

A newsletter for ★ educators

New Frontiers

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

President Obama Honored at the Kennedy Library

"We lose sight sometimes of our own obligations, each of ours, all the quiet acts of courage that unfold around us every single day, ordinary Americans who give something of themselves not for personal gain but for the enduring benefit of another."

—Former President Obama



Ambassador Caroline Kennedy with former President Barack Obama.

On May 7, 2017, former President Barack Obama was awarded the Profile in Courage Award at the Kennedy Library. He received the award for his overall contributions to public life and policy achievement amidst strong political opposition during his administration.

To commemorate the 100th anniversary of President John F. Kennedy's birth, the Kennedy Library has spearheaded a series of events and initiatives aimed at inspiring new generations to find meaning in the enduring values at the heart of the Kennedy presidency.

View former President Barack Obama's speech at youtu.be/HXEAZ5XcwxA. ★

New Exhibition Celebrates JFK Centennial!

JFK100: *Milestones and Mementos*, a special exhibition commemorating John F. Kennedy's centenary, chronicles significant events in his career and administration as well as occasions in his personal and family life through 100 compelling objects, documents, photographs, and film excerpts. Several of the items have never been displayed before including a scrapbook JFK compiled as a high school student in 1934-35 and the logbook from the PT 109 he captained in WWII. Also on exhibit are a NASA hard hat presented by John Glenn celebrating the astronaut's successful orbital spaceflight and handwritten notes prepared for the landmark 1963 address to the nation on civil rights, both reflecting milestones of his presidency.

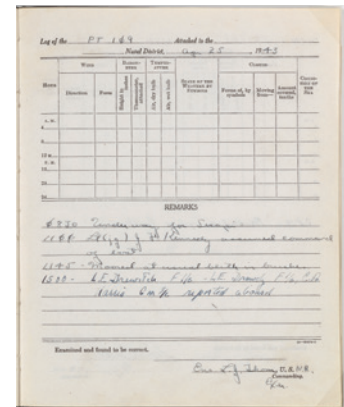
The following photo essay highlights additional selections and lesson plans for elementary, middle and high school audiences showcase three others for classroom use. You may view featured exhibition items at Google Arts & Culture at <https://www.google.com/culturalinstitute/beta/exhibit/Lwliv0WKYnktLA>.

The *JFK100* exhibition was made possible through support from the **Blanche and Irving Laurie Foundation** and will be on display through May 2018.

PHOTO BY JOEL BENJAMIN



This Project Mercury hard hat was presented to President Kennedy by John Glenn after America's first successful manned orbital spaceflight on February 23, 1962.



COURTESY OF THE NATIONAL ARCHIVES

The PT 109 Logbook, April 1 – June 30, 1943, records when Lieutenant (jg) John F. Kennedy took command of PT 109 on April 25, 1943 – this was the last logbook for PT 109, since the following logbook went down with the boat when it was rammed and sunk by Japanese destroyer on the morning of August 2, 1943.

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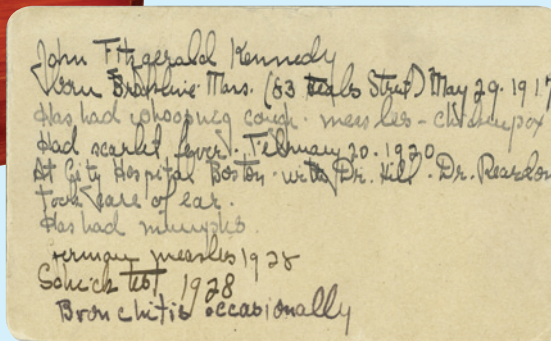


Childhood and Early Life



"I purchased a card file from the stationers... and recorded children. It helped so much to be able to check back on the symptoms of illness, weight, diet and all the important information... I would recommend this idea to any mother."

—Rose Kennedy, mother of John F. Kennedy



Health records of the Kennedy children, maintained by their mother, Rose Kennedy.

Campaign Travels



"In the past 40 months, I have toured every state in the Union and I have talked to Democrats in all walks of life. My candidacy is therefore based on the conviction that I can win both the nomination and the election."

—Senator John F. Kennedy announcing his candidacy for President, January 2, 1960



JFK's suitcase used during the 1960 presidential primaries and election campaign.

