

New Frontiers

A newsletter for ★ educators

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



Keynote Speaker Dr. J. Drew Lanham is a birder, naturalist, hunter-conservationist, 2022 MacArthur Fellow, and the author of *The Home Place: Memoirs of a Colored Man's Love Affair with Nature*.

Save the Date! Annual Children's Literature Conference

From Head and Heart: Caring for the Environment through Science, Stories, and Actions

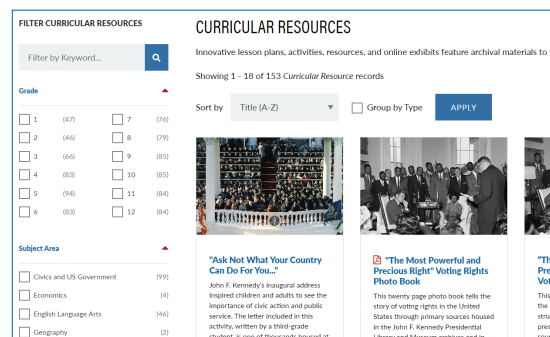
November 8, 2023

Young people are increasingly aware of the challenges to our planet. With each new environmental crisis, they are demanding action and asking leaders to acknowledge that, in President Kennedy's words, "The supreme reality of our time is our indivisibility ... and our common vulnerability on this planet." How can educators and librarians encourage students to understand the interconnectedness of the natural world? How can we prepare young people to face the urgent challenges of a changing climate? What actions can students take to work towards environmental justice?

Join award-winning authors Dr. J. Drew Lanham, Laurie Lawlor, Anita Sanchez, and Melissa Stewart to discuss how literature can empower students to navigate the future with hope and determination. ★

New Searchable Database of Educational Resources for Teachers

Have you searched the internet for teaching resources on civil rights in the 1960s or the Cuban Missile Crisis? Or perhaps for lesson plans on John F. Kennedy's inaugural address? With the Kennedy Library's new searchable curricular database, you can now access these and other materials and programs in one convenient location. Comprised of more than 150 educational resources, this new hub features lesson plans, guided programs, online exhibits and interactives, media galleries, Hands-On History activities, teaching guides and JFK in History topical essays for grades 1-12. Educators may search for resources and programs that best meet their classroom needs from content to learning style with ease.



You can now search by:

- Keyword
- Grade levels 1 - 12
- Subject area
- Topic
- Resource type
- Curricular resource
- Time required

This searchable database includes:

- Lesson plans
- Activities
- Media galleries
- Guided programs
- Online exhibits
- Resource guides

2023 marks the 60th anniversary of the last year of the Kennedy administration, a year of many important accomplishments and watershed moments that continue to ripple through to current socio-political concerns generations later. In this edition, the featured lesson plans highlight two of the major historical issues from 1963 that remain important for students to discuss: confronting racial inequality as a nation and growing concerns about nuclear threats around the globe.

Visit jfklibrary.org/CurricularResources to learn more and find the best resources to match your students' needs and enhance their classroom experience! ★

HIGHLIGHTS

2 Elementary and Middle School Lesson Plan

5 High School Lesson Plan

8 Collections Corner

Investigating Kennedy’s Address on Civil Rights

In his January 20, 2021, inaugural address, President Joseph Biden announced, “A cry for racial justice some 400 years in the making moves us. The dream of justice for all will be deferred no longer... And now, a rise in political extremism, white supremacy, domestic terrorism that we must confront, and we will defeat.” This explicit condemnation of white supremacy harkens to the groundbreaking civil rights address that President Kennedy delivered 60 years ago this June 11th.

Kennedy’s *Radio and Television Report to the American People on Civil Rights* was his strongest public statement to the country (and the rest of the world) on civil rights. Historians consider it a landmark speech because Kennedy framed racial injustice as a moral and ethical issue. He challenged Americans to ask themselves: How do we want to be treated? What is the right way to behave towards others in a country founded on equality? The speech was a call to action: Kennedy challenged individuals to act and to treat each other with respect in their daily lives. Moreover, he formally announced his plans to introduce an omnibus civil rights bill to Congress.

