

New Frontiers

A newsletter for ★ educators

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



New iPad App Examines President Kennedy's Legacy through Virtual Role-Play

When John F. Kennedy took office, he called on America's youth to dedicate themselves to the advancement of humanity. Since 1961, the Peace Corps has placed volunteers throughout the world to assist local communities with their most urgent needs while promoting cultural exchange and understanding. That same year, President Kennedy boldly set the goal of landing a man on the moon by the end of the decade. The spirit of service and the value of learning about other cultures continue to be a hallmark of the Peace Corps, and NASA remains at the forefront of innovation and scientific advancement.

Today's young students (ages 8-12) can accept JFK's call to service virtually through *The JFK Challenge*, a new free iPad App. They can choose to become either a Peace Corps volunteer in Colombia or an astronaut training for the Apollo 11 mission to the moon. Engaging animation and game-like activities, featuring primary sources from the Kennedy

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Experience the Newly Updated Museum at the JFK Library

What's new at the John F. Kennedy Presidential Library and Museum? This winter, the Museum closed for the first major refurbishment in more than twenty years. The galleries reopened this spring with several new displays, remastered period film footage presented in high definition, and three new interactive stations showcasing materials from the Library's archival and artifact collections. The result is a reinvigorated Museum with something new to pique the interest of educators, students, and walk-in visitors alike.

Highlights include:

Poetry and Power: The Inaugural Address

On the morning of January 20, 1961, John F. Kennedy continued to practice his inaugural address—in the bathtub and over bacon and eggs at the breakfast table. But, after taking the oath of office on the east portico of the US Capitol shortly past noon, did he deliver his address as written? Even while presenting his oration, the new president made 32 edits to the speech, including one to his famous “ask not” charge to the American people. A new display features the reading copy of the speech with each of these small changes marked in red. A complementary audiovisual display tells the behind-the-scenes story of the careful crafting of this landmark address by JFK and his advisor, Ted Sorensen.

JFK Meets the Press



A new interactive invites visitors to field questions from the press on topics still relevant today.

JFK Meets the Press, a new interactive located in the Press Briefing Room gallery, invites you to step behind the presidential podium and field actual questions that reporters posed to President Kennedy. A political advisor provides briefing materials—including some top secret and classified

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HIGHLIGHTS

4 “It Isn’t Our War”

6 1965 Voting Rights Map

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8 Upcoming Forums

Experience the Newly Updated Museum *continued*

documents and photographs—to help you select a response. Choose from one of three possible answers, and find out how President Kennedy responded and what notable people of the time had to say about the topic and why. Seven topics are featured: civil rights, the minimum wage, health care, women’s rights, foreign aid, Cuba, and Vietnam.

Facing a Moral Crisis: JFK and Civil Rights

Facing a Moral Crisis: JFK and Civil Rights, a new interactive timeline, tells the story of civil rights activism and the dramatic events of 1961–1963 that led to President Kennedy’s historic televised address to the nation on June 11, 1963, in which he called civil rights a “moral issue.” Through documents, photographs, and film footage, the display brings to life JFK’s call for comprehensive civil rights legislation, his administration’s push to get a bill through Congress, the March on Washington for Jobs and Freedom, and the efforts by President Johnson, civil rights leaders, and Robert Kennedy to work with Congress to pass the Civil Rights Act of 1964 in honor of President Kennedy. The presentation features different perspectives on these issues and events—from civil rights leaders and the administration to ordinary citizens who wanted to maintain the status quo and others seeking to change it.



PHOTO BY STAFF

Components of the original hotline—the cryptography unit and teletypewriter—currently on display are on loan from the National Cryptologic Museum (Fort Meade, Maryland).

A Strategy of Peace: The Limited Nuclear Test Ban Treaty and the Washington-Moscow Hotline

Less than a year after the Cuban Missile Crisis, President Kennedy signed the 1963 Limited Nuclear Test Ban Treaty. Considered by JFK to be one of his most significant achievements, the Treaty is now on display in the new *Strategy of Peace* gallery, along with the pen he used to sign it. A complementary audiovisual presentation puts the Treaty into historical context and includes excerpts from the president’s remarks on the negotiations.

