

New Frontiers

A newsletter for ★ educators

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



National Park Service Map of Cape Cod National Seashore, Massachusetts.

Preserving the Great Beach: Kennedy and the Creation of Cape Cod National Seashore

“We are tied to the ocean, and when we go back to the sea, whether to sail or to watch, we are going back to whence we came.” – John F. Kennedy

John F. Kennedy spent some of his most joyous and nourishing time near the ocean: swimming, sailing, and relaxing with friends and family. Starting at age eleven, he spent summers in Hyannis Port on Cape Cod, the arm-shaped strand of Massachusetts land that juts out more than sixty miles into the Atlantic Ocean. The Kennedy family had a compound of three houses on beachfront property where JFK swam, played, and sailed from his pre-teen years through his presidency. He experienced firsthand the natural beauty of Cape Cod and

JOHN F. KENNEDY PRESIDENTIAL LIBRARY AND MUSEUM.



Kennedy children enjoying the beach at Hyannis Port, MA. c. 1925-1927. Kennedy Family Collection. (KFC618N)

sought its unique landscape for recreation, comfort, and replenishment.

By the time John F. Kennedy was elected US Senator of Massachusetts in 1952, many Americans had more access to automobiles, highways, and leisure time; these changes led to fast-growing land development on Cape Cod. There was a growing concern among some residents, leaders, and the National Park Service, about what would

happen to the unique coastal habitats if hotels, housing developments, and tourist attractions took the place of the beaches, marshes, ponds, and forests. If all of the beachfront property was purchased by individuals, it would limit public access to the “Great Beach,” a stretch of over 40 miles of Outer Cape shoreline described in a 1954 National Park Service study, as “the longest unbroken and undeveloped beach in the country.”

continued on page 2

HIGHLIGHTS

2 Elementary and Middle School Lesson Plan

5 Collections Corner

6 60th Anniversary Cuban Missile Crisis Resources

8 Upcoming Forums

Preserving the Great Beach: Kennedy and the Creation of Cape Cod National Seashore *continued from page 1*

The National Park Service had first studied the possibility of a national seashore in Massachusetts in 1939 and by the 1950s, made establishing Cape Cod National Seashore a priority. However, the idea faced widespread opposition from private property owners, land developers, and longtime residents. In 1958 Massachusetts Senators John F. Kennedy and Leverett Saltonstall proposed a bill which included provisions to allow property owners to keep homes that existed within the boundaries of the national seashore. It also included a process for local input on park decisions. Hastings Keith, a congressman representing Cape Cod, introduced an identical bill in the House of Representatives. The bills failed to pass but a similar bill was reintroduced in 1961 after JFK had been elected President of the United States. He signed the Cape Cod National Seashore bill on August 7, 1961. In his remarks after signing the legislation, Kennedy asserted, “This Act makes it possible for the

people of the United States through their government to acquire and preserve the natural and historic values of a portion of Cape Cod for the inspiration and enjoyment of people all over the United States.”

Cape Cod National Seashore conserves 44,600 acres of dunes, marshes, ponds, forests, and beaches, including forty miles of shoreline. The protected wetland, coastal, and upland ecosystems support over 570 species of amphibians, reptiles, birds, mammals and hundreds of invertebrate animals. In addition to the natural world, the seashore protects historic sites and structures such as lighthouses and historic homes. As a national seashore, it allows public access and monitored regulated recreational activities such as swimming, hiking, and biking. With sea levels rising and the constant challenge of other environmental impacts, the land, water, and ecosystems preserved by the Cape Cod National Seashore is more important than ever.

LESSON PLAN ★ Elementary and Middle School, Grades 3–6

Goals/Rationale

President Kennedy signed a bill authorizing the establishment of the Cape Cod National Seashore in 1961. By learning about the creation of the Seashore, students reflect on the importance of land conservation and the role of the federal government in preserving natural and historical resources.

Essential Question

Why is land conservation important and how does the federal government support it?