Domestic Concerns



A class of sixth graders from the Meadows School in Huntington, West Virginia created this 3-D souvenir of products made from coal for President Kennedy.

Cold War Players



Konrad Adenauer, Chancellor of West Germany and an amateur gardener and rose enthusiast, holds roses and gardening shears.



Charles De Gaulle, President of France, holds a rooster, one of the national emblems of France.



Nikita Khrushchev, First Secretary of the Central Committee of the Communist Party of the Soviet Union, holds up his shoe, referring to the time he brandished it at the United Nations.



John F. Kennedy, President of the United States of America.



Ludwig Erhard, Vice Chancellor of West Germany, holds his trademark cigar.



Willy Brandt, mayor of West Berlin, is accompanied by a small bear, the symbol of Berlin.

A set of six garden gnomes—each one a caricature of a Cold War leader—was a gift to President Kennedy from a citizen of West Germany. The two center figures are on display for the first time at the Kennedy Library.

Space and Technology



Umbilical Disconnect—Last link between Earth and John Glenn Jr.'s Atlas booster at liftoff on the first US-manned orbital flight, February 20, 1962.

Words Left Unspoken



Dallas Citizens Council, Friday, November 22, 1963

I am honored to have this invitation to address the annual meeting of the Dallas Citizens Council, joined by the members of the Dallas Assembly -- and pleased to have this opportunity to salute the Graduate Research Center of the Southwest.

It is fitting that these two symbols of Dallas progress are united in the sponsorship of this meeting.

Undelivered remarks prepared for an event at the Dallas Trade Mart, November 22, 1963.

JOHN F. KENNEDY PRESIDENTIAL LIBRARY AND MUSEUM

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LESSON PLAN

★ Elementary School

The President's Pledge: Investigating the Oath of Office

Provided for in the US Constitution, the oath of office is a key component of a presidential inauguration and symbolizes a peaceful transition of power. This lesson, which introduces students to the president's official pledge, begins with the examination of an artifact, the top hat Kennedy wore on January 20, 1961. Students research and analyze archival photographs to gather evidence about the object and Kennedy's inauguration. After analyzing a photograph of his swearing-in ceremony, students work together to define, discuss, and write about the meaning and significance of the oath of office.

Objectives

Students will:

- Observe, analyze, and interpret primary source material.
- Describe what happens at a presidential inauguration.
- Define the oath of office and discuss its significance.

Materials

Access jfklibrary.org for photographs from the website's Inauguration media gallery, including:

- Photograph of Chief Justice Earl Warren administering the oath of office to John F. Kennedy
- Photograph of the top hat worn by John F. Kennedy on January 20, 1961

Procedure

Part I: What is a Presidential Inauguration?

1. Project the photograph of the top hat and solicit observations and questions. Explain that the hat is part of a special exhibit entitled *JFK 100: Milestones and Mementos* that honors the hundredth anniversary of JFK's birth. Suggested questions: Why do you think the hat was selected to be in the exhibit? What milestone, or important event, might it represent? What might have made it a memento, an object with special meaning? What evidence would provide information about the hat?

2. Direct students to the *Media Gallery* at jfklibrary.org to find evidence that reveals who wore the hat, when it was worn, and why it was important.

TEACHER TIP: There are two media galleries that show JFK wearing the hat: *JFK Wears a Hat* and the *Inauguration*.



PHOTO BY JOEL BENJAMIN

Although Kennedy disliked wearing hats, he donned this top hat as part of his inauguration attire.

3. Whole group discussion: Who wore the hat? When was it worn? What makes the hat important? What is your evidence?

Discuss the following: What is an inauguration? What happens that day?

4. Ask which image depicts the moment when John F. Kennedy officially became President. Project the selected image (as shown on page 5).

5. Analyze the photograph together:

- *What kind of photograph is this?*
- *What people do you see?*
- *What objects do you see?*
- *Where was it taken?*
- *When was it taken?*
- *Who took the photograph and why do you think it was taken?*
- *What action is taking place? You can discuss whether he is wearing the hat and why they think he isn't.*
- *What is happening in the photograph?*
- *What is an oath?*

Discuss the following: What is John F. Kennedy doing?