This lesson plan guides students to read, listen to, and summarize an excerpt of President Kennedy’s June 11th speech on civil rights. They reflect on its resonance today and create images of what racial justice could look like in the future.

Historical Background

After narrowly defeating Richard M. Nixon in the 1960 election, John F. Kennedy was cautious in his approach to civil rights. He was reluctant to lose southern support for legislation on many fronts by pushing too hard on civil rights legislation. By the spring of 1963, Kennedy’s attention became increasingly focused on civil rights. The 1963 Birmingham Campaign in Alabama made national news with images of children attacked by dogs and blasted with high pressure fire hoses. The growing number and size of civil rights demonstrations, and the violent backlash from



President Kennedy calls for racial justice from the Oval Office on June 11, 1963. Camera operators and photographers observe from right. (AR7969-D)

PHOTO BY ABBIE ROWE, JOHN F. KENNEDY PRESIDENTIAL LIBRARY AND MUSEUM.

segregationists compelled the president to take direct action and speed up the introduction of civil rights legislation.

On June 11, 1963, Kennedy took a bold stand. Earlier that day, Alabama Governor George Wallace had attempted to block two African American students from entering the University of Alabama. The president federalized the Alabama National Guard and the governor finally stepped aside, allowing the students to enter the University. That evening, the president delivered an historic message: segregation and other forms of racial injustice must end, and he would introduce legislation to work toward that goal.

In his speech, Kennedy addressed discrimination in education, public accommodations, and voting rights. He declared that “it ought to be possible, in short, for every American to enjoy the privileges of being American without regard to his race or his color.”

The president asked Congress to enact legislation protecting all Americans’ voting rights, legal standing, educational opportunities, and access to public facilities, while acknowledging that legislation alone could not solve the country’s problems concerning race relations. He stated, “It is time to act in the Congress, in your State and local legislative body and, above all, in all of our daily lives.”

Goal

To learn about racial injustice in the past, make connections to today, and envision a better future.

Essential Question

What is racial justice and how do we address it?

Objectives

Students will:

- read, discuss, and listen to President Kennedy’s historic speech on racial injustice and civil rights.
- summarize an excerpt of the speech and determine its main ideas.
- make connections to racial injustice today.
- create an image that reflects a world that is more racially just.

Materials

- Radio and Television *Report to the American People on Civil Rights* (video and transcript)
- Radio and Television *Report to the American People on Civil Rights* excerpt (handout)
- Glossary for Students (handout)
- Graphic Organizer (handout)

Connections to Curriculum (Standards):

National History Standards

Standard 1: Historical Comprehension

Standard 3: Historical Analysis and Interpretation

Standard 4: The struggle for racial and gender equality and for the extension of civil liberties.

Common Core State Standards: Anchor Standards for Grades K-12

English Language Arts, Reading Standard 1, Standard 2,

English Language Arts Standards, History/Social Studies, Grades 6 – 8, Standard 1, Standard 6

MA Standards for History and Social Science Practice

1. Demonstrate civic knowledge, skills, and dispositions. MA Standards for History and Social Science Practice

Massachusetts History and Social Studies Curriculum Frameworks

5. T5.8 Research and analyze one of the people, organizations, events, or legislative acts from the 20th century that contributed to expanding civil rights of African Americans, women, and others in the United States. Grade 8 Topic 4: The rights and responsibilities of citizens

Teaching Note

Teaching note about the word “Negro” to share with students in preparation for reading the speech excerpt: Language is important and changes over time. Until about 1967, “Negro” was one of the acceptable words used by Americans of all races to identify Black or African American people. When John F. Kennedy delivered his *Report to the American People on Civil Rights* on June 11, 1963, the word “Negro” was not thought of as a negative word by most people. However, around 1967, some Black leaders and others in the Black community criticized the word and believed it was important for Americans of African descent to choose their own way to describe themselves. They preferred the words “Black” and then “Afro-American.” Now we use “Black,” “African American,” or “a person of color” to describe Americans of African descent.