Objectives

Students will be able to:

- explain the importance of Cape Cod National Seashore.
- read a map and identify key features.
- pose questions, gather information from a variety of source materials, and analyze the evidence.

Vocabulary

Land development – making changes to natural land for a purpose such as farming, housing, business, or industry.

Land conservation – the protection and care of natural land resources such as coastal areas, farmland, and forests. Land conservation helps with protecting habitats, historic sites, and creating recreational opportunities.

Lesson aligns with the following standards:

- *National History Standards:* 3. Historical Analysis and Interpretation; 4. Historical Research Capabilities
- *Common Core State Standards:* ELA College and Career Readiness Anchor Standards for Reading, Writing, Speaking and Listening, and Language
- *NCSS C3 Framework:* Discipline 1 - Developing questions and planning inquiries; Discipline 3 - Evaluating sources and using evidence
- *Massachusetts History and Social Studies Frameworks:* 5.T3 Principles of United States Government
- *National Council of Teachers of English Standards:* 1. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience. 2. Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

National Park Service – an agency of the United States government that takes care of all national parks, most national monuments, national seashores, and other natural, historical, and recreational properties.

National seashore – coastal areas managed by the federal government to protect the land and provide recreational opportunities such as swimming, hiking, and biking.



President Kennedy signs a bill authorizing the establishment of the Cape Cod National Seashore Park. Standing (L-R): Representative Hastings Keith (MA); Representative Silvio O. Conte (MA); Senator Frank E. Moss (UT); Senator Benjamin A. Smith (MA); Representative John P. Saylor (PA); Senator Ernest Gruening (AK); Representative Philip J. Philbin (MA); Representative J.T. Rutherford (TX); Representative Harold D. Donahue (MA); Senator Gordon Allott (CO); Representative James A. Burke (MA); Representative Wayne N. Aspinall (CO). Oval Office, White House, Washington, DC. August 7, 1961. (AR6733-B)

Materials

All materials available with the complete lesson plan at jfklibrary.org/TheGreatBeach.

- Photograph of Cape Cod National Seashore 25th Anniversary Medal
- Photograph of John F. Kennedy and siblings in Hyannis Port (KFC618N)
- Photograph of President Kennedy signing the law establishing Cape Cod National Seashore
- Cape Cod National Seashore map
- *Standing Bold: Cape Cod National Seashore*, National Park Service video (13:30 min)
- Google Earth
- Teacher Answer Chart
- New National Seashore or Park Proposal sheet

Prior Knowledge and Skills

If students are not familiar with the National Park Service, share the definition. Have students explore parks in their state and the rest of the country on the National Park Service’s interactive map.

Procedure

1. Project the image of the Cape Cod National Seashore 25th Anniversary medal and ask students to make observations about the artifact.
2. Brainstorm a list of questions about the artifact. Include the following question if it is not suggested:
 - What is Cape Cod National Seashore and why was it created?

3. Explain that they will watch a video from the Cape Cod National Seashore to find answers to some of their questions.
4. Make a chart with these four categories: 1) Animals; 2) Plants and Trees; 3) Historic sites and buildings, and 4) Bodies of water and land formations, and explain that they will fill in the chart after the video.
5. Following the video, refer back to students’ questions and record responses they learned. Work in groups or individually to list on the chart everything they saw or heard on the video (*Teachers can access suggested answers on the Teacher Chart.*)
6. Explain that they are going to create an illustrated map of Cape Cod National Seashore to show the land, wildlife, and history that it preserves, but first they need to learn more about the seashore, where it is located, and how it was created.
7. Project or have students find Cape Cod on Google Earth: begin with an image of the United States, locate the Northeast, and then enlarge the view of what looks like an “arm and fist” which is Cape Cod. Have them explore the coastline, noticing where there are roads, buildings, and other types of development, and where there is undeveloped land.
 - What do they notice about the land?
 - What parts of the coastline are developed and what parts are not?
 - Why are some developed, and some are not?
 - What would happen if the entire coastline was developed?
8. Look at the Cape Cod National Seashore map and explain that much of the large undeveloped coastline shown on the Google Earth map is part of the Cape Cod National Seashore.
 - Who is allowed to visit a national seashore? (*It is open to the public. Anyone can go although some beaches charge for parking and entry in the summer months.*)
 - Who is allowed to build within the national seashore? (*There are no private homes or businesses in a National Park or National Seashore. The only buildings are ones that were there when the seashore was created, or buildings for the park. The idea is to preserve the land in its natural state.*)
 - How was the seashore created? Did everyone want it? (*Provide the following information and source material to help students answer these questions.*)

