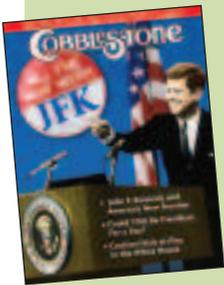


New Frontiers

A newsletter for ★ educators

THE EDUCATION DEPARTMENT OF THE JOHN F. KENNEDY PRESIDENTIAL LIBRARY AND MUSEUM

COBBLESTONE MAGAZINE SPOTLIGHTS PRESIDENT KENNEDY



NINETY YEARS AGO this May, John F. Kennedy was born. May 2007 also marks the 50th anniversary of JFK's receiving the Pulitzer Prize for his

book *Profiles in Courage*. In conjunction with these anniversaries, *Cobblestone* magazine is devoting its May 2007 issue to the life and legacy of President Kennedy. Topics of featured articles range from his boyhood years and World War II experiences to the trying days of the Cuban Missile Crisis and the excitement of the space race.

A special interview with Caroline Kennedy highlights her father's legacy including the Profile in Courage Award. Activities include deciphering a page from the President's daily agenda and how to *Plan a Day with the President*. The Library's education staff served as consulting editors for this publication. To learn more about this issue, visit www.cobblestonepub.com. To read excerpts from this issue, visit the "For Teachers" section of the Library's website, www.jfklibrary.org ★

One Country, Many Voices: Cultural Connections to Our History

In teaching American history, whose stories are we telling? Whose "voices" help shape our understanding of the past? How can we ensure that students have access to resources and materials that effectively portray the experiences of different cultural, ethnic, and racial groups in American history? Elementary and middle school educators and school librarians gathered at the John F. Kennedy Presidential Library and Museum on March 24, 2007 to examine these questions at a day-long conference entitled *One Country, Many Voices: Cultural Connections to Our History*.

In a panel discussion moderated by **Marc Aronson**, guest authors **Alma Flor Ada**, **Tonya Bolden**, **Virginia Driving Hawk Sneve**, and **Laurence Yep** discussed the interplay of culture, history, and identity. Workshops on topics such as New Bedford's Underground Railroad, the immigrant experience of Cambodian youth in Lowell, and American Indian history in the Boston Harbor Islands provided innovative resources and ideas for classroom applications. During an afternoon book talk presented by **Marion Reynolds** and **Sasha Lauterbach**, participants learned criteria for selecting history-based children's literature. A book signing with the authors followed the conference.

Presented in collaboration with the John F. Kennedy National Historic Site, the conference offered elementary and middle school educators a rare opportunity to meet with notable guest authors and gain a deeper understanding of the role literature can play in teaching American history. ★



(l to r) Alma Flor Ada, Tonya Bolden, Virginia Driving Hawk Sneve and Laurence Yep

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3 Election-Year Debate

4 Biographers in Action: Analyzing Photographs

6 Presidential Timeline

MAKING HISTORY COME ALIVE: A CONFERENCE FOR NEW HISTORY TEACHERS

- ★ Learn creative ways of integrating primary sources in your classroom
- ★ Enrich your curriculum with tried and true lessons and activities that engage students on various topics in American and World History
- ★ Learn about education and museum resources in the greater Boston area
- ★ Meet and converse with veteran educators

New England High school and Middle school educators (with less than five years of teaching experience) are invited to attend a one-day conference *Making History Come Alive* at the John F. Kennedy Presidential Library and Museum on August 8, 2007. Conference speakers will address critical questions related to history education and participants will be introduced to a variety of ways of incorporating primary sources into their teaching. Sample lessons will include a range of topics in American and world history.

For more information, contact Jasmine Toussaint at 617-514-1560 or e-mail Jasmine.Toussaint@nara.gov ★

The Cold War through the Kennedy Years



Sergei Khrushchev speaks to teachers at last year's institute.