Procedure

Part I: Summarizing the Speech and Identifying the Main Idea

1. Share a copy of the excerpt from Kennedy’s Radio and Television *Report to the American People on Civil Rights* with students. Explain that students will have the opportunity to examine this historic speech, Kennedy’s strongest statement to the American people on civil rights. The American people did not all agree about segregation and other issues related to race. Many Americans wanted to keep racial segregation, and others thought President Kennedy had not taken enough action to address racial injustice and end racial segregation. Students will use a graphic organizer to summarize the excerpt and identify the main ideas of the text.
2. Read the text to students and discuss any comments and questions about the speech. This is a separate discussion from the summary.
3. Play the video of the highlighted excerpt (it begins at 4:00 and ends at 7:00) and discuss additional questions.
<https://www.jfklibrary.org/learn/about-jfk/historic-speeches/televised-address-to-the-nation-on-civil-rights>
4. Have students work individually, in small groups, or as a whole class to complete the Graphic Organizer. Guide

continued on page 4

Investigating Kennedy’s Address on Civil Rights

continued from page 3

students to consult the Glossary for Students handout and dictionaries to make sure they understand the vocabulary. In addition to summarizing the text, students should identify the main ideas of the excerpt.

Part II: Relating the Speech to Today

1. Have students share their summaries and main idea.
2. Suggested discussion questions:
 - What arguments does Kennedy use to convince his audience that people of all races should have equal rights?
 - How does the text relate to today? What parts still feel true? What has changed?
 - What does racial justice look like? What changes do we need to make in our school, neighborhood, city or town, state, country, and world to work toward racial justice?

Assessment

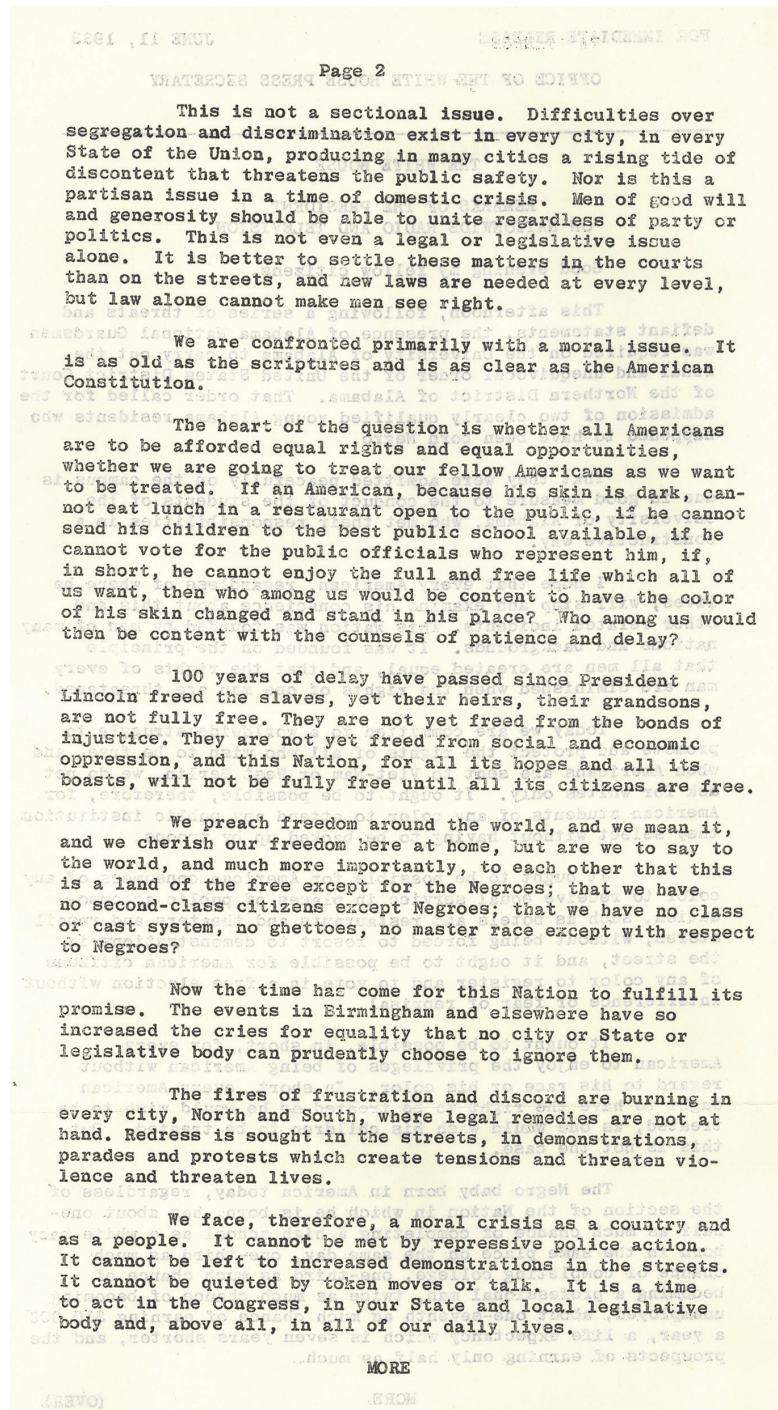
Have students select one of the changes (or add a new suggestion) that will help lead to racial justice, and then create an illustration with a caption.

