

# New Frontiers

A newsletter for ★ educators

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

## LEADERSHIP FOR THE 60s Middle School Museum Program

The John F. Kennedy Presidential Library and Museum is now offering a new docent-led program for 6th-9th graders called *Leadership for the 60s*. Students travel back in time to the early 60s to explore the life and legacy of

John F. Kennedy, and identify examples of his leadership as president. The program begins with a discussion of the qualities of

great leaders and closes with students sharing the challenges faced by President Kennedy, as well as his achievements. Students receive a booklet of open-ended questions that grounds them in the time period and complements the Museum exhibits. *Leadership for the 60s* is offered free with museum admission and is available year round with limited availability in October and May. Contact Katherine Farrior, docent coordinator at 617-514-1545 to make a reservation. ★



## Dedicating their Lives to Public Service

This past August, two members of the Kennedy family passed away, Eunice Kennedy Shriver and Senator Edward M. Kennedy. While it has been a time of loss for many, it has also been a time of reflection, appreciation, and celebration. The two exemplified the Kennedy family's unwavering commitment to public service that continues to impact our country today.

Eunice Shriver was the driving force behind groundbreaking policies on intellectual disabilities during the Kennedy presidency, and later founded the Special Olympics. Senator Kennedy was

the third longest-serving member of the United States Senate in American history, who worked on behalf of poor people, immigrants, refugees and disabled and uninsured Americans. Their own words perhaps best reflect their commitment to issues of social justice. >>



The Kennedy family vacationing in Cannes, France, July-August 1939. Front row, left-right: Robert, Ted, Joe Sr., Pat, Rose, and Jean; back row, left-right: Eunice, Joe Jr., Rosemary, Kathleen, John.



After signing the Maternal Child Health and Mental Retardation Planning Bill (H. R. 7544), President Kennedy hands one of the signing pens to his sister, Eunice Kennedy Shriver. October 24, 1963, Cabinet Room, White House.

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## Dedicating their Lives to Public Service (continued)

“The combination of the love of my family and the awful sting of rejection helped me develop the confidence I needed to believe that I could make a difference in a positive direction. It’s really that simple: love gave me confidence and adversity gave me purpose.”

—Eunice Kennedy Shriver, *A Tribute to Eunice Shriver, Kennedy Presidential Library, November 18, 2007*

“It is true, as has been said on this floor, that prejudice exists in the minds and hearts of men. But I firmly believe a sense of fairness and good will also exists in the minds and hearts of men side by side with the prejudice; a sense of fairness and good will which shows itself so often in acts of charity and kindness toward others. This noble characteristic wants to come out. It wants to, and often does, win out against the prejudice.”

—Sen. Edward M. Kennedy, *Standing Up for Equality and Staring Down Discrimination, Floor of the United States Senate (first Senate floor speech) April 8, 1964*



PHOTOS COURTESY OF SPECIAL OLYMPICS

Above, Shriver with athletes at the 1968 Special Olympics.



Right, Shriver and athlete at '99 Special Olympics.

For more information about their lives, visit [www.jfklibrary.org](http://www.jfklibrary.org) and follow the links *Historical Resources*; and then *Biographies and Profiles*. On your next visit to the Library and Museum, visit the gallery displays on Edward M. Kennedy and Eunice Kennedy Shriver. ★

PHOTO BY TOM FITZSIMMONS



Senator Kennedy congratulates the winner of the *Profile in Courage Essay Contest*, May 2005.



Democratic Primary Night, September 18, 1962, Hotel Touraine, Boston, Massachusetts.

## Classroom Activities: JFK and Civil Rights

John F. Kennedy confronted serious and complex issues throughout his presidency, and his position on civil rights evolved over time from one of support to advocacy for major change. In his landmark televised address to the nation on June 11, 1963, he called civil rights “a moral issue [that is] as old as the Scriptures and as clear as the Constitution.” These lessons provide source material from our archives to help students investigate civil rights issues during the Kennedy administration.