Also on display in the gallery are components of the original Washington-Moscow hotline. Have you ever heard of the hotline or imagined what it might look like? Maybe you pictured a red dial phone? The teletypewriter and cryptographic unit pictured above were installed at the Pentagon as part of the hotline established by the US and the USSR in the summer of 1963—to enable the leaders of the two countries to be in direct communication during times of crisis and to reduce the possibility of war by miscalculation.

A Hard Lesson: JFK and Vietnam

A new display features an audio recording made by President Kennedy in the privacy of the Oval Office on November 4, 1963, just days after the coup in South Vietnam in which President Ngo Dinh Diem was killed. In the president’s telling, he reveals his thoughts on the event and reflects on the role played by the United States. Also on display is Cable 243, the controversial diplomatic missive sent in August 1963 that set a course for the eventual November coup.

Jacqueline Kennedy—An American Original

Did you know that Jacqueline Kennedy played an instrumental role in bringing the *Mona Lisa* to the US for display at the National Gallery of Art in Washington, DC? This



This new display features the Dictaphone JFK used to record his thoughts about notable events such as the 1963 coup in South Vietnam.

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New iPad App *continued*



Library's archives, appeal to users with a variety of learning styles and help them develop both skills and knowledge.

The *JFK Challenge* was made possible through a grant from:



Learn more at JFKChallenge.org ★



A new interactive highlights First Lady Jacqueline Kennedy's travels abroad and her many contributions to the arts and historic preservation. This interactive is made possible through the generosity of Michele & Howard Kessler.

and other stories are featured in *Jacqueline Kennedy—An American Original*, a new interactive display in the gallery highlighting Mrs. Kennedy's early life and her achievements as first lady. The presentation illustrates her iconic style, spotlights her travels abroad, and showcases her distinguished contributions to historic preservation, her advocacy for the arts, and her innovations in White House entertaining. Visitors are invited to “curate” a collection from the display and email it home.

The Museum redesign project was a shared endeavor of the John F. Kennedy Presidential Library and Museum and the John F. Kennedy Library Foundation, with generous leadership support from David M. Rubenstein. ★

For related teaching resources, visit:

- ★ jfklibrary.org/curricular/elementary (civil rights)
- ★ jfklibrary.org/curricular/middle (civil rights)
- ★ jfklibrary.org/curricular/high (civil rights, Vietnam, Cuba, and JFK and the Press)

What's Next?

YOUNG JACK

A new exhibit on JFK's early years, *Young Jack* will open in August. It will complement the 20-minute introductory film on the president's early life and feature iconic artifacts including JFK's dog tag and the coconut husk with the message that helped save him and his PT-109 crew in World War II. ★

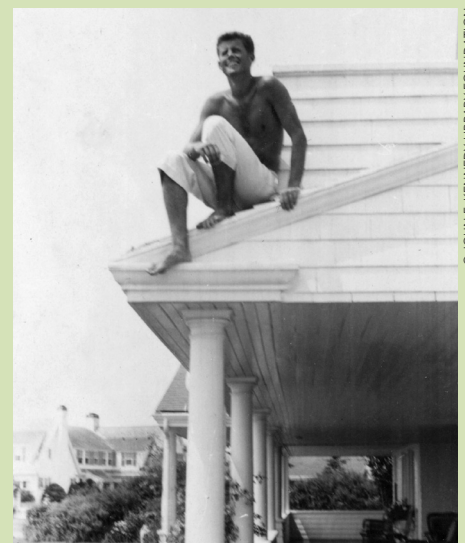


PHOTO BY JOEL BENJAMIN



PHOTO BY JOEL BENJAMIN

These artifacts return to the Museum following their display at the National Archives of Japan in Tokyo, where they were featured in the exhibition, *JFK: His Life and Legacy*.



© JOHN F. KENNEDY LIBRARY FOUNDATION

John F. Kennedy perched on the porch roof of his family's home in Hyannis Port, Massachusetts, circa 1940-1941.