Extensions

Compile students’ illustrations and quotes into a picture book. Have them write an introduction and conclusion, providing historical information on the speech. Have them present information on the speech and perform a reading of the book to another class or at a gathering for families.

The full lesson plan, including handouts and glossary, can be accessed at: jfklibrary.org/InvestigatingCivilRightsAddress.

This lesson is adapted from a longer lesson, *The President Takes a Stand: Kennedy’s Report to the American People on Civil Rights*, prepared for the 1963: *The Struggle for Civil Rights* microsite. ★



Excerpt from “Remarks of the President on Nationwide Radio and Television,” Office of the White House Press Secretary, p. 2, June 11, 1963.

Limited Nuclear Test Ban Treaty

The Limited Nuclear Test Ban Treaty was signed in Moscow on August 5, 1963 after eight years of negotiations between the United States, Great Britain, and the Soviet Union. A turning point in those negotiations came after the Cuban Missile Crisis of 1962, when both President Kennedy and Premier Khrushchev, having faced the possibility of nuclear war, opened a more substantive dialogue. Although this treaty was limited in scope, it paved the way for later arms agreements.

In this lesson plan, high school students consider the threat of nuclear weapons in the early 1960s and the opportunities and challenges in negotiating an arms control agreement. Students may then discuss the opportunities and challenges presented by nuclear war threats in today’s world.

Historical Background and Context

The destruction of Hiroshima and Nagasaki by atomic bombs marked the end of World War II and the beginning of the nuclear age. As tensions between East and West settled into a Cold War, scientists in the United States, Great Britain, and the Soviet Union conducted tests and developed more powerful and efficient nuclear weapons. But, as scientists and the public gradually became aware of the dangers of radioactive fallout, they began to raise their voices against nuclear testing. Backed by growing public sentiment against nuclear testing, leaders and diplomats of several countries sought to address the issue.

In May of 1955, under the auspices of the U.N. Disarmament Commission, the United States, the United Kingdom, Canada, France, and the Soviet Union began negotiations to end nuclear weapons testing. Diplomats disagreed about whether to link a ban on testing to general arms control. Conflict over inspections to verify underground testing impeded later talks because the Soviet Union feared that onsite inspections could lead to spying that might expose the fact that Khrushchev had vastly exaggerated the number of deliverable Soviet nuclear weapons. As negotiators struggled over differences, the Soviet Union and the United States suspended nuclear tests – a moratorium that lasted from November 1958 to September 1961.

