Global Issues through English Movies:***

<http://www.jalt.org/global/30Mov.htm> . A lesson plan by Yasuyo Fukunaga of Ferris University in Yokohama, Japan (1998). Has many ideas on using English language movies to teach values and global issues, including numerous links. Also gives information about *The Association for Teaching English through Movies*.

***Web Resources for Feature Films in the ESL Classroom:***

<http://www.eslmag.com/modules.php?name=News&file=article&sid=76> . A very useful article by Dr. Christine Meloni available from *ESL Magazine* ([www.eslmag.com](http://www.eslmag.com)) about teaching English through movies. Has an extensive list of further links grouped under these headings: Cinema History, Film Lists, Film Databases, Trailers and Sound Clips.

***Stereotypes: How Movies Look at Groups of People:***

<http://www.ohiou.edu/esl/elective/film/tasks/stereotype.html> . Interesting set of tasks related to ESL/EFL and using film to talk about stereotypes, on the Ohio ESL site of Ohio University. Has a number of articles and ready-to-use activities for the classroom.

***Using Film to Develop Learner Motivation:*** <http://iteslj.org/Articles/Ryan-Films.html>

***Plot-O-Matic:*** <http://www.maddogproductions.com/plotomatic.htm> . A novel site that allows you to fill in the blanks and create your own paragraph-long movie plots! Try it out as the basis for creative writing assignments, drama, or role play in the classroom.

***Culture Capsules:*** <http://www.lclark.edu/~krauss/watanabeauweb/watanabeau.html> . A very innovative and hands-on project developed by Michael Krauss of Lewis and Clark College, Portland, Oregon. This particular link leads you to student projects entitled “Japanese Traditional Movies by Akira Kurosawa”, “Typical Hong Kong Movies”, and “Asian Traditional Action Movies”. A good start for developing projects with your students related to cinema and movies.