“It Isn’t Our War”

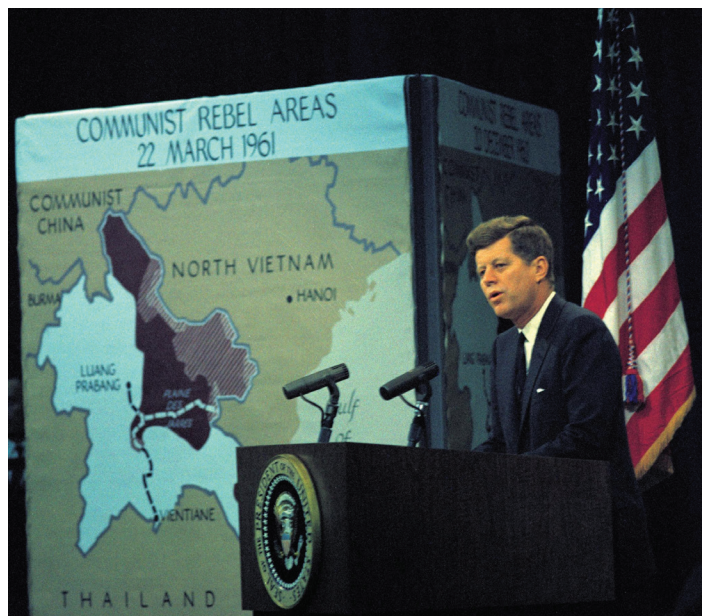
Examining US Involvement in South Vietnam During the Kennedy Era

Fifty years ago, on March 8, 1965, the United States began a ground war in Vietnam with the deployment of 3,500 Marines. How did a region on the other side of the world become so important to the Kennedy and Johnson administrations? When students understand the rationale for US involvement in Southeast Asia, they are better able to consider the challenges that each president from Truman to Nixon faced in determining economic aid and military actions there, and the possibility of withdrawal from the region. The Kennedy Library has several online resources to help students examine US involvement in Vietnam prior to its commitment of combat troops.

In the Library’s online lesson *Military Advisors in Vietnam: 1963* (jfklibrary.org/curricular/high) for grades 9-12, students analyze two primary source documents: a letter to President Kennedy written by Bobbi Lou Pendergrass, a self-described “housewife” from California, and his response. This exchange reveals attitudes shared by many Americans and the president’s rationale for a US presence in South Vietnam.

In February 1963, Bobbi Lou Pendergrass wrote to the president about her brother’s recent death in a helicopter crash in Vietnam. “I can’t help but feel that giving one’s life for one’s country is one thing, but being sent to a country where half our country never even heard of... is another thing altogether!” she wrote. “Please...help me and my family to reconcile ourselves to our loss and to feel that even though Jim died in Viet Nam—and it isn’t our war—it wasn’t in vain.”

President Kennedy felt the need to respond to this letter. When he took office, American foreign policy was based on the goal of containing Communism and the assumptions of the so-called “domino theory”—that if one country fell to Communism, the surrounding countries would fall, like dominoes. The Eisenhower administration had been concerned that if Vietnam fell under Communist control, other Southeast Asian and Pacific nations would fall one by one. In response to that threat, the Southeast Asia Treaty Organization (SEATO) was formed in 1955 to prevent Communist expansion, and President Eisenhower sent some 700 military personnel as well as military and economic aid to the government of South Vietnam. This effort was foundering as Kennedy took office.



At a 1961 news conference, President Kennedy notes the threat posed by Communist rebels in Southeast Asia.

Kennedy authorized sending additional military advisors to assist the pro-Western government of South Vietnam, and by the end of 1962, there were approximately 11,000 advisors. That same year, 53 military personnel had been killed.

The president responded to Mrs. Pendergrass noting, “If Viet Nam should fall, it will indicate to the people of Southeast Asia that complete Communist domination of their part of the world is almost inevitable. Your brother was in Viet Nam because the threat to the Viet Nameese people is, in the long run, a threat to the Free World community, and ultimately a threat to us also. For when freedom is destroyed in one country, it is threatened throughout the world.”

In the lesson plan, students are paired up to create a script from these letters and perform an imaginary phone conversation between the president and Mrs. Pendergrass. As a final assessment, students write a diary entry for Mrs. Pendergrass in which she describes her conversation with the president and discusses to what extent she was convinced by his arguments.