For the third consecutive year, the Kennedy Library, in partnership with Boston Public Schools, is offering a five-day institute for teachers on the history of the Cold War. The program will take place from June 25-29, 2007 at the Kennedy Library, and will focus on people, places and events of the early 1960s, including Berlin, Vietnam, and the Cuban Missile Crisis. This program is funded by a U.S. Department of Education *Teaching American History* grant.

Each morning will begin with a talk by Professor David Engerman of Brandeis University, who studies the history of US-Soviet relations and teaches courses in modern American diplomatic, intellectual, and political history. Following his opening talk, teachers will have the opportunity to engage with distinguished guest speakers who bring an “eyewitness” perspective. This year’s speakers include **Sergei Khrushchev**, the son of Russian leader Nikita Khrushchev, who worked on the development of Soviet missiles and spacecraft and was editor of his father’s memoirs; and **Walter Carrington**, who was one of the seven original overseas directors of the Peace Corps and later served as U.S. Ambassador to Senegal and Nigeria.

Each afternoon, the Library’s education specialists will introduce documentary materials from the Library’s collections relating to the events and topics being examined that day. Teachers will have the opportunity to meet in smaller groups to discuss ways of incorporating these primary sources into their classroom curricula. Those who wish to earn Professional Development Points (PDPs) may develop and submit lesson plans based on resources gathered during the institute.

This program is open to all middle school and high school history teachers. The fee for teachers who do not teach in the Boston Public Schools is \$100. There is no fee for Boston Public School teachers. For further information on the program, go to the “For Teachers” section of the Library’s website www.jfklibrary.org and click on “Professional Development” or contact Nina Tisch at 617-514-1647 or e-mail nina.tisch@nara.gov ★

ELECTION-YEAR DEBATE PROGRAM

Every election year, the John F. Kennedy Presidential Library and Museum hosts a non-partisan program to engage approximately 1,000 high school juniors and seniors in the current election and to educate them about the positions of the two major parties on the important issues of the day. This year's program focused on the Massachusetts gubernatorial election. In the first part of the morning, students met in small groups to discuss and debate the issues that were of concern to them and their communities. After the small group discussion, the students reconvened as a large group for a town hall-style debate with representatives of the Republican and Democratic parties.

This past October, twenty-seven schools came from as far as Williamstown, MA (Mt. Greylock Regional High School) and as close as Dorchester (J.D. O'Bryant School of Math and Science) to participate in the five gubernatorial debate programs. Debaters included Peter Torkildsen (former Republican Congressman), Shannon O'Brien (former State Treasurer, and 2004 Democratic gubernatorial candidate), Jarrett Barrios (State Senator from Cambridge), and Avi Nelson (political analyst and former Republican candidate for Congress and the Senate). Students were genuinely excited to participate. One social



Students prepare for a town hall style debate.

studies teacher from Austin Prep commented, "Two young ladies—one in my economics AP class and one in the AP Government class—sought me out today to tell me that the whole group unanimously voted this 'the best field trip EVER in their 12 years of school.' High praise from some definite skeptics."

For more information about our election-year debate program, contact Nina Tisch at 617-514-1647 or Nina.Tisch@nara.gov ★

MASSACHUSETTS STUDENTS VOTE FOR GOVERNOR IN MOCK ELECTION

ON NOVEMBER 2, 2006, 18,856 votes were cast across the state for the *2006 National Student/Parent Mock Election* (NSPME). The John F. Kennedy Presidential Library and Museum served as the state headquarters for this nation-wide organization devoted to increasing student interest and participation in the voting process. As the nation's largest voter education project, it is open to students and parents and held every two years.

This past year's election focused on the gubernatorial race in Massachusetts. Schools across the state registered with the Kennedy Library and received curricula tailored to elementary, middle and high school students. The curricula included biographical information on the candidates, their positions on the issues, and classroom activities that prepared students for the election.

On November 2, students voted for the four candidates for governor and enthusiastically reported their results to the Kennedy Library. The *Mock Election* results closely reflected those of the general election held the following Tuesday. Deval Patrick won with 50% of the vote; Kerry Healey received 31%; Christy Mihos 10%; and Grace Ross 9%. One teacher noted, "Voting at [our school] was a huge success. Students learned a great deal about the democratic process and were proud to participate in this privilege."