continued on page 4

LESSON PLAN ★ Elementary and Middle School, Grades 3–6

Preserving the Great Beach: Kennedy and the Creation of Cape Cod National Seashore

continued from page 3

9. Show the photograph of young JFK and his siblings swimming on Cape Cod and provide background information about his connection to the sea including the following:
 - JFK swam, played, and sailed from his pre-teen years through his presidency.
 - Cape Cod National Seashore had first been considered in 1939.
 - As US Senator of Massachusetts, Kennedy submitted legislation (a law) to establish the Cape Cod National Seashore.
 - At first, there was not enough support for the law
 1. Some people did not want the federal government to take their homes or control how the land was used.
 2. They also did not want too many people coming to Cape Cod.
10. By the time Kennedy was president, the Congress was able to pass a bill that included compromises to address these concerns. Show the photograph of JFK signing the legislation. Congress voted to pass the bill but who has to sign it to make it official, to make it a law? (*The president.*)
 - What role did JFK play in creating the Seashore? (*As a US Senator of Massachusetts, he submitted legislation. Congress passed the bill to establish the Cape Cod National Seashore after Kennedy was elected president and he signed it into law on August 7, 1961.*)
11. Hand out or project his remarks. Direct students to the second paragraph and ask them to put it in their own words.
 - Why do you think President Kennedy submitted the bill and signed the legislation? (*He thought it was important to preserve the land, wildlife, and historic sites on Cape Cod. He wanted them to be accessible to everyone.*)
12. Explain that students will now have a chance to show the natural and historic resources that have been preserved because of protecting land and other resources in Cape Cod National Seashore. Have students pick one of the items listed on the chart



Cape Cod National Seashore
25th Anniversary Medal

and draw a picture of it. See Cape Cod National Seashore website for specific information about nature, history and culture in the Park.

13. Print the map and post the images to “frame” the map. You can use colored string or yarn to link the images to specific areas of the Park, when appropriate.

Assessment

Have students summarize what they have learned by responding to the questions, “What might have happened to all the animals, plants, land, and bodies of water that you learned about if the Cape Cod National Seashore had not been created? Who would be able to access this land and coastline?” Students can respond orally, in writing, or by drawing on a copy of the Cape Cod National Seashore map.

Extension

Creating a New National Seashore or Park: Have students work individually or in groups to identify an area in their county, state, or another part of the country that they think should be a national seashore or national park. They can use the “National Seashore or Park Proposal” sheet to compile their information. They will “survey” the area by researching it to find out about:

- Land features
- Bodies of water
- Plants
- Animals
- History and culture

They will create a design for a medal, similar to the 25th anniversary medal they analyzed at the beginning of the lesson. They should also provide a rationale for why this area should be a national park or seashore. ★

2022 Profile in Courage Essay Contest Winner

Profiles Texas State Representative José Tomás Canales

Theodora McGee, a sophomore at Moorestown High School in Moorestown, New Jersey, won the national 2022 *John F. Kennedy Profile in Courage Essay Contest for High School Students*. Her winning essay describes the political courage of former State Representative José Tomás Canales who in 1919 introduced legislation to reform the Texas Rangers, a law enforcement agency whose members had committed widespread racial violence against Mexican American residents of southern Texas. McGee's winning essay describes how Canales' actions successfully brought attention to abuses by the Rangers – but at a cost to his future in politics.