Additional teaching resources on the Library’s website include audio excerpts from several August 1963 meetings held at the White House discussing whether or not the US

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should support a coup to oust South Vietnamese leader Ngo Dinh Diem (microsites.jfklibrary.org/presidentsdesk, then click on the highlighted oval in the front right of the desk to access the secret tapes). Other useful audio clips may be found in "The White House Diary." By clicking on "September 9, 1963," you can hear a clip from a TV interview with President Kennedy in which he states the need for patience in dealing with the Diem government and reiterates his belief in the domino theory (whd.jfklibrary.org/diary).

On November 1, 1963, in a coup given tacit approval by the Kennedy administration, the South Vietnamese government was overthrown and President Diem was assassinated. An audio recording of Kennedy's reactions to the coup and death of Diem can also be heard in "The White House Diary" by clicking on "November 4, 1963."

In the final weeks of his life, Kennedy wrestled with the need to determine the future of the United States' commitment in Vietnam. By the time of his death on November 22, 1963, there were approximately 16,000 military advisors in Vietnam.

Fifty years ago, the US escalated its involvement in Vietnam to a war that would result in the deaths of more than 1 million Vietnamese (estimates vary) and over 58,000 Americans. Examining the origins of how the US became enmeshed in this conflict can provide a useful case study for students analyzing 20th- and 21st-century foreign policy. ★

2/18
3/18
February 18, 1963

Dear President Kennedy,
My brother, Specialist James Delmas
McAndrew, was one of the seven crew
members killed on January 11 in a
Viet Nam helicopter crash.
The Army reports at first said that
communist gunfire was suspected. Later,
it said that the helicopter tragedy was
due to malfunction of aircraft controls.
I've wondered if the "malfunction of aircraft
controls" wasn't due to "communist gunfire."
However, that's neither important now,
nor do I even care to know.
My two older brothers entered the
Navy and the Marine Corps in 1941
immediately after the war started -
they served all during the war and
in some very important battles -
then Jim went into the Marines as soon as
he was old enough and was overseas
for a long time. During those war
years and even all during the
Korean conflict we worried about all
of them - but that was all very
different. They were wars that our
country were fighting, and everyone
here knew that our sons and brothers
were giving their lives for their country.
I can't help but feel that giving
one's life for one's country is one
thing, but being sent to a country
where half our country never even
heard of and being shot at without
even a chance to shoot back is
another thing altogether!

This is the first page of the 2-page letter Bobbi Lou Pendergrass sent President Kennedy. Examine her letter and President Kennedy's response in the *Military Advisors in Vietnam: 1963* lesson at jfklibrary.org/curricular/high.

For related teaching resources mentioned in this article, visit:

- ★ jfklibrary.org/curricular/high (*Military Advisors in Vietnam: 1963*)
- ★ microsites.jfklibrary.org/presidentsdesk (secret tapes)
- ★ whd.jfklibrary.org/diary (diary entries)