Project the oath of office under the photograph: "I do solemnly swear (or affirm) that I will faithfully execute the office of President of the United States, and will to the best of my ability, preserve, protect, and defend the Constitution of the United States."

Explain that they will work together to look closely at the text of the oath of office to determine what the new president is pledging to do.



JOHN F. KENNEDY PRESIDENTIAL LIBRARY AND MUSEUM

Chief Justice of the Supreme Court, Earl Warren, administers the oath to John F. Kennedy at the East Front of the Capitol on January 20, 1961. Starting from left, front row: Jacqueline Kennedy, departing President Dwight D. Eisenhower, Chief Justice of the Supreme Court Earl Warren, new Vice-President Lyndon B. Johnson, and departing Vice-President Richard M. Nixon who lost the presidential race to Kennedy.

Part II: Analyzing the Oath of Office

1. Have students work in small groups to become experts on one phrase in the text. Suggested phrases:

- I do solemnly swear (or affirm)
- that I will faithfully execute the office of President of the United States
- and will to the best of my ability
- preserve, protect, and defend
- the Constitution of the United States

Encourage students to use a dictionary or thesaurus to define the words. They will be asked to act out the phrase and then explain it in their own words.

2. Bring groups together and have each “perform” their phrase and explain what it means. Do a shared writing exercise to rewrite the oath in words suggested by students.

3. Whole class discussion:

- What is the new president promising to do?* [carry out the responsibilities of President, make sure we are following the Constitution.]
- Why does the new president take the oath of office?* [demonstrate a commitment that s/he will do her job and respect the principles of the government of the United States. The Constitution requires that the new president take the oath (Article II Section 1).]
- Why does s/he have to promise to preserve, protect, and defend the Constitution?* [The president is not

above the Constitution. S/he must follow the guidelines in the Constitution such as respecting the separation of powers and protecting individual rights.]

- What if the person did not have to pledge to preserve, protect, and defend the Constitution?* [The President might abuse his/her power. The Constitution ensures that there is a balance of power between the executive, legislative, and judicial branches of government. It also protects individual rights. Without the Constitution, the President might try to take away individual rights or overpower the legislative and judicial branches.]

Assessment

Have students complete this written assignment as if they are members of the Inaugural Committee, the group that plans the presidential inauguration:

You are a member of the Inaugural Committee, the group that plans the presidential inauguration. One member of the committee does not want to include the oath of office in the ceremony because it is only spoken words that are hard to understand and seems old-fashioned. Write a response to convince this person that the committee must keep the oath of office as part of the Inauguration ceremony.

For the complete lesson plan including related standards and additional resources, visit jfklibrary.org/ElementarySchool. ★

LESSON PLAN

★ Middle School

Plant a Tree: Using Metaphors in Persuasive Writing

“Plant a tree” is the carefully printed caption on a drawing by young Jack Kennedy. It was saved by his mother, Rose, but her personal papers offer no background information about the picture. Decades later, as president, JFK would use the metaphor of tree-planting in several of his speeches to inspire action on various long-term challenges facing the nation.

Objective

- Investigate the use of metaphor in presidential oratory and apply to a piece of persuasive writing on a current national or global issue.

Materials

- Picture of a tree drawn by John F. Kennedy when he was a boy
- Last page of President Kennedy’s March 23, 1962 speech at the University of California, Berkeley
- Text of Berkeley speech: www.presidency.ucsb.edu/ws/index.php?pid=8566&st=berkeley&st1=
- Audio of Berkeley speech: www.jfklibrary.org/AddressUCB
- Text of September 25, 1963 speech at the University of North Dakota: www.presidency.ucsb.edu/ws/index.php?pid=9430&st=dakota&st1=
- Audio of North Dakota speech: www.jfklibrary.org/AddressUND

Procedure

1. Show students the drawing but don’t tell who made it. Ask: What do you notice about the picture?
2. Point out that because the drawing is so simple, it conveys the *idea* of a tree rather than any particular kind. Ask: Can you think of a figure of speech that uses the idea of a tree, or part of a tree, to represent something else? [Possible answers include family tree and the three branches of government.] What’s another word for such a figure of speech? [metaphor]
3. Explain that the child who drew this tree grew up to become president of the United States. [Can you guess who it was?] Note that President Kennedy was considered by many to be an effective orator, often including figures of speech as well as stories to inform and inspire his audience.



Undated childhood drawing by John F. Kennedy, from Rose Fitzgerald Kennedy Personal Papers.

John F. Kennedy Presidential Library and Museum

4. Have students view the last page of his March 1962 speech in Berkeley to see how he ended it with a story about planting a tree, then used that image as a metaphor for how to approach long-term global challenges. Ask for a volunteer to read the page aloud. Explain that the “Marshal Lyautey” (Lee-oh-tay) mentioned in the story was an early 20th-century French military leader and colonial administrator.

5. Have a handout prepared that includes three paragraphs from an earlier part of the Berkeley speech starting with: “This has been a week of momentous events...” in which JFK announces the decision by the US and the USSR “to seek concrete agreements on the joint exploration of space.” He also discusses the potential gains toward world peace that might result from such a joint effort. To make the ending of the speech more understandable, include the final section that begins “As we press forward on every front...” through the last sentence: “Let us plant our trees this afternoon.”

21.

In its light, we must think and act not only for the moment but for the century. I am reminded of the story of Marshal Lyautey, who once asked his gardener to plant a tree. The gardener objected that the tree was slow-growing and would not reach maturity for a hundred years. The Marshal replied, "In that case, there is no time to lose. Plant it this afternoon."

Today a world of knowledge -- a world of cooperation -- a just and lasting peace -- may well be years away. But we have no time to lose. Let us plant our trees this very afternoon.

John F. Kennedy Presidential Library and Museum



President Kennedy at the University of California, Berkeley, March 23, 1962.

d) In your own words, what message do you think President Kennedy wanted the audience to take away from the story about Marshal Lyautey? How might the metaphor of planting a tree—and doing it this afternoon—be applied to the long-term issue(s) described in this speech?

6. Have students read excerpts from JFK's September 1963 address at the University of North Dakota dealing with conservation. [Paragraphs 3, 4 and 5 on the first page of text and find 3 paragraphs on the last page.] They should first analyze his use of the tree-planting metaphor in this speech (responding to questions #5a, b and d) and then compare/contrast it with the Berkeley speech.

Access the text of the speech at www.presidency.ucsb.edu/ws/index.php?pid=9430&st=dakota&st1= and the audio at www.jfklibrary.org/AddressUND.

Assessment

As a homework assignment, have students identify a national or global issue that is of concern to them. After researching the issue, they may write a persuasive speech, editorial, essay, letter or poem, using the image of planting a tree or a metaphor of their own choosing to inspire others to share their concern and take action.

For the complete lesson plan including related standards and additional resources, visit jfklibrary.org/MiddleSchool. ★

Last page of the reading copy of President Kennedy's address in Berkeley at the University of California, March 23, 1962. JFK inserted "the great French" before "Marshal Lyautey" (fourth line). From President's Office Files, Speech Files.

Explain that in order to better understand why JFK chose to use this story and the image of planting a tree, they will read and analyze a previous section of the speech. Hand out the excerpts and ask students to respond in writing to the following questions:

- Who is the audience?
- What long-term goal(s) or challenge(s) does President Kennedy discuss in the speech?
- More specifically, what is the "joint effort" that the president refers to, and with which other nation? What outcomes does JFK suggest might be the result of such a cooperative venture?

TEACHER TIP: You may have students also listen to excerpts of the audio recordings available on the JFK Library's website.

LESSON PLAN

★ High School

The Bay of Pigs: Lessons Learned

The Bay of Pigs invasion was the failed attempt by US-backed Cuban exiles to overthrow the government of Fidel Castro. President Eisenhower authorized the operation and it was subsequently approved by President Kennedy. On April 17, 1961, a 1,400-man invasion force of anti-Castro Cuban exiles, Brigade 2506, landed at the Bay of Pigs beach on the south coast of Cuba. Quickly overwhelmed by a counterattack of Castro's armed forces, the invasion force was crushed two days later. More than 100 men were killed, and nearly 1,100 were taken prisoner and held in Cuba for nearly two years. Instead of toppling the Castro regime, the invasion strengthened Castro's image with the Cuban people, solidified his alignment with the Soviet Union, and emboldened Premier Khrushchev in his belief that Kennedy was weak and inexperienced.

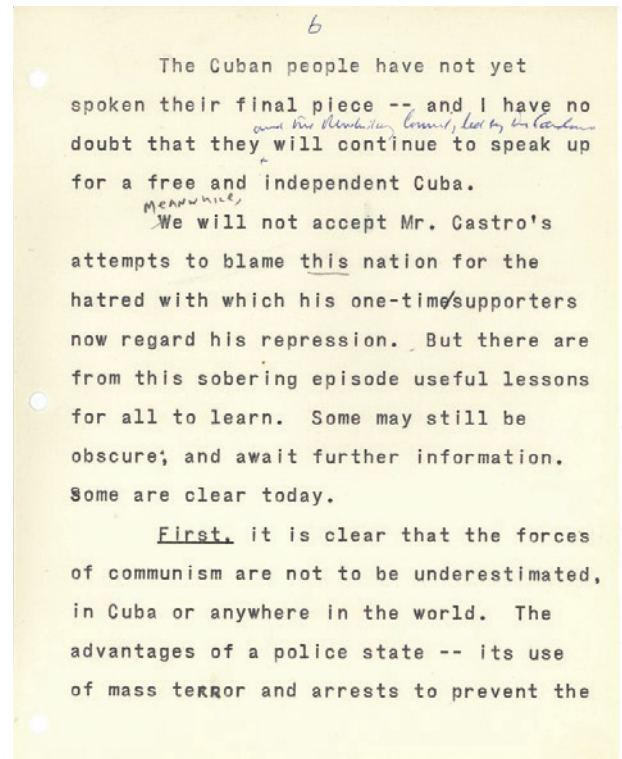
Publicly, President Kennedy took responsibility for the invasion's failure. "We intend to profit from this lesson," he said in an address to the American Society of Newspaper Editors on April 20. In a news conference the following day, he noted "There's an old saying that victory has 100 fathers and defeat is an orphan... I'm the responsible officer of the Government..." Gallup polls taken the following week showed Kennedy had an 83% approval rating and 61% of Americans approved of his handling of the invasion.

In this lesson plan, students analyze Kennedy's April 20th "Address Before the American Society of Newspaper Editors" in which he unapologetically frames 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.

Objectives

Students will

- Explain the US rationale for the Bay of Pigs invasion and the various ways the mission failed.
- Analyze the tone and content of JFK's April 20, 1961 speech.
- Evaluate the methods JFK used in this speech to present the invasion in a more positive light.



Materials

- Background reading on the Bay of Pigs invasion from the CIA website at <https://www.cia.gov/news-information/featured-story-archive/2016-featured-story-archive/the-bay-of-pigs-invasion.html>
- Kennedy's April 20, 1961 "Address Before the American Society of Newspaper Editors". The full lesson plan with speech pages and transcript are available at jfklibrary.org/BayofPigsLesson and www.jfklibrary.org/Research/Research-Aids/JFK-Speeches/American-Society-of-Newspaper-Editors_19610420
- A video of the speech is available on the Kennedy Library website at jfklibrary.org/BayofPigsLesson

Procedure

1. For homework, have students read the CIA web page "The Bay of Pigs Invasion," and answer the following questions:
 - Why did the US government begin planning to overthrow Fidel Castro in 1960?
 - What were some of the major mistakes made in the operation?
 - Based on this article, who do you think holds the most responsibility for the failed invasion? (It can be more than one person or group.)
2. In class, working in groups, ask students to share answers from their homework. Ask them to consider, if they were President Kennedy, how they might address the failed invasion in a public speech on April 20, three days after the initial invasion attempt. Have them list their main points. Discuss these points as a class.

spread of free dissent -- cannot be overlooked by those who expect the fall of every fanatic tyrant. If the self-discipline of the free mind cannot match the iron discipline of the mailed fist -- in economic, political, scientific and all other kinds of struggles as well as military -- then the peril to freedom will continue to rise.

Secondly, it is clear that this nation, in concert with all the free nations of this Hemisphere, must take an even closer and more realistic look at the menace of external communist intervention and domination in Cuba. The American people are not complacent about Iron Curtain tanks and planes less than 90 miles from our shores.

But a nation of Cuba's size is less a threat to our survival than it is a base for subverting the survival of other free nations throughout the Americas. It is not primarily our interest or our security but theirs which is now in ever greater peril. It is for their sake that we must show our will.