### FOR ELEMENTARY SCHOOL AUDIENCES

#### They Had a Dream

On August 28, 1963, over 250,000 people from across the nation traveled by bus, train, plane, car, bicycle, and even roller skates to attend the March on Washington for Jobs and Freedom. Many students know that Dr. Martin Luther King, Jr. gave his historic speech

that day in which he proclaimed, “I have a dream.” But they may not realize that the leaders of the March arranged to meet with President Kennedy in the White House on the same day. In this activity, students act as historians as they analyze a photograph taken at that meeting and reflect on the significance of that event.

#### Background Information

You may use this information to enhance students’ learning after they have analyzed the photograph.

The photograph was taken at a meeting in the Oval Office in the White House on August 28, 1963, a few hours after Dr. Martin Luther King, Jr. proclaimed, “I have a dream.”



## Classroom Activities (continued)

a letter to President Kennedy requesting a meeting to discuss civil rights. Use A. Philip Randolph's letter to President Kennedy as an example. Visit [www.jfklibrary.org](http://www.jfklibrary.org) and follow the links *Education & Public Programs—For Students—Materials, Resources and Activities—*

*Leaders in the Struggle for Civil Rights—A. Philip Randolph.*

2. Have students research members of the “Top Ten” and write biographies about them. Biographical information and documents related to some of the leaders can also be found online at *Leaders in the Struggle for Civil Rights.*

### Additional Resources:

Haskins, James. *The March on Washington*. New York: HarperCollins, 1994.

McWhorter, Diane. *A Dream of Freedom: The Civil Rights Movement from 1954 to 1968*. New York: Scholastic, 2004. ★

## FOR MIDDLE SCHOOL AUDIENCES

### The 1963 March on Washington: A Montage of the Civil Rights Movement

The Civil Rights Movement was made up of many distinct groups and individuals. The diversity of the movement was perhaps most evident on August 28, 1963 at the March on Washington for Jobs and Freedom. In this lesson, students learn about some of those who played a leading role that day and create a montage to depict that diversity.

#### Objectives:

- Learn about the leaders and organizations that participated in the 1963 March on Washington.
- Understand the diversity of the Civil Rights Movement as reflected in the *Official Program for the March on Washington*.

#### Primary source:

The *Official Program for the March on Washington (1963)* is on the list of *100 Milestone Documents* in U.S. history compiled by the National Archives and Records Administration. It can be found on-line at [www.ourdocuments.gov/doc.php?doc=96](http://www.ourdocuments.gov/doc.php?doc=96).

#### Procedure:

1. Introduce the lesson by writing “I have a dream today” on the board. Ask students if they know when and where MLK gave his famous speech. *What was the occasion? Who else was there? Did anyone besides Dr. King speak that day?* Provide brief background on the March on Washington and explain that to find out more they will look at the actual program for the event.

2. Guide students in examining the program, using the following focus questions and discussion points:

A. *What made the Lincoln Memorial such a fitting place*

*for this event?* Almost everyone was aware that 1963 marked the centennial of the Emancipation Proclamation. Abraham Lincoln's symbolic presence helped to send a powerful message to the entire country—to say, in effect, “one hundred years is long enough...the time for full equality is NOW.”

B. *Why was it called the March on Washington for JOBS and Freedom?* The director of the March on Washington was A. Philip Randolph, the most respected black labor leader, who saw economic justice as key to the civil rights struggle.

C. *Can you identify clergy and leaders of religious groups on the program along with Dr. King?* Many people joined the fight for civil rights because of strong ethical and religious beliefs. Having Protestant, Catholic and Jewish speakers on the program showed a united front among citizens of different faiths.

D. *Dr. King was president of the SCLC. What does this stand for? The four other main civil rights groups listed on the program are SNCC, CORE, NUL and NAACP. What are their full names and who were the leaders?* The five major civil rights organizations shared similar goals but had different areas of focus and different methods of fighting racial discrimination, and there was often tension between the leaders. The March on Washington brought them together to an unprecedented degree.