Featured Document: 1965 Voting Rights Map

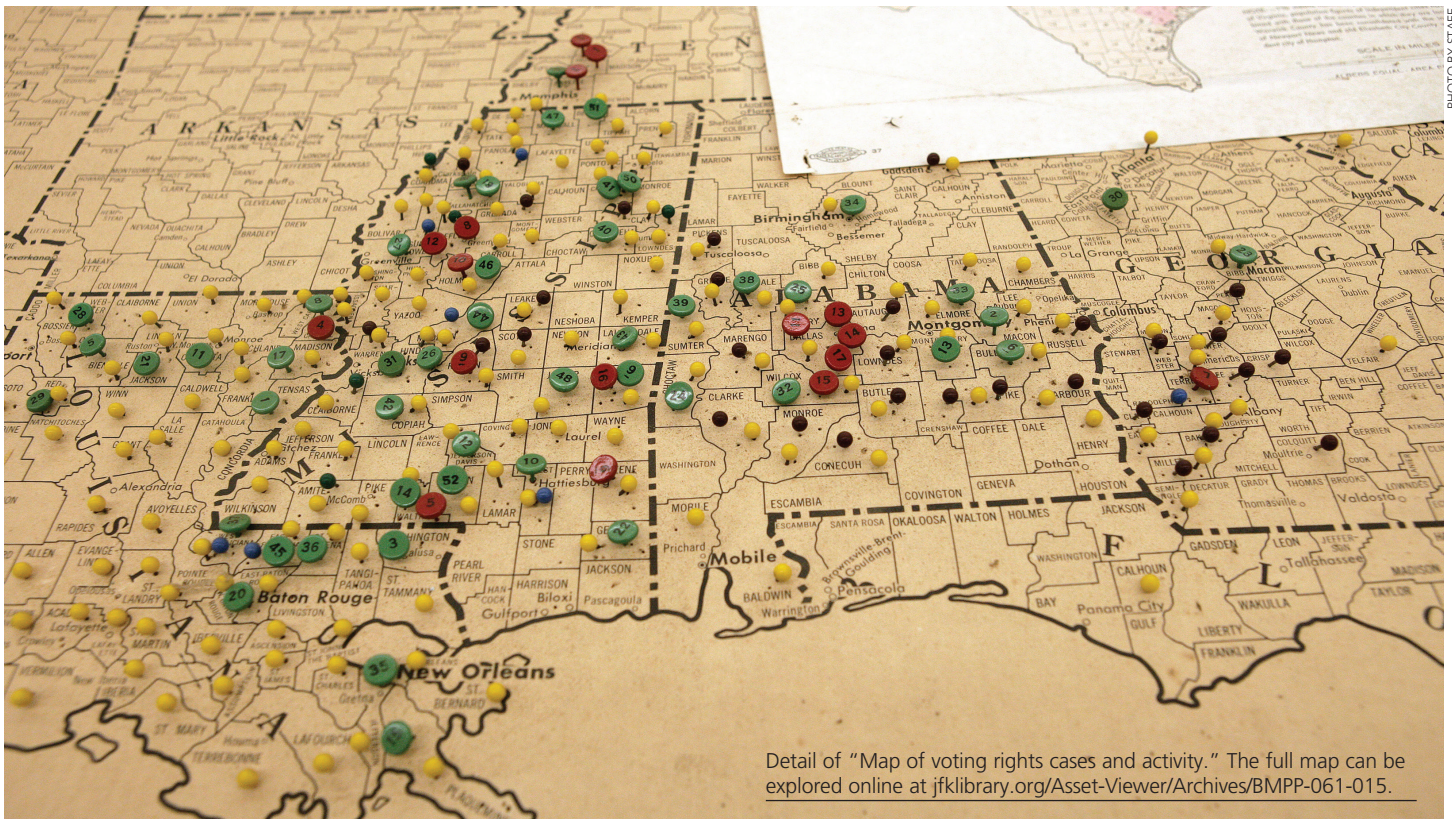
The Kennedy Library's digital archives makes many of the primary sources in our collections accessible for exploring 1960s events and issues in the classroom.

This issue's featured primary source is a map documenting voting rights violations in the South. Beginning in 1961, the Civil Rights Division of the Justice Department moved into uncharted territory. Attorney General Robert F. Kennedy vastly expanded the size of the staff, including a field operation of lawyers who spent weeks at a time in the South investigating and challenging voting barriers. At his direction, the division used maps like this one to track voting rights cases and monitor reported voting rights violations. The map below from 1965 was used by Assistant Attorney General Burke Marshall for this purpose.

This year marks the 50th anniversary of the Voting Rights Act of 1965. Using this map, also available at <http://www.jfklibrary.org/Asset-Viewer/Archives/BMPP-061-015>, you can explore the history and significance of the Act with students.

Guiding Questions:

- What do you notice about this map?
- What was the purpose of this map?
- According to this map and the accompanying guide, how were people kept from voting?
- What other information do you want to know about this map?
- What questions does this map raise for you?
- How might you find the answers to your questions?
- How is geography relevant in this map?
- What other forms of discrimination happened during this time?
- How is the Voting Rights Act of 1965 relevant today?
- What types of civil rights violations would you be curious to track and monitor (at that time and today)? ★



Detail of "Map of voting rights cases and activity." The full map can be explored online at jfklibrary.org/Asset-Viewer/Archives/BMPP-061-015.

Green push pins mark cases where literacy tests and other administrative standards prevented African Americans from voting.

Red push pins mark the cases that involved intimidation, threats, or coercion.

Purple push pins indicate administrative violations under investigation.

Blue push pins mark intimidation violations under investigation.

Yellow push pins track issues for which the Attorney General's office had the right to demand records related to voting rights violations.

Remembering a Great Author and Teacher

Walter Dean Myers (1937–2014) was a celebrated author of fiction, nonfiction and poetry for young people, and a five-time winner of the Coretta Scott King Award for books such as *Fallen Angels* and *Slam!* He was a featured speaker at the Library’s annual conference for elementary and middle school teachers in 2009 and again last year.

At the April 3, 2014 program, *To Light the World: Stories of Hope & Courage for Challenging Times*, Mr. Myers was asked how he begins to distill all the research he’s done into a narrative that will engage the reader. “I look for a question that is an important question,” he replied, “and I’ll spend weeks trying to figure out what the question is for this particular subject matter.”



PHOTO BY MATT GRIFFING

Walter Dean Myers speaking to educators at the Kennedy Library during the 2014 spring conference.

Myers described working with students in Texas on an essay-writing project. The question they focused on was, “Where do you fit into your family history?” Under Mr. Myers’ guidance, they interviewed their parents and other relatives. “Many kids...did not know that their parents went to segregated schools. They didn’t know about the signs—the blacks and whites only—and they didn’t know, for example, that many of their parents worked as kids...So when it came down to how they fit into this, they were understanding their parents for the first time,” he said.

His contributions to education and literature are great resources. To hear an excerpt from Myers’s 2014 conference talk, visit jfklibrary.org/myers. ★

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**Nature and Nation Transformed:
Rethinking the Role of the Environment in America’s Past and Present**

AT THE JOHN F. KENNEDY PRESIDENTIAL LIBRARY AND MUSEUM ★ JULY 6-17, 2015 ★ 8:30 A.M. TO 12:30 P.M.

The complex block features a blue-tinted illustration of a river scene. In the foreground, a large bridge with a central tower and arch spans across the river. Several steamships with smokestacks are on the water. The background shows a landscape with trees and a building. The text is overlaid on the illustration.

Join us this summer for an interactive two-week program of thought-provoking lectures and discussions led by distinguished scholars and guests. The American Studies Summer Institute, an annual program co-sponsored by the University of Massachusetts Boston and the John F. Kennedy Presidential Library and Museum, offers educators and graduate students the opportunity to explore in depth a topic drawn from American history, politics, culture, or social policy.

This year’s program, held at the Kennedy Library, will ask the following questions: How have the environment,

geography, and climate shaped American lives and thought and, in turn, how have Americans transformed the physical world around them? How does investigating the interdependence of nature and human activity deepen our understanding of American history?

Registration deadline extended to June 12, 2015

Find registration forms at jfklibrary.org/summerinstitute.

For further information, please call the Kennedy Library Department of Education and Public Programs at 617.514.1581. ★

UPCOMING KENNEDY LIBRARY FORUMS—SPRING 2015

Watch live-streamed webcasts of Kennedy Library Forums at www.jfklibrary.org/webcast. If you would like to attend an upcoming forum, email educationjfk@nara.gov to reserve seats for you and your students.



The Legacy of James Baldwin
Thursday, June 11, 6:00 p.m. to 8:00 p.m.

Following a screening of the newly restored documentary, *James Baldwin: The Price of the Ticket*, the filmmaker **Karen Thorsen**, Tufts professor **Peniel Joseph**, poets **Nicky Finney** and **Rose Styron**, and James Baldwin's niece, **Aisha Karefa-Smart** discuss his call for equality and its relevance today. **Kim McLarin**, a frequent contributor to WGBH's Emmy Award-winning program, *Basic Black*, moderates.



David McCullough on the Wright Brothers
Monday, June 22, 6:00 p.m. to 7:00 p.m.

David McCullough discusses his new book, *Sky High: The Epic Story of the Wright Brothers*.

WITH GENEROUS SUPPORT FROM:



Additional support for the John F. Kennedy Presidential Library and Museum's history and civic education programs is provided by **Ed and Patsy Fogarty** and:



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

The Kennedy Library and
Department of Education and
Public Programs offers free
museum passes to teachers
considering a field trip to the
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