The evidence is clear -- and the hour is late. We and our Latin friends will have to face the fact that we cannot postpone any longer the real issue of survival itself. On that issue, unlike perhaps some others, there can be no middle ground. Together we must build a Hemisphere where freedom can flourish; and where any free nation under outside attack can be assured that all our resources

Pages 6-8 of President Kennedy's "Address Before the American Society of Newspaper Editors", April 20, 1961. Visit jfklibrary.org/BayofPigsLesson to access the full speech, a transcript, and video of this address.

3. As a class, model a close reading of the first five pages of President Kennedy's reading copy of his April 20th speech, answering the prompts below. You may want to show the students a video of the first part of the speech before they analyze the reading copy (watch from 1:30 to 6:00).

- To whom is Kennedy addressing his remarks? (Newspaper editors? American public? Soviets? Cubans? World?)
- Why do you think Kennedy emphasizes certain words in his reading copy of the speech?
- What is the tone of the first part of the speech? (conciliatory, threatening, etc.?) Provide specific examples to support your conclusions.
- How does Kennedy depict the invasion? (As a mainly Cuban effort, a US effort, or both?) Provide specific language to support your conclusions.
- How does Kennedy characterize this invasion? [A failure? A success?] Provide specific language to support your conclusions.

4. Divide the class into small groups and have each do a close reading of the remainder of the speech (pages 6-13 of the reading copy), practicing the skills demonstrated in step #3. Have students answer the following questions:

- Why does Kennedy emphasize certain words in his reading copy of the speech?

- What is the tone of the second part of the speech? (conciliatory, threatening, etc.?)
- What are the "lessons" that JFK says can be learned from the invasion?
- How does he characterize the danger posed by a Communist Cuba? Provide specific examples from the speech.
- How does Kennedy characterize the US commitment to containing the spread of Communism? Provide specific examples from the speech.

5. Bring the students together to debrief their analyses. Have them compare their initial thoughts about what they would have included in this speech with Kennedy's actual address.

Assessment

In a one- to two-page written essay, ask students to evaluate how this speech takes a failure of the Kennedy Administration and reframes it into a message of lessons learned, focusing on future US foreign policy. Looking back from our time, based on their knowledge of the events, do they think it was an effective speech or not? Why?

For the complete lesson plan including related standards and additional resources, visit jfklibrary.org/HighSchool. ★

TEACHER TIP: You may want to show the students a video of the rest of the speech before they analyze the reading copy (watch from 6:00 to 14:15). Access the video at jfklibrary.org/BayofPigsLesson.

Centennial Highlights

John F. Kennedy's legacy is a vision of political action and public service based on courage, inclusion, and innovation. Highlights from Centennial events commemorating the President's lasting legacy are featured below.



★ Public Service

President Kennedy inspired a generation to accept responsibility for its government, and its world, by taking political and social action.

On May 27, 2017, the Kennedy Library hosted a program on the Peace Corps with hundreds of former Peace Corps returning volunteers as well as friends and families. Representative Joseph P. Kennedy III spoke about his own time in the Peace Corps and the important role the program continues to play in fostering cultural exchange and service to other nations.



Former Peace Corps member, Representative Joseph P. Kennedy III at the Kennedy Library.

★ Peace & Diplomacy

JFK set new directions for international diplomacy, seeking better relations with Latin America and newly independent nations. He reduced the threat of nuclear war by opening lines of communication and offering to help “make the world safe for diversity.”

On June 28, His Excellency Ban Ki-Moon, Eighth Secretary-General of the United Nations, discussed key global issues with David Gergen, Co-Director of the Center for Public Leadership at the Kennedy School. He emphasized the need for global solidarity in the UN for the cause of humanity, citing the extraordinary number of refugees in the world today. And he posited how leaders can learn from and should emulate President Kennedy's far-reaching vision for nuclear disarmament and non-proliferation on Earth and in outer Space. Visit jfklibrary.org/forums for upcoming programs.



His Excellency Ban Ki-Moon at the Kennedy Library Forum.

★ Science & Innovation

JFK challenged the nation to reach for the impossible and land a man on the Moon before the end of the decade.

On May 28, 2017, the Library commemorated President Kennedy's challenge to the nation with special activities and guest speaker presentations at *Space Exploration Discovery Day—Yesterday, Today and Tomorrow*. Videos from the day can be viewed on the Kennedy Library's Facebook page.



Captain Christopher Cassidy, Chief of the Astronaut Office at NASA, shared his experience living and working on the International Space Station and enthusiastically looked toward the future of space travel.



Su Curley, Space Electrical Engineer at NASA, presented a history of equipping Astronauts for space and demonstrated the operational aspects of modern spacesuits.



All this will not be finished in the first one hundred days. Nor will it be finished in the first one thousand days ... nor even perhaps in our lifetime on this planet. But let us begin.”

—President John F. Kennedy



John F. Kennedy’s 100th birthday cake—measuring 8 feet by 7 feet—was a replica of the Kennedy Library and the surrounding grounds and waterfront, JFK’s sailboat, the presidential seal and a portrait of the President.

★ Arts & Culture—Upcoming Programs

During his presidency, JFK championed the arts and culture as important components of a democratic society.

The Kennedy Library invites families to the 15th season of the signature *Celebrate!* series. This program highlights American’s rich cultural diversity and reflects President and Mrs. Kennedy’s concern for and support of the arts and culture. Visit jfklibrary.org/celebrate for more information.



La Piñata
Día de los Muertos
Monday, October 9, 2017
10:30 a.m. - 11:30 a.m.



Wampanoag Nation Singers and Dancers
Friday, November 24, 2017
10:30 a.m. - 11:30 a.m.

★ Happy 100th Birthday!

On May 29, 2017, the Kennedy Library welcomed 5,386 visitors—breaking the visitation record of 5,197 people on November 27, 1979, the year the Library opened. In honor of President Kennedy’s birthday, all visitors received free admission to explore the Museum galleries, listen to performances throughout the day, and enjoy a piece of Centennial birthday cake.

Visit www.JFKcentennial.org for more details on upcoming Centennial events. ★




The Boston Red Sox paid tribute to President Kennedy and his legacy with Timothy Shriver, Chairman of Special Olympics, at Fenway Park, May 26, 2017.

Columbia Point
Boston, Massachusetts 02125

📞 JFK/UMass
617.514.1600
www.jfklibrary.org

*The Kennedy Library
Department of Education and
Public Programs offers free
museum passes to teachers
considering a field trip to the
Library. Please call 617.514.1600.*

Museum Hours

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

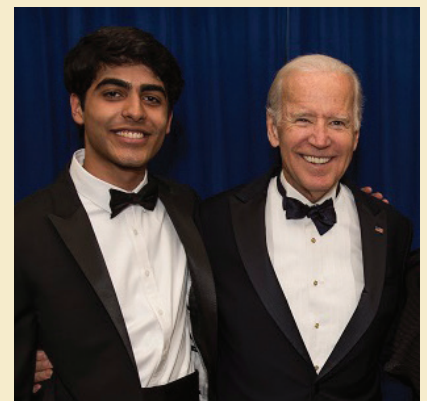
Challenge Your Students to Write the Next *Profile in Courage*

On May 8, 2017, Mountain Lakes, New Jersey student Daud Shad was honored at the Kennedy Library as the winner of the *Profile in Courage Essay Contest for High School Students*. His essay profiles William Moore McCulloch, a Republican Congressman from Ohio who risked his reputation, career, and standing in the Republican Party to play an instrumental role in passing the Civil Rights Act of 1964. Shad's essay is posted at jfklibrary.org/contest.

Encourage your students to participate in the 2018 *John F. Kennedy Profile in Courage Essay Contest for High School Students*. This national competition challenges students to describe and analyze an act of political courage by a US elected official who served during or after 1917, the year of John F. Kennedy's birth.

Essays must be between 700 to 1,000 words. Students should use at least five varied, reliable sources (books, articles, and personal interviews). Participants are also encouraged to use primary source materials (letters, speeches, and government documents).

Visit jfklibrary.org/contest for contest guidelines, curriculum materials and this year's winning essay. The deadline for submission is **January 4, 2018**. ★



Daud Shad and Vice President Joe Biden at the 2017 Profile in Courage Award Dinner.

To receive a *Profile in Courage* Essay Contest poster for classroom display, email profiles@nara.gov.

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