The next *National Student/Parent Mock Election* will be held in 2008. For more information visit www.nationalmockelection.org. To have your school added to the mailing list for the 2008 NSPME, please send an email to Mock.Election@nara.gov ★

Biographers in Action: Analyzing Photographs

In the guided museum program *Who was John F. Kennedy?*, elementary students explore the museum galleries as biographers. The following activity is adapted from the “biographer’s notebook” used in this program.

Rationale:

Biographers use photographs to learn more about their subjects and to convey important information to their readers. Investigating a photograph allows students to sharpen their observational skills and have a first-hand experience in historical research. The questions below challenge students to consider historical context as they analyze the photograph. When students wonder about

the circumstances underlying a photograph, they are laying the groundwork for further research.

For photographs from the Kennedy Presidential Library archives, go to www.jfklibrary.org/Historical+Resources/Archives/Image+Galleries/

For additional materials on analyzing photographs and other primary source material, go to http://archives.gov/education/lessons/worksheets/photo_analysis_worksheet.pdf

For a biography of John F. Kennedy, including photographs, go to www.jfklibrary.org/Historical+Resources/Biographies+and+Profiles/Biographies/John+F.+Kennedy+The+35th+President+of+the+United+States+Page+2.htm. >



Materials:

Copies of the photograph:

John F. Kennedy (Jack) with fellow members of the Muckers Club at the Choate School. Left to right: Ralph Horton, Lem Billings, Butch Schriber, and John F. Kennedy. (c. 1934)

Information for Teachers

Photograph:

This photograph was taken around 1934 during Jack's high school years at the Choate School in Connecticut. He was about 17 years old at the time. With snow in the background, the photograph was probably taken on school grounds in the winter or early spring. In a relaxed pose, Jack and his three friends, Ralph "Rip" Horton, Lem Billings, and Butch Schriber (left to right), appear at ease with one another, as young friends might be for the camera. Jack and his companions are dressed in the fashion of the time for boys attending an elite boarding school. Notice how all the young men are wearing shirts and ties, and sporting hairstyles of the era. Jack's face seems somewhat pale and thin, perhaps from a recent illness; his poor health plagued him throughout his life. Notice, too, how he holds a golf club in his hand. He was a member of the golf team and also played football and basketball at Choate.

Additional background information:

Joseph Kennedy sent both Jack and his older brother, Joe, Jr., to Choate, a private boarding school, during the Great Depression. These four friends, with several others, formed a club called the Muckers, a name they adopted after the headmaster used this term to rebuke boys he considered "troublemakers" in the school. In his senior year, Jack was nearly expelled from Choate for his antics as a Mucker, but after disbanding the group, he was allowed to stay. He graduated in the middle of his class, and was named "most likely to succeed" by his classmates.

Procedure:

This activity is comprised of three parts: observing, making inferences, and posing questions.

1. Observing: Have students observe the photograph closely for at least two minutes. You may want to have magnifying glasses available to examine the photograph. Show them a photograph folded into quadrants. Ask them to look at each quadrant of their own photograph. Discuss the following questions: What do you notice in each part

of the photograph? Can you find John F. Kennedy? How old do you think he is? What other people do you see? What objects do you notice? What is the setting?

2. Making inferences: What do you think is happening in this photograph? What do you think happened right before it was taken? What do you think happened right afterwards? What does this picture tell you about John F. Kennedy?

3. What does this photograph make you wonder about? (You can model a question here – i.e., "I wonder who these other people are in the photograph?") What questions do you have about the photograph and the people in it? How might you find the answers to these questions?

"Jack took the *New York Times* at Choate. I don't think I knew any other kid who subscribed to the *New York Times* at fourteen, fifteen, and read it every morning."