E. *Only men were scheduled to give remarks. Why no women?* Though women were as actively engaged in the fight for civil rights (if not more so), men still held the official leadership positions, by and large, as they did in government, business and most other fields. However, things would soon begin to change as the civil rights struggle helped to pave the way for the women's movement.

F. *Who were the women named on the program as “fighters for freedom”?* Rosa Parks is famous but the other



## The Presidency in the Nuclear Age: A Conference sponsored by the Presidential Libraries and the National Archives

On October 12, 2009, the Kennedy Library hosted *The Presidency in the Nuclear Age*, a free day-long conference sponsored by the Presidential Libraries and the National Archives that presented four groups of distinguished panelists analyzing how the development, use and spread of nuclear weapons has challenged and re-shaped the presidency.

Panelists included Theodore Sorensen, special counsel to President Kennedy; Kenneth Adelman, advisor to President Reagan during the superpower summits between Reagan and Soviet General Secretary Mikhail Gorbachev; Ambassador Stephen Bosworth, U.S. special representative for North Korea Policy; and Ambassador R. Nicholas Burns, who coordinated U.S. diplomatic efforts in each region of the world, including Iran.

In addition to offering first-hand and historical perspectives on the history of the Nuclear Age, many panelists commented on the threat of nuclear weapons today.

“If India and Pakistan exchanged 50 warheads, the effects of so local an exchange would spread around the world,” said Pulitzer Prize-winning author Richard Rhodes. “This would cause the average global temperature to drop 1-2 degrees.”



Conference attendees look at a display on the *Presidency in the Nuclear Age*.

“The amount of people that could be killed by a nuclear attack dwarfs the danger of a biological attack,” said Ambassador Bosworth, responding to a query from the audience.

For more information on the *Conference* and teacher resources visit [www.jfklibrary.org](http://www.jfklibrary.org) and click on *Education & Public Programs*. Click *For Teachers* for lesson plans and resources. Click *Kennedy Library Forums* for a transcription of the *Conference*. ★

## Teachers Discuss the Presidency with Former Senior White House Staff

The Kennedy Library partnered with the Boston Public Schools to present an institute for secondary teachers of U.S. history, civics and government on *The President at Work*, June 29-July 2, 2009. The goals of the program were to enhance teachers' understanding of how presidents in modern times have approached key roles of the office (e.g., chief executive, crisis manager, legislative leader) and to provide relevant primary sources for classroom use.

The institute featured lectures by presidential scholar John P. Burke and informal discussions with special guests who had served in recent administrations: Andrew Card, chief of staff for President George W. Bush; David Abshire, special counselor to President Reagan; Leon Fuerth,

national security advisor to Vice President Al Gore; and Susan Brophy, deputy director of Legislative Affairs for President Clinton.

Participants also received packets of documents related to each day's theme drawn from the archives, and Kennedy Library educators Nina Tisch and Sam Rubin presented ideas for incorporating these source materials into the curriculum. “The institute helped me understand the multiplicity of factors that go into a presidential decision,” commented one participant. “I loved the speakers,” said another, “and the insight that they provided into the inner workings of the executive branch.” *The President at Work* was supported by a U.S. Department of Education Teaching American History Grant. ★



Former White House Chief of Staff Andrew Card addresses teachers attending the institute.

**If the President makes a decision and nobody knows about it, DID the President make a decision?...**

**[When] the President is wrestling with a tough decision, chances are he's read the papers, argued with staff, reached out to a circle of advisors beyond just the White House, slept on it, prayed on it, woke up, and said: "This is what I'm going to do." And when they show up in the Oval Office, they tell the Chief of Staff....And it would be up to the Chief of Staff to communicate the decision. Well that's a communications challenge. —Andrew Card**

## STUDENT SPOTLIGHT!



**Recipients** of the 2009 *Make a Difference Award*, including Ron Adams (also pictured right) and his students. The *Award* recognizes middle school students for the difference they have made in their communities through service projects. ★



**'Ask what** you can do...' hangs on the front wall of our school in Quincy, Massachusetts. President Kennedy was not directing those words to adults only. Trust in the students' abilities to identify social injustices and in solutions. Ask what they can do, then sit back and watch middle school idealism turn into positive activism.

Once middle school students learn how to team with others across neighborhoods and age groups, once middle school students learn to organize, once they learn to communicate needs, once they learn how to create meaningful, sustainable solutions, they have learned how to change the world a little. This just might become a lifetime habit of active citizenship.

—Ron Adams, *Broad Meadows Middle School Teacher* ★

PHOTO BY TOM FITZSIMMONS



**Margo Balboni**, first place winner in the 2009 *Profile in Courage Essay Contest*, and her nominating teacher, Mary Ellen Hart, were honored by Caroline Kennedy at the Profile in Courage Award Ceremony on May 19, 2009. Margo's winning essay on Baltimore City Councilman Nicholas D'Adamo was selected from 1,464 submissions representing forty-nine states. The *Contest* invites high school students to write an essay on the political courage of a U.S. elected official who served during or after 1956. For *Contest* requirements and awards, past winning essays, and curriculum materials, visit [www.jfklibrary.org](http://www.jfklibrary.org) and follow the links *Education & Public Programs—Profile in Courage Award—Essay Contest for High School Students*. This year's *Contest* deadline is January 9, 2010. ★

**Students** from the *Moakley Public Speaking Institute* shared a laugh as they thanked their instructors at the conclusion of their August 20, 2009 banquet. Eighteen high school students from Boston and Revere participated in a nine-day program at the Kennedy Library where they learned the techniques necessary to write and deliver an effective persuasive speech. At the culminating banquet, attended by 80 guests, students delivered speeches on topics such as gang violence, environmental injustice, the media's presentation of unhealthy body images, and racial profiling. ★



## BRING YOUR STUDENTS TO THE KENNEDY LIBRARY!

**THE LIBRARY OFFERS MUSEUM-BASED PROGRAMS** for elementary, middle and high school students from September to June on topics ranging from a *Biography of JFK* to the *challenges of the Cold War*.

For more information, visit the "For Teachers" section of our website at [www.jfklibrary.org](http://www.jfklibrary.org) or contact Esther Kohn at [esther.kohn@nara.gov](mailto:esther.kohn@nara.gov) (elementary school programs); Sam Rubin at [sam.rubin@nara.gov](mailto:sam.rubin@nara.gov) (middle school programs); or Nina Tisch at [nina.tisch@nara.gov](mailto:nina.tisch@nara.gov) (high school programs). ★

## UPCOMING KENNEDY LIBRARY FORUMS

The Kennedy Library has several exciting forums this winter relating to civics and history curricula. Teachers and students are invited to attend. To register for a forum or for more information, visit [www.jfklibrary.org](http://www.jfklibrary.org).

**Civil Rights:  
Then and Now**  
Thursday, December 10  
5:30 to 7:00 p.m.



In honor of the centennial anniversary of the NAACP, CEO and President **Benjamin Jealous** and Chairman **Julian Bond** reflect on past

achievements and the challenges ahead for the organization. Professor **Patricia Sullivan**, author of *Lift Every Voice: The NAACP and the Making of the Civil Rights Movement*, moderates. ★

**A Conversation with  
Reverend Joseph Lowery**  
Wednesday, January 20  
5:30 to 7:00 p.m.



**Reverend Lowery**, a pioneer of the civil rights movement who delivered the closing benediction at President Obama's inauguration, shares memories of his legendary life and career. ★

**Theodore Roosevelt,  
the Naturalist President**  
Presidents' Day, Monday,  
February 15, 2:00 to 3:30 p.m.



Historian **Douglas Brinkley** discusses his new book, *The Wilderness Warrior: Theodore Roosevelt and the Crusade for America*. ★

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**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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