John F. Kennedy had supported a ban on nuclear weapons testing since 1956. Believing a ban would prevent other countries from obtaining nuclear weapons, he took a strong stand on the issue in the 1960 presidential campaign. Once elected, President Kennedy pledged not to resume testing



President John F. Kennedy and Soviet Premier Nikita Khrushchev meet at the US Embassy in Vienna, Austria. June 3, 1961.

PHOTO BY ABBIE ROWE.
JOHN F. KENNEDY PRESIDENTIAL LIBRARY AND MUSEUM.

in the air and promised to pursue all diplomatic efforts for a test ban treaty before resuming underground testing. He envisioned the test ban as a first step to nuclear disarmament.

In August 1961, the Soviet Union announced its intention to resume atmospheric testing, and over the next three months it conducted 31 nuclear tests. Discouraged and dismayed by the Soviet tests, President Kennedy pursued diplomatic efforts before allowing renewed testing by the United States. In his September 25, 1961 address to the United Nations, he challenged the Soviet Union “not to an arms race, but to a peace race.” Unsuccessful in his efforts to reach a diplomatic agreement, President Kennedy reluctantly announced the resumption of atmospheric testing. American testing resumed on April 25, 1962.

Following the peaceful resolution of the Cuban Missile Crisis in October 1962, President Kennedy and Premier Khrushchev sought to reduce tensions between their two nations. Both leaders realized they had come dangerously close to nuclear war. As Khrushchev described it, “The two most powerful nations had been squared off against each other, each with its finger on the button.” JFK shared this concern, once remarking at a White House meeting, “It is insane that two men, sitting on opposite sides of the world, should be able to decide to bring an end to civilization.”

In a series of private letters, Khrushchev and Kennedy reopened a dialogue on banning nuclear testing. In his

continued on page 6

LESSON PLAN ★ High School, Grades 9–12

Limited Nuclear Test Ban Treaty

continued from page 5

commencement address at American University on June 10, 1963, Kennedy announced a new round of high-level arms negotiations with the Soviets. He boldly called for an end to the Cold War. The Soviet government broadcast a translation of the entire speech and allowed it to be reprinted in the controlled Soviet press.

Kennedy selected Averell Harriman, an experienced diplomat known and respected by Khrushchev, to resume negotiations in Moscow. An agreement to limit the scope of the test ban paved the way for a treaty. By excluding underground tests from the pact, negotiators eliminated the need for the on-site inspections that worried the Kremlin. On July 25, 1963, after only twelve days of negotiations, the two nations agreed to ban testing in the atmosphere, in space, and underwater. The following day, in a television address announcing the agreement, Kennedy claimed that a limited test ban “is safer by far for the United States than an unlimited nuclear arms race.”

The Treaty was signed in Moscow on August 5, 1963, by US Secretary Dean Rusk, Soviet Foreign Minister Andrei Gromyko, and British Foreign Secretary Lord Home – one day short of the 18th anniversary of the dropping of an atomic bomb on Hiroshima.

Over the next two months, President Kennedy convinced a fearful public and a divided Senate to support the Treaty. The Senate approved the Limited Nuclear Test Ban on September 23, 1963, by an 80-19 margin. Kennedy signed the ratified Treaty on October 7, 1963. The Treaty:

- prohibits nuclear weapons tests or other nuclear explosions under water, in the atmosphere, or in outer space
- allows underground nuclear tests as long as no radioactive debris falls outside the boundaries of the nation conducting the test
- pledges signatories to work towards complete disarmament, an end to the armaments race, and an end to the contamination of the environment by radioactive substances.

In September 1996, the Comprehensive Nuclear Test Ban Treaty was adopted by the United Nations General Assembly. Signed by 71 nations, including those possessing nuclear weapons, the Treaty prohibits all nuclear test explosions including those conducted underground. Though it was signed by President Clinton, the Senate rejected the treaty by a vote of 51 to 48.

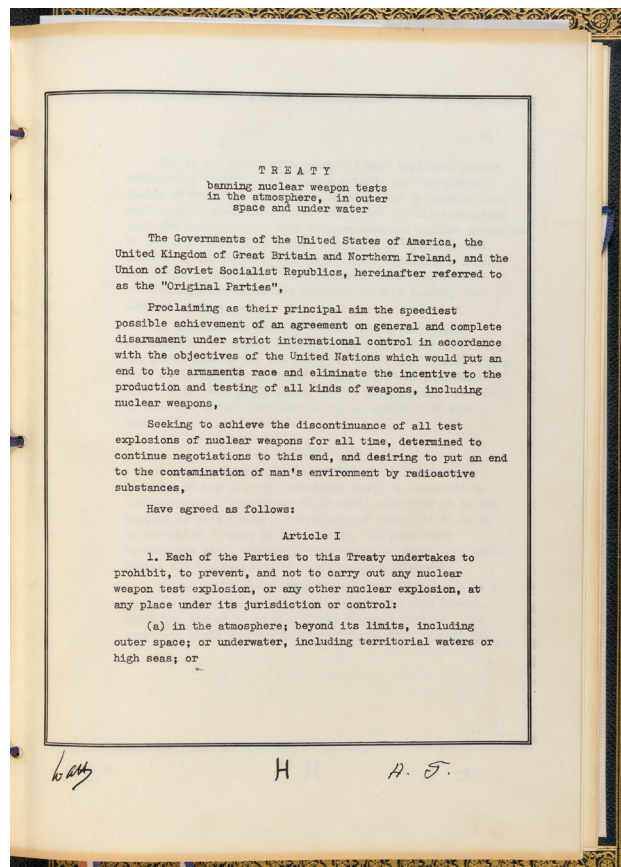


PHOTO COURTESY OF THE NATIONAL ARCHIVES AND RECORDS ADMINISTRATION

Nuclear Test Ban Treaty, July 26, 1963. This multilateral treaty was signed in Moscow by the United States, Great Britain, and the Soviet Union. After Senate approval, the treaty that went into effect on October 10, 1963 banned nuclear weapons testing in the atmosphere, in outer space, and under water.

Goal

Students consider the threat of nuclear weapons in the early 1960s and the opportunities and challenges in negotiating an arms control agreement.

Essential Question

Why might it be difficult for countries to agree to and sign international treaties?

Objectives

Students will:

- analyze a political cartoon.
- interpret the language of an international treaty.
- assess the opportunities and difficulties for the United States in negotiating and signing a nuclear test ban treaty in the early 1960s.
- consider the challenges all nations face in developing international arms treaties.

Connections to Curriculum (Standards):

National History Standards	MA Framework
US History - Era 9: 2A; Era 10: 1C	USII.T5; WHIII.T5
World History - Era 9: 1B	

Materials

- Limited Nuclear Test Ban Treaty overview
- Handout: *Negotiations on the Nuclear Test Ban Treaty*
- Editorial Cartoon “How about one more try?” by Herb Block from May 29, 1963 (optional)
- Handout for cartoon analysis (optional)
- Limited Nuclear Test Ban Treaty of 1963
- Nuclear Testing Table, 1945-2006

Procedure

1. Have students read the Limited Nuclear Test Ban Treaty overview from the Kennedy Library website.
2. Provide students with the handout *Negotiations on the Nuclear Test Ban Treaty*, and examine the editorial cartoon “How about one more try?” by Herb Block from May 29, 1963, drawn in response to Kennedy’s May 22 Press Conference.

Discuss the following:

- What does the saying “The genie is out of the bottle” mean?