— *LeMoyné Billings, Jack's best friend*

Evaluation:

How closely did the students observe the photograph? Did they identify John F. Kennedy? Did they notice details such as the golf club and the boy holding a pair of spectacles? Did they notice other details of clothing and appearance?

Were their inferences based on their observations? If they have prior knowledge of Kennedy, did they use it to form their inferences?

Were they curious about the photograph? Were they able to generate a variety of questions? Did their questions reflect critical thinking? How might their questions lead to further research?

Extension:

Have students research biographies of John F. Kennedy to see if they can locate the photograph and find out more about it. See JFK's biography on our website www.jfklibrary.org for more information about his experience at Choate. Additional resources on John F. Kennedy's high school years include *Jack* by Ilene Cooper, *A Twilight Struggle* by Barbara Harrison and Daniel Terris and *John F. Kennedy: His Life and Legacy* by Shelly Sommer. ★

Learning about Presidents and the Environment

When JFK was President, Rachel Carson's book, *Silent Spring* became a best-seller. It documented the harmful effects of chemical pesticides and helped to launch the environmental movement in the United States. President Kennedy was familiar with Ms. Carson's book. He established a committee to investigate the impact of pesticides, and its report was critical of many governmental practices and policies. Eventually, the Environmental Protection Agency was created during the Nixon administration. To learn about the history of this agency, go to www.epa.gov/history/index.htm

The John F. Kennedy Presidential Library and Museum will present a special program on **The Centennial of Rachel Carson** on Saturday, June 2.

See page 8.



President Kennedy during a five-day conservation tour of the U.S. in 1963.

Do you consider the preservation of America's natural heritage to be a top presidential priority?

Some of our presidents have been more concerned with nature and the environment than others. Thomas Jefferson had a deep understanding of plants and animals. He is even reported to have trained deer living on his estate at Monticello to eat corn out of his pockets! It was Jefferson who set in motion the Lewis and Clark expedition to learn about the unknown land, wildlife and native peoples in the vast new territory added to the U.S. through the Louisiana Purchase.

You can read about Jefferson and the expedition on the Monticello web site at www.monticello.org/jefferson/lewisandclark/index.html

Theodore Roosevelt created the first national parks in the United States. No president was more knowledgeable about the natural world and none did more to care for it. Roosevelt's conservation legacy is detailed at www.theodore-roosevelt.org/life/conservation.htm. For historical background on the Department of the Interior, including the national parks, go to www.doi.gov/history.html

NOTE TO TEACHERS: This page is adapted from a curriculum guide that is part of our museum program on the presidency for 7th and 8th graders, "Report Card for the President". For more information about the program, visit the "Education and Public Programs" page at www.jfklibrary.org ★

NEW PRESIDENTIAL TIMELINE

THE PRESIDENTIAL TIMELINE, a joint project of the National Archives' twelve Presidential Libraries and the Learning Technology Center at the University of Texas at Austin, makes primary and secondary source materials from the Libraries' collections readily available and free of charge to students, educators, researchers, and other learners around the world. Launched on Presidents' Day, the site features a timeline for each president, theme-based exhibits, and educational activities. In addition to hundreds of unique documents, images, audio and video, it also includes comparative timelines chronicling such themes as the civil rights movement and presidential approval ratings. The JFK portion of the site features a special exhibit on the establishment of the Peace Corps. To explore this exhibit or to learn more about this ongoing project, visit www.presidentialtimeline.org ★



August 28, 1961 President Kennedy and Peace Corps director Sargent Shriver.

Setting National Priorities: A Federal Budget Simulation Program

FOR THE FIFTH CONSECUTIVE YEAR, the Kennedy Library has offered a program for high school juniors and seniors entitled *Setting National Priorities: A Budget Simulation*. The goal of this program, held in February and March, is to bring students together from different communities in New England to consider how our nation's priorities are established through decision-making about the national budget.

In this simulation, students role play economic advisers to the President. Working in small groups comprised of students from different schools, they set priorities for their administration by reviewing the current list of programs that need funding, and deciding how much to invest in each program. They also decide whether to have a balanced budget—or whether they are comfortable running a budget deficit to support their priorities. Through this on-site program and pre- and post-classroom activities, students not only gain a better understanding of economics, but also get an opportunity to discuss and consider the issues that are important to their peers from other communities.



A student discusses her budgeting priorities

After the students have created their budgets in small groups, they reconvene with the other groups to discuss the rationales for their decisions. Twenty-four schools, represented by 831 students attended this year's programs. Participating schools included Algonquin Regional High School, English High School, Lynn Classical High School, Malden Catholic High School, Plymouth North High School, and Wayland High School. ★

AMERICAN STUDIES SUMMER INSTITUTE

Spreading the News: Mass Media In America, Past and Present
July 9-20, 2007

FOR OVER TWO DECADES, the American Studies Summer Institute has afforded school teachers and graduate students an opportunity to explore in depth a topic drawn from American history, politics, culture, and social policy. The intensive two-week program co-sponsored by the Kennedy Library and UMass Boston includes informative and thought-provoking lectures and discussions led by a distinguished group of scholars and guests.



This year's program offers a critical examination of the news media in the United States. The institute will focus on the development and, in some cases, demise of various forms of media from the penny press to the Internet, and examine how different subjects, issues, and "beats" have

been covered. Through the lens of historical, cultural, and political perspectives, the role of the media in influencing personal attitudes and behavior will be explored. Discussions will also feature how the media shapes and is shaped by public policies and discourse.

Participants may earn three graduate credits in American Studies from UMass Boston. For those wishing to receive graduate credit, the fee for this grant-supported course is \$195. (A non-credit option is available for \$100.) For more information and to receive a registration form, go to the "For Teachers" section of the Library's website www.jfklibrary.org and click on "Professional Development" or contact Meghan MacKenzie at 617-514-1581 or Meghan.mackenzie@nara.gov ★

UPCOMING KENNEDY LIBRARY FORUMS

Teachers and students are invited to attend the following forums. To register for a forum or for more information please visit our website at www.jfklibrary.org.

Rachel Carson Centennial ★ Saturday, June 2, 2007 1:00-4:00 PM



May 27, 2007 is the centennial of Rachel Carson's birth. Her book, *Silent Spring*, transformed our nation and its understanding of the dangers of pesticide use. In response to the issues she raised, President Kennedy appointed a special Science Advisory Committee that subsequently affirmed her findings. Join **Stewart Udall**, Secretary of the Interior in the Kennedy and Johnson administrations, Professor **E.O. Wilson**, Pulitzer Prize-winning biologist, and others as they discuss the legacy of Rachel Carson.

The Art of Entertaining ★ Monday, June 18, 2007 5:30-7:00 PM

In conjunction with the exhibit *Jacqueline Kennedy Entertains: The Art of the White House Dinner* (opening in April), **Judith Martin**, "Miss Manners", will pay tribute to Mrs. Kennedy's legendary skills as a hostess. **Ellen Goodman**, Pulitzer Prize-winning columnist for *The Boston Globe*, will moderate.

BRING YOUR STUDENTS TO THE JFK LIBRARY AND MUSEUM!

Elementary School: Students in grades 3-6 become biographers for the day as they explore John F. Kennedy's early years, his presidency, and his legacy in a program entitled *Who Was John F. Kennedy?*

Middle School: *Report Card for the President* is designed for students in grades 7 and 8 studying the Constitution, the Executive Branch, and the factors that make an effective President.

High School: Teachers can choose from a variety of programs, including *The Civil Rights Movement: 1960-1963*, *The Cold War Heats Up*, and *Approaching a DBQ: An Introduction for AP U.S. History Students*. ★

Museum Hours
Daily, 9 a.m. to 5 p.m.
Closed Thanksgiving,
Christmas and New Year's Day

The Kennedy Library Education
Department offers free
museum passes to teachers
considering a field trip to the
Library. Please call 617.514.1600

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