PHOTO BY ANGELA ROWLINGS, JOHN F. KENNEDY PRESIDENTIAL LIBRARY AND MUSEUM

Ambassador Caroline Kennedy welcomes 2022 Profile in Courage Essay Contest Winner Theodora McGee to the Profile in Courage Award ceremony.

As the nominating teacher, Bjonstad received a \$500 *John F. Kennedy Public Service Grant* for school projects that encourage student leadership and civic engagement.

The John F. Kennedy Library Foundation honored McGee with a \$10,000 scholarship award and an expense-paid trip to the John F. Kennedy Presidential Library and Museum. McGee was recognized at a dinner along with the five recipients of the 2022 *Profile in Courage Award*® – President Volodymyr Zelenskyy, US Representative Liz Cheney, Michigan Secretary of State Jocelyn Benson, Arizona Representative Russell “Rusty” Bowers, and Fulton County, Georgia Election Registration Officer Wandrea’ ArShaye Moss.

The annual *Profile in Courage Essay Contest* invites US high school students to write an essay on an act of political courage by a US elected official.

The 2023 *Profile in Courage Essay Contest* is open for submissions. The contest deadline is **January 13, 2023**. Visit jfklibrary.org/EssayContest for contest information, curricular resources, and past winning essays. Sign up for the Teacher Mailing List and receive a free contest poster for your classroom! ★

Collections Corner

Next year, the Kennedy Presidential Library and Museum will open a new temporary exhibition honoring service in World War II. Throughout this year, the curatorial department has been hard at work obtaining loans and preparing select items from the Library's collection. Here is a preview of *Service and Sacrifice: World War II—A Shared Experience*.

World War II was the defining moment for an entire generation of Americans, one that, in the words of Navy veteran and future president John F. Kennedy, was “key to our characters.” Today, it is commonly called the last “good war,” one that had a clear and unifying goal. For servicemen of color and women who served the military in varying capacities, the experience made inequalities at home even more glaring and hardened their resolve to challenge prejudices. Visitors will be able to explore the artifacts, letters, photos, documents, and memorabilia from the Kennedy Library and other museum collections—many of which have rarely been exhibited—and get a glimpse into the stories of some of the 16 million Americans who served in World War II.



JFK's service in the Navy during World War II was a formative experience in his life. He actively sought combat duty and served in the Pacific Theater as commander of patrol torpedo (PT) boats 109 and 59. He emerged from his military service a decorated combat hero.

This United States Navy Identification Card from 1942 lists his features as well as his rank of Lieutenant in the United States Naval Reserve at the age of 25. This item was donated to the Library by Rose Kennedy in 1977. Take a closer look and consider how this image of Kennedy compares to other popular images of him you may be more familiar with.

Looking Ahead: *Service and Sacrifice* will open in 2023. ★

The 60th Anniversary of the Cuban Missile Crisis:

High School Resources

Sixty years ago, President Kennedy was leading the country through a dangerous international crisis that threatened to spark a military conflict between the United States and the Soviet Union.

At 8:45 a.m. on October 16, 1962, National Security Advisor McGeorge Bundy alerted President Kennedy that a major international crisis was at hand. Two days earlier, a United States military surveillance aircraft had taken hundreds of aerial photographs of Cuba. CIA analysts, working around the clock, had deciphered conclusive evidence in the pictures that a Soviet missile base was under construction near San Cristobal, Cuba, just 90 miles from the coast of Florida. The most dangerous encounter in the Cold War had begun.

After President Kennedy and key foreign policy and national defense officials were briefed on the U-2 spy plane findings, discussions began on how to respond to the challenge. To avoid arousing public concern and tipping off the Soviets, the president maintained his official schedule, meeting periodically with advisors to discuss the status of events in Cuba. Two principal courses of action were considered: an air strike and invasion, or a naval quarantine with the threat of further military action.



Map of North and South America showing potential ranges of Soviet medium-range (MRBM) and intermediate-range ballistic missile (IRBM) from Cuba. Department of Defense Cuban Missile Crisis Briefing Materials.