Have students analyze the political cartoon by:

- listing the objects or people they see in the cartoon.
- identifying the cartoon caption and/or title.
- considering which of the objects are symbols; what do they think each symbol means.
- describing the action taking place in the cartoon.
- explaining how the words in the cartoon clarify the symbols.
- explaining the message of the cartoon.
- considering what special interest groups would agree/disagree with the cartoon’s message, providing their reasoning.

A handout for cartoon analysis is available from NARA.

Discuss with students:

- Do you think the cartoonist is saying that the genie can or can’t be put back in the bottle when it comes to putting nuclear weapons under control? Explain.
- What were some of the challenges in getting the genie back in bottle in 1963? What were some of the opportunities for getting the genie in the bottle? What role did the Cuban Missile Crisis and its aftermath play in promoting negotiations between the United States and the Soviet Union? What public signals did Kennedy send to the

Soviet Union of his desire for a nuclear test ban agreement (consider his American University speech of June 10, 1963)?

3. Have students read the finalized Limited Nuclear Test Ban Treaty of 1963 (and see signatories here). Note for students that the United States, Soviet Union, Great Britain, and France were the only countries that had previously tested nuclear weapons. However, it was known that China was preparing to test.

Discuss:

- What are the major points of agreement noted in the Preamble?
 - What are the major provisions of the agreement in Article I?
 - Why was Article III necessary? (What needs to happen in the United States for an international treaty to become law?)
 - What are the key provisions in Article IV?
 - What major players did not sign the treaty? How many nations signed it?
4. For homework, have students write an essay responding to these questions: To what extent might the signing of the Limited Nuclear Test Ban Treaty of 1963 have helped “put the genie back into the bottle”? (What aspects of the Treaty would help “put the genie in the bottle”? What would discourage it? What provisions do you think might have been added or deleted to make the agreement stronger?)
 5. Show students the Nuclear Testing Table, 1945-2006, and discuss the history of nuclear testing from 1963 to the present. Note that the United States, Great Britain and the Soviet Union complied with the LNTB agreement and did not test nuclear weapons in the atmosphere, space, or underwater, although they each continued a significant number of underground tests until the early 1990s. Also, discuss how this agreement paved the way for future non-proliferation agreements.

Assessment

Assess students’ essay responses and answers to questions.

Extension

Have students look at the Comprehensive Test Ban Treaty Signed by President Clinton in 1996 and have them write about or discuss as a group why the Senate did not ratify it.

The full lesson plan can be accessed at: jfklibrary.org/TestBanLesson. ★

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Collections Corner

Curatorial staff at the Kennedy Library will be updating the White House Corridor displays in the Museum Galleries. The new installation will commemorate President Kennedy's visit to Ireland in the summer of 1963 that was part of an international trip that also included stops in Berlin and Rome.

While John F. Kennedy had previously visited Ireland in 1947 when researching his own ancestral ties to the country, this 1963 visit carried the weight of his position as President of the United States. This trip was met with the enthusiasm of gathering crowds and the presentation of gifts on his stops throughout Ireland – many of these gifts will be among the newly displayed objects.

The Freedom of the City of Cork Casket with an illuminated scroll was gifted to President Kennedy on June 28th, 1963, by Sean Casey, Lord Mayor of Cork, Ireland. The custom of awarding the “Freedom of the City,” whereby persons distinguished for public service become Honorary Burgesses of a City, dates back to the 14th century. On June 11, 1963, President Kennedy was elected Honorary Burgess, “in token of pride that this descendant of Irish emigrants should have been elected to such an exalted office and appreciation of his action in coming to visit the country of his ancestors; as a tribute to his unceasing and fruitful work towards the attainment of prosperity and true peace by all the people of the world; and in recognition of the close ties that have always existed between Ireland and the United States.”

Come visit the Kennedy Library and see these objects for yourself! ★



JOHN F. KENNEDY PRESIDENTIAL LIBRARY AND MUSEUM

Freedom of the City of Cork Casket, ca. 1963.

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, and:

