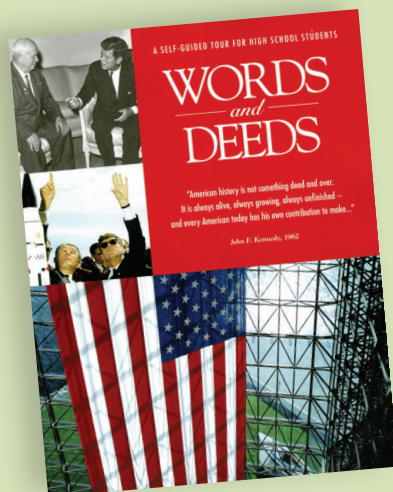


# New Frontiers

A newsletter for ★ educators

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



## New High School Museum Program Examines Inaugural Address

*Words and Deeds*, a new program for high school audiences, engages students in an exploration of the Museum with a focus on John F. Kennedy's inaugural pledges. The two-hour program includes an introductory discussion and film, viewing of exhibits with guiding questions, and wrap-up. Accompanied by Museum docents, students analyze primary source materials to determine the extent to which President Kennedy met the goals proclaimed in his inaugural address. The program aligns with Common Core State Standards, including understanding and analyzing original texts of historical significance. *Words and Deeds* is offered year round for groups of 20-80 students. Pre- and post-visit materials are provided. Call 617-514-1545 to make a reservation. ★

DOCENT PROGRAM SPONSORED BY

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## Explore Voting Rights with Your Students This Year

Next summer will mark the 50th anniversary of the Voting Rights Act. The 2013 US Supreme Court decision striking down a key section of the law has put a fresh spotlight on what many consider to be the most significant legislative achievement of the modern civil rights era. Help students understand why the VRA was needed using a lesson based on “The Right to Vote in Mississippi” ([civilrights.jfklibrary.org/For-Educators](http://civilrights.jfklibrary.org/For-Educators)), featured in the interactive online exhibit, *1963: The Struggle for Civil Rights*—or have them explore the exhibit independently.



President Kennedy speaking at a news conference, Sept. 13, 1962

Students might begin by reading a letter to President Kennedy from Charles McLaurin. “The people of Ruleville, Mississippi want to vote,” he writes, “but they are afraid of economic reprisal. The mayor of Ruleville rides around and tells the Negroes that if they go to register they will be fired from their jobs.” The letter also reports the shooting of two black girls on September 10, 1962. At his news conference three days after this incident, President Kennedy was asked to comment about “anti-Negro terrorism in the South.” JFK condemns the violence, stating: “The United States Constitution provides for freedom to vote and this country must permit every man and woman to exercise their franchise.”

The Constitution had no specific protections for voting rights until the 15th Amendment was ratified in 1870. The former Confederate states strongly resisted extending the vote to blacks, using a variety of strategies including poll taxes and phony literacy tests. Along with these obstacles, African Americans were discouraged from voting by economic coercion and the continuing threat of violence.

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## Voting Rights, *continued*

Consequently, nearly all black citizens were disenfranchised in the South by the early 1900s.

The Civil Rights Acts of 1957 and 1960 allowed for injunctions against voting rights violations and other protections, but stronger tools were needed to address the most common forms of abuse by local election officials. In a special message to Congress, JFK proposed remedies that would become Title I of the administration's 1963 Civil Rights Bill. In the political fight to win passage, however, Title I was narrowed to cover only federal elections. Nonetheless, when President Lyndon B. Johnson signed the bill into law on July 2, 1964, it was a major victory for proponents of civil rights.

At the same time, white resistance to change became even more entrenched and violent in the Deep South, most shockingly with the murder of three civil rights workers in Mississippi during the 1964 "Freedom Summer" voter registration campaign. In March 1965, after mounted state troopers charged and brutally clubbed peaceful demonstrators in Selma, Alabama, President Johnson announced that the time had come "to strike down restrictions to voting in all elections—Federal, State and local—which have been used to

deny Negroes the right to vote." The bill that LBJ submitted to Congress passed with strong bipartisan support, and he signed the Voting Rights Act on August 6, 1965. By the year's end, a quarter million new black voters were registered.

The VRA was readopted and extended four times from 1970 to 2006, including protections for language minority citizens. In 2013, the US Supreme Court, ruling in *Shelby County, Alabama v. Holder*, nullified a crucial section of the VRA in a controversial 5-4 decision. The majority asserted that the formula in that section of the law, which applied to certain states and localities where patterns of voter discrimination were evident in the 1960s, was no longer relevant—a view strongly contested by the four dissenting justices. Acknowledging that violations of voting rights are still a problem today, the Court invited Congress to amend the VRA to address current inequities. But will today's highly-polarized Congress be able to meet that challenge?

Ask students to research evidence and opinions on different sides of the issue and debate the question: "What protections for voting rights does our country need today, and why?" ★

### *Shelby County, Alabama v. Holder*

This chart was included as part of the majority opinion in *Shelby County, Alabama v. Holder*. It compares voter registration figures from 1965 to 2004 in the six states originally covered by Section 4 of the Voting Rights Act. Citing these and other statistics, the Court argued that "things have changed dramatically" largely due to the VRA, declaring that restrictions imposed by Section 4 are now unconstitutional.

In her dissenting opinion, Justice Ginsburg agreed that "conditions in the South have impressively improved" but contended that discrimination had evolved into subtler barriers—such as "racial gerrymandering" of legislative districts—which, in effect, dilute the impact of minority votes. She concluded that "the Court errs egregiously by overriding Congress' decision" when it reauthorized the VRA in 2006 by overwhelming majorities in both Houses. ★

	1965			2004		
	WHITE	BLACK	GAP	WHITE	BLACK	GAP
ALABAMA	69.2	19.3	49.9	73.8	72.9	0.9
GEORGIA	62.[6]	27.4	35.2	63.5	64.2	-0.7
LOUISIANA	80.5	31.6	48.9	75.1	71.1	4.0
MISSISSIPPI	69.9	6.7	63.2	72.3	76.1	-3.8
SOUTH CAROLINA	75.7	37.3	38.4	74.4	71.1	3.3
VIRGINIA	61.1	38.3	22.8	68.2	57.4	10.8



### 2014 Student Leadership Conference

On April 24, 87 students and staff members from various enrichment programs across the New England region attended the annual *Student Leadership Conference* at the Library. The program included creative theater and spoken word workshops centered on the theme of innovative leadership. Students also toured the Museum, created their own versions of the federal budget, and wrote letters to President Obama. ★

# Marching Against Racism

Over 150 elementary students from the Cabot School in Newton, MA and the Dever Elementary School in Dorchester, MA sang out for justice as they reenacted the March on Washington for Jobs and Freedom at the Kennedy Library on April 30. Pam Cross, news anchor at Boston’s WCVB Channel 5, kicked off the half-day event by sharing her personal story of attending the March as a ten-year-old. Students then investigated photographs, practiced speech excerpts, and learned freedom songs to prepare for their march. The event was planned in conjunction with *Stand Against Racism*, a national initiative sponsored by the YWCA.

Try this lesson, aligned with Common Core State Standards, to stage your own March on Washington for Jobs and Freedom:

## Investigating the March on Washington for Jobs and Freedom

**Introduction:** Many students know that Dr. Martin Luther King Jr. gave his historic “I Have a Dream” speech on August 28, 1963, at the March on Washington for Jobs and Freedom. They may not know, however, that nine other civil rights leaders spoke that day: A. Philip Randolph, Dr. Eugene Carson Blake, John Lewis, Walter Reuther, James Farmer (whose speech was read by Floyd McKissick), Whitney Young, Mathew Ahmann, Roy Wilkins, and Rabbi Joachim Prinz. These ten speakers were known as the “Top Ten,” the team of civil rights activists who, along with Bayard Rustin, organized the March. In this activity, students work in small groups to learn about one of the speakers at the March on Washington for Jobs and Freedom. They then reenact the March and recite an excerpt from one of the speeches delivered that day.

**Objectives:** Read, analyze and recite an excerpt from a speech delivered at the March on Washington for Jobs and Freedom; identify leaders of the Civil Rights Movement; use primary source material to gather information; reenact the March on Washington to gain a deeper understanding of this historic demonstration.

**Materials:** Copies of speech excerpts and program from the March on Washington for Jobs and Freedom, photographs of speakers at the March, and biographical information handout

### Procedure:

1. Divide students into ten groups and provide each group with the March program and one speaker’s photograph, speech excerpt, and biographical information. Have them locate their leader on the program, examine the photograph, and share any prior knowledge about the person.



Elementary students make their voices heard at a reenactment of the March on Washington.

2. Have students read the biographical information provided. Alternatively, have students research their speaker and share information with group members.
3. Have students read the speech excerpt and discuss the following:
  - How would you summarize the text?
  - What are two main ideas in the text?
  - What words from the text support the main ideas?
  - What are other important words? What do they mean?
  - What feelings will you put forth when you recite the speech?
4. Have each group practice reciting their speech excerpt in preparation for a reenactment of the March.
5. In further preparation for the reenactment, have students make signs depicting their wishes for racial justice and equal rights. Practice freedom songs such as “We Shall Overcome” and “This Little Light of Mine.”
6. After students march on a pre-planned route, singing as they walk, assemble the group to hear the speech excerpts. Introduce each group to recite its excerpt for the audience.
7. Conclude the lesson with a discussion on challenges to racial justice today.

*Note: for the complete lesson plan, connections to specific Common Core State Standards and additional resources, visit [jfklibrary.org/curricular/elementary](http://jfklibrary.org/curricular/elementary). ★*

## Bring Your Students *To the Brink*

Our special exhibit, *To the Brink: JFK and the Cuban Missile Crisis*, provides a wonderful opportunity for students to explore this significant chapter in history. As they experience the immediacy of the unfolding story through secret audio recordings of ExComm meetings highlighting the possibility of nuclear attack, a life-size representation of a bomb shelter and actual emergency supplies, exchanges between Kennedy and Khrushchev and myriad primary sources, they begin to “see” presidential decision making and the complexity of history.

One suggested activity for a group visit would be to ask students to pick three critical moments during the Crisis and describe why they believe these moments brought the nation most dangerously close to nuclear war. Was it on Wednesday, October 24th, when citizens held their collective breath as they waited to see if Soviet ships would defy the blockade? Was it on October 27th, when a Soviet submarine came close to launching a nuclear-tipped torpedo after being rocked by depth charges deployed by the US Navy? Was it on that same day when an American U-2 plane was shot down flying over Cuba?

As a follow-up activity, ask students what intrigues them or confuses them most about the Cuban Missile Crisis and why. Also, have them consider why this event is still studied so widely today.

You might precede your visit with our online lesson, “The Cuban Missile Crisis: How to Respond?” in which students analyze various options proposed by the president’s advisors. (Go to [jfklibrary.org/curricular/high](http://jfklibrary.org/curricular/high).) You can also supplement your students’ visit by having them explore online resources related to the Crisis: *To the Brink*, a companion website to the current exhibit; *The World on the Brink*; and *Clouds over Cuba* (all accessible from the “Interactive Exhibits” section under “Exhibits” at [www.jfklibrary.org](http://www.jfklibrary.org)), which provide additional documents, images, video clips and chronologies. ★

**TO THE BRINK  
IS ON DISPLAY  
THROUGH 2015,  
SPONSORED BY**



October 29, 1962 Executive Committee of the National Security Council meeting

PHOTO BY CECIL STOUGHTON

## How Should the US Spend Tax Dollars?

The federal government’s annual budget is one of our country’s most important political documents. Every year in February and March, the Kennedy Library presents *Setting National Priorities: A Federal Budget Simulation*, a program for high school students in which they “follow the money” to examine and debate our nation’s priorities. Working in small groups with students from around the region, they decide how to spend federal discretionary dollars and consider how the budget impacts Americans’ everyday lives. The goal of the simulation is to help students become better informed citizens and take an active interest in how federal resources are allocated. For information on how to participate, contact Nina Tisch at [nina.tisch@nara.gov](mailto:nina.tisch@nara.gov). You can also access a lesson plan based on this program at [www.jfklibrary.org/civiceducation](http://www.jfklibrary.org/civiceducation). ★



Poker chips help students visualize where federal discretionary dollars are spent.

STAFF PHOTO

# The 94th NCSS Annual Conference Comes to Boston

## Kennedy Library to Present Special Programs

The 94th Annual Conference of the National Council for the Social Studies will take place in Boston this November 21-23. The Kennedy Library education and public programs team is pleased to be presenting four special programs as part of the Conference:

### ***One Tumultuous Year! 1963: The Struggle for Civil Rights***

Anchored in the Library's online archival exhibit *1963: The Struggle for Civil Rights*, this onsite pre-conference clinic will highlight teaching strategies to bring this tumultuous chapter in history to life. The program includes a visit to the Research Room and Museum galleries.

### ***Prioritizing the Federal Budget: A Kennedy Library Simulation for Students***

This popular civic education program will be presented for classroom adaptation. Participants acting as economic advisors to the president will set priorities for the federal government's discretionary budget.

### ***Voices from the Past: Introducing Historical Letters to Elementary Students***

Explore how historical letters, paired with excellent biographies for children, can help students make personal connections to American history as they build essential literacy skills.

### ***Investigating the Arts as a Civic Language***

Use works of art, music and literature of the Civil Rights Movement to inspire students to explore, understand and critically analyze American experiences unique to the struggle for equal rights.

For more information about the conference, visit [www.socialstudies.org/conference](http://www.socialstudies.org/conference). ★



Prof. Mary Ann Cappiello of Lesley University with authors Susan Campbell Bartoletti and Walter Dean Myers; author Doreen Rappaport



PHOTOS BY MATT GRIFFING

## A Unique Conference for Elementary and Middle School Educators

For the past 14 years, the Kennedy Library and Kennedy National Historic Site have cosponsored a conference for teachers of grades 3 to 8 and school librarians. These annual programs introduce participants to a wealth of historical, biographical and literary resources for enhancing the classroom curriculum. They feature conversations with noted children's book authors as well as workshops and presentations by outstanding educators. The annotated bibliographies from past programs are available at [www.jfklibrary.org/curricular/middle](http://www.jfklibrary.org/curricular/middle).

The most recent conference, *To Light the World: Stories of Hope & Courage for Challenging Times*, took place on April 3, 2014. It focused on how to meet our students' needs for inspiration in a complex, often frightening world and for creative ways to engage with issues of concern. ★

Middle photo: Conference participants meet to share ideas and classroom experiences.

Bottom photo: Ron Adams, former Massachusetts Teacher of the Year, and four of his students from Broad Meadows Middle School discuss how to run an effective school-based service project.

# California High School Student Wins National Profile in Courage Essay Contest

**B**en Wolman, a freshman at Palisades Charter High School in Pacific Palisades, California, was selected as the first-place winner of the 2014 *Profile in Courage Essay Contest*. Wolman, who was honored at the Profile in Courage Award ceremony on May 4, 2014, received a \$5,000 cash award and \$5,000 in a college savings plan.

Wolman's winning essay describes the political courage of former Colorado State Senate President John Morse who, in March 2013, risked his career to lead the passage of new gun safety measures. In September 2013, Morse lost a special recall election organized by opponents of the new laws.

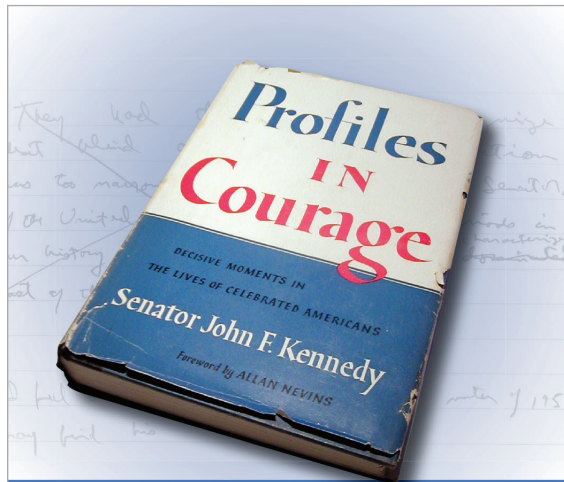
To read the winning essay and access information on the 2015 *Profile in Courage Essay Contest*, visit [jfklibrary.org](http://jfklibrary.org) (select Education, Profile in Courage Essay Contest).

The contest deadline is January 5, 2015. ★



Al Hunt, chair of the John F. Kennedy Profile in Courage Award Committee, honors Ben Wolman, winner of the 2014 *Profile in Courage Essay Contest*.

WITH GENEROUS SUPPORT FROM *John Hancock*



2015 JOHN F. KENNEDY PROFILE IN COURAGE ESSAY CONTEST

## Challenge your students to write the next profile in courage.



Invite your high school students to write an original essay on an act of political courage by a U.S. elected official who served during or after 1956. The first-place winner

will receive \$10,000. Deadline for submission is January 5, 2015.

**JOHN F. KENNEDY**  
LIBRARY FOUNDATION  
With support from *John Hancock*

For complete contest information, please visit the Profile in Courage Essay Contest at [jfklibrary.org](http://jfklibrary.org)

## Teach the Power of the Ballot with the 2014 Mock Election



**T**he John F. Kennedy Presidential Library and Museum will once again coordinate the *National Student/Parent Mock Election* for Massachusetts. This voter education program actively engages students in grades K-12 in state and national campaigns, and emphasizes the importance of voting and the power of their ballots.

Mock Election Day is Thursday, October 30th. As state coordinator, the Kennedy Library will distribute curriculum packets featuring biographical information about the candidates, their positions on the issues, and classroom activities. On Mock Election Day, students will cast their vote for the candidate who best represents them. Teachers will tabulate the results, and report them to the Kennedy Library, which will announce the results of the election.

Approximately 17,000 Massachusetts students cast their vote for governor in the 2010 Mock Election, and over 67,000 Massachusetts students voted for president in the 2012 Mock Election. If you would like to participate this year, Massachusetts teachers and educators may register by emailing [educationjfk@nara.gov](mailto:educationjfk@nara.gov). Teachers and educators outside Massachusetts may sign up at [www.NationalMockElection.com](http://www.NationalMockElection.com). ★

## Art as a Civic Language: Learning History through the Arts

**H**ow has art been used as a civic language? How do artists illuminate the human will to persevere through injustice? Throughout history, the experiences of those who have struggled against oppression have been interpreted by artists through various media. These works of art can aid historical understanding, heighten historical empathy and enhance critical thinking skills. In the following lesson, students examine a painting to explore the experiences of those involved in the civil rights struggle during the 1950s and 60s.

**Introduction:** Jacob Lawrence (1917-2000) was an internationally recognized artist who depicted the social and historical experiences of African Americans. His work, *Soldiers and Students*, painted in 1962, conveys both the terror and anger that many people felt during the process of school integration. Three armed guards accompany a group of African-American students, while a group of protesters attempt to block their entry into school. The figures in each group are roughly outlined and filled in with only patches of color, adding to the intensity and drama of the moment. Art historians suggest that it was inspired by the 1957 integration of Central High School in Little Rock, Arkansas. The same year that Lawrence created this painting, a mob attacked US Marshals who had been deployed to the University of Mississippi by the Kennedy administration to ensure that James Meredith, an African-American student, could safely enter the previously all-white college.

**Objectives:** Analyze the painting, *Soldiers and Students*, by Jacob Lawrence; use Visible Thinking Routines developed by Harvard's Project Zero to gain a better understanding of how the artist was able to convey the emotions and experiences of individuals involved in events of the Civil Rights Movement. *Harvard Project Zero Visible Thinking Routines are accessible via: <http://bit.ly/1kgLFF>*

**Materials:** Projected portrait photo of Jacob Lawrence (located at [www.aaa.si.edu/collections/viewer/jacob-lawrence-2219](http://www.aaa.si.edu/collections/viewer/jacob-lawrence-2219)); 8"x11" copies of the painting *Soldiers and Students* (located at <https://artsy.net/artwork/jacob-lawrence-soldiers-and-students>) in clear plastic sleeves for each group of students; dry-erase markers for each group; notebook paper and pencils for each individual student

### Procedure:

1. Project photo of Jacob Lawrence onto screen and provide brief background on the artist's life and work.
2. Have students work in groups of three. Each group should have a reproduction of the painting, *Soldiers and Students*.



Jacob Lawrence, *Soldiers and Students*, 1962. Hood Museum of Art, Dartmouth College, Hanover, New Hampshire; purchased through the William B. Jaffe and Evelyn A. Jaffe Hall Fund and the Claire and Richard P. Morse 1953 Fund

3. Ask students to share their initial observations about the painting. Keep students in observation mode; they will have the opportunity for interpretation in their small groups and will be able to share their interpretations with the class later in the lesson. Note the depiction of an effigy in the upper right section of Lawrence's painting. Effigies were commonly used by angry mobs to taunt and intimidate African-American students entering schools.
4. Ask students to observe the painting more closely, and answer the first Visible Thinking Routine question: **What's going on?** Then ask students to record their responses directly on the plastic sleeve.
5. Next ask students to consider the second Visual Thinking Routine question: **What do you see that makes you say that?** How do lines, shapes and color impact your impressions? As they discuss this, have them circle the things that help them understand what is going on in the painting.
6. Short reflection questions (have students write a paragraph for each): If you could extend the scope of the painting, what more might you see? Why do you think Jacob Lawrence chose this subject?
7. Ask students to share responses within their groups.
8. Facilitate a whole class discussion of the main themes that students have drawn from the work of art.

For more information on Jacob Lawrence's life and work, go to [www.whitney.org/www/jacoblawrence](http://www.whitney.org/www/jacoblawrence).

For more information on James Meredith and the Integration of Ole Miss, visit [microsites.jfklibrary.org/olemiss](http://microsites.jfklibrary.org/olemiss). ★

## UPCOMING KENNEDY LIBRARY FORUMS *Fall 2014*

Watch live-streaming webcasts of Kennedy Library Forums at [www.jfklibrary.org/webcast](http://www.jfklibrary.org/webcast). If you would like to attend an upcoming forum, email [educationjfk@nara.gov](mailto:educationjfk@nara.gov) to reserve a place for you and your students.



WHEN LIONS ROAR

*The Churchills and the Kennedys*

THOMAS MAIER

**The Churchills and the Kennedys**  
Wednesday,  
November 5,  
6:00 p.m. to 7:30 p.m.

**Thomas Maier**  
discusses his new

book, *When Lions Roar: The Churchills and the Kennedys* with **David Nasaw**, biographer of Joseph P. Kennedy Sr.



**Civil Rights and the Black Power Movement**  
Tuesday,  
November 18  
6:00 p.m. to 7:30 p.m.

Tufts Professor **Peniel Joseph**, Harvard Professor **John Stauffer**, and civil rights activist **Elaine Jones** discuss the civil rights challenges facing the nation in 1964 and the later rise of the Black Power Movement.



**A Conversation with Jimmy Carter**  
Thursday,  
November 20,  
3:30 p.m. to 4:30 p.m.

President **Jimmy Carter** discusses

his new book, *A Call to Action: Women, Religion, Violence, and Power*.

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