Following many long and difficult meetings, Kennedy decided to place a limited naval blockade around Cuba. The aim of this “quarantine,” as he called it, was to prevent the Soviets from bringing in more military supplies. He demanded the removal of the missiles already there and the destruction of the launching sites. On October 22, President Kennedy spoke to the nation about the crisis in a televised address.

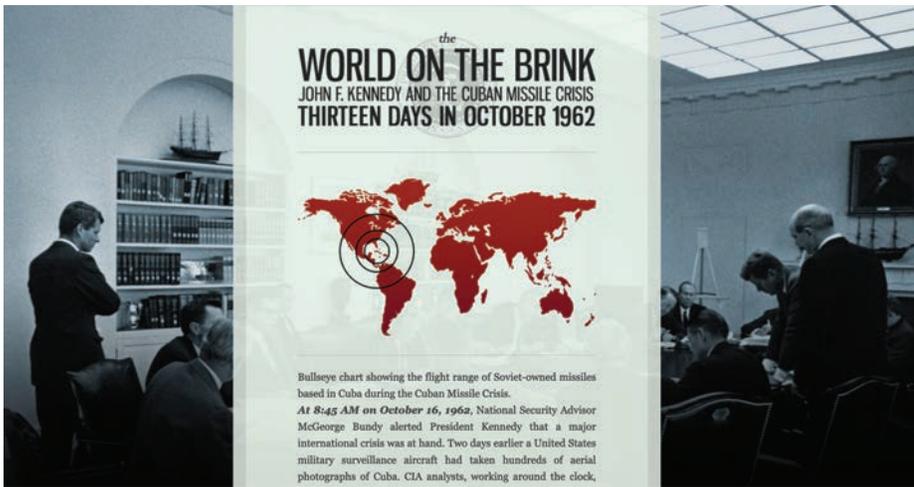
No one was sure how Soviet leader Nikita Khrushchev would respond to the naval blockade and US demands. But the leaders of both superpowers recognized the devastating possibility of a nuclear war and publicly agreed to a deal in which the Soviets would dismantle the weapon sites in exchange for a pledge from the United States not to invade Cuba. In a separate part of the agreement, which remained secret for more than twenty-five years, the United States also agreed to remove its nuclear missiles from Turkey. Although the Soviets removed their missiles from Cuba, they escalated the building of their military arsenal; the missile crisis was over, the arms race was not.

Use the following digital exhibit, lesson plans, and online resource to help your students understand this challenging time in history.

In Case You Missed It! Related Kennedy Library Forums

JFK’s Forgotten Crisis: jfklibrary.org/events-and-awards/forums/2015-09-29-jfks-forgotten-crisis. On the morning of October 16th, National Security Advisor McGeorge Bundy had two important memoranda in his briefing book. One outlined what appeared to be the building of missiles in Cuba, the other an imminent invasion of non-aligned India by the People’s Republic of China. Explore this major crisis in South Asia involving these nations and Pakistan, a US ally, and how the Kennedy administration responded to it during the Cuban Missile Crisis. This program features Bruce Riedel, senior fellow and director of the Brookings Intelligence Project. He joined Brookings after thirty years working for the CIA, including serving as a senior advisor and member of the National Security Council staff to four US presidents. He is the author of *JFK’s Forgotten Crisis: Tibet, the CIA, and the Sino-India War*.

On the Brink – The Cuban Missile Crisis: jfklibrary.org/events-and-awards/forums/past-forums/transcripts/on-the-brink-the-cuban-missile-crisis. On the 40th anniversary of the Cuban Missile Crisis, the Library presented a program introduced by Caroline Kennedy and featuring Sergei Khrushchev, Arthur Schlesinger Jr., Ted Sorensen, and historians and political scientists who reflected on the event from the perspective of the three countries involved and its meaning for the world of the 21st century.



World on the Brink: The Cuban Missile Crisis

Your students can investigate the rich historical evidence in this online exhibit to analyze the events, decisions, and outcomes of the Cuban Missile Crisis. microsites.jfklibrary.org/cmcr/

Lesson Plan: *The Cuban Missile Crisis: How to Respond?*

Students examine primary source documents and recordings. They consider some of the options discussed by Kennedy’s advisors during the Cuban Missile Crisis, what groups and which individuals supported each option, and the pros and cons for each alternative.

Lesson Plan: *The Bay Of Pigs: Lessons Learned*

Students analyze President Kennedy’s April 20, 1961 speech to the American Society of Newspaper Editors

framing the invasion as “useful lessons for us all to learn” with strong Cold War language. This analysis will help students better understand the Cold War context of the Bay of Pigs invasion, and evaluate how an effective speech can shift the focus from a failed action or policy towards a future goal.

Webinar: *13 Days in October: The Cuban Missile Crisis*

This professional development webinar presented by the International Spy Museum (ISM) took place on October 13th and may be viewed at youtube.com/watch?v=q3MLBKwexHk. The program featured a curated packet of resources provided by the ISM and

the John F. Kennedy Presidential Library and Museum; strategies for how to combine declassified documents, roleplaying and intelligence analysis to engage students in this critical historical event; and interviews with Timothy Naftali, presidential historian and co-author of the prize-winning book, *One Hell of a Gamble: Khrushchev, Castro and Kennedy: 1958-1964*, the only publication based on research in the archives of the Russian Foreign Intelligence Service and the Russian Presidential Archive; and Dr. Andrew Hammond, ISM historian and curator who specializes in military and intelligence history. ★

50th Anniversary of the Cuban Missile Crisis: jfklibrary.org/events-and-awards/kennedy-library-forums/past-forums/transcripts/50th-anniversary-of-the-cuban-missile-crisis. The Library commemorated the 50th anniversary of the Cuban Missile Crisis with a three-panel conference featuring leading historians, political scientists, and descendants of key players, Sergei Khrushchev, son of Nikita Khrushchev, and Jack Schlossberg, grandson of John F. Kennedy. Introduced by former Archivist of the United States, David Ferriero, the sessions delved into the secretly recorded meetings of the EXCOMM and highlighted the latest scholarship on the event and its legacy.

Cuban Missile Crisis Conference 2022: jfklibrary.org/events-and-awards/forums/10-22-cuban-missile-crisis-conference-1. This special conference commemorating the 60th anniversary of the Cuban Missile Crisis explored the Crisis and the lessons it still holds for us. Sessions examined the historical context of the Crisis, as well as how lessons from the Crisis resonate with contemporary challenges. ★

Columbia Point, Boston,
Massachusetts 02125

Ⓜ JFK/UMass
617.514.1600
www.jfklibrary.org



Kennedy Library Forums

In Case You Missed It: Watch Now!

***Silent Spring Revolution:
John F. Kennedy, Rachel Carson,
Lyndon Johnson, and the
Great Environmental Awakening***

Thursday, November 17, 2022
6:00 p.m. – 7:30 p.m.

Douglas Brinkley discusses his new book
*Silent Spring Revolution: John F. Kennedy,
Rachel Carson, Lyndon Johnson, and the
Great Environmental Awakening.*

Join Virtually: Register and tune in to this *Forum* from anywhere.

Gun Control and Firearms Policy

Monday, November 28, 2022, 6:00 p.m. – 7:30 p.m.

Philip Alpers, founding director of GunPolicy.org at the University of Sydney School of Public Health; Jennifer Carlson, professor of sociology and government and public policy at the University of Arizona; Mugambi Jouet, professor of law at the University of Southern California; and Diego Sanjurjo, political scientist and coordinator of focused police crime prevention strategies at Uruguay's Ministry of the Interior, explore comparative and international perspectives on firearms policy and gun control with Kristin Goss, professor of political science at Duke University.

Register for upcoming programs onsite or online at jfklibrary.org/Forums. Email educationjfk@nara.gov and request reserved seats for you and your students at upcoming in-person *Forums*.



Additional support for the John F. Kennedy Presidential Library and Museum's history and civic education programs is provided by The James M. and Cathleen D. Stone Foundation, Stephen and Carol Canter, and:

