

THE PORTAL TO TEXAS HISTORY

Embark on a Voyage of Discovery

<http://texashistory.unt.edu>

Teacher Guide

JFK: A Study of Firsthand Accounts

Key JFK Facts:

- 35th President; second-youngest president and the only president to have won a Pulitzer Prize
- Served in the US Navy, lieutenant of a patrol torpedo boat *PT-109*
- Delivered powerfully influential speeches during his presidency
- Events during his presidency: Bay of Pigs, Civil Rights Movement, Cuban Missile Crisis, Nuclear Test Ban Treaty, Peace Corps, Space Program



John F. Kennedy with his family
<http://texashistory.unt.edu/ark:/67531/metaph18311/m1/1/?q=president%20kennedy>

Discussion Starters:

- Have students look up 3 interesting facts about John F. Kennedy to share with the class before beginning the lesson.
- Ask students to compare the firsthand accounts to their own possible reactions in the same scenario.
- Discuss famous/favorite JFK quotes
- Plan a field trip to the Sixth Floor Museum at Dealey Plaza

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Teacher Answer Sheet:

After discussing the content of the first page, go over the timeline of the PDFs so the students are familiar with the events surrounding JFK's death. (They are in order of occurrence.)

Legacies Recollections:

- Show the pictures and give brief descriptions of the 3 firsthand accounts: <http://texashistory.unt.edu/ark:/67531/metaph35089/m1/14/>
 - o Rose Marie Simmons - A 16-year-old student who shook the President's hand and asked for his autograph.
 - o Glen Gatlin - A businessman who saw the parade and explains the affect Kennedy's death had on Dallas.
 - o Tony Zoppi - A newspaperman who carried Kennedy's coffin and was the first to report his death.
- The teacher can either read the full accounts to the class, have volunteers read each account, or have the students choose from printed copies to read silently.
- Students will answer the multiple choice questions. (Rose: abcdc Glen: cbedc Tony: abdbc)

Evaluating Evidence:

- Show the PowerPoint presentation as the students answer the true and false worksheet. (F F F T T F F T T F F T)

Press vs Security:

- Distribute the worksheet, then lead a class discussion.

"My 17 Minutes with John F. Kennedy" worksheet:

- Students will read Herrera's personal account about meeting the President, then answer the questions on the worksheet.

Reading and Vocabulary:

- Match terms to their correct definitions: Assassination (f), Biography (i), Conspiracy (j), Inauguration (d), Jack Ruby (n), Jacqueline B. Kennedy (g), John F. Kennedy (l), Lee Harvey Oswald (c), Motorcade (e), Oath of Office (k), President (a), Primary Source (h), Secondary Source (b), Texas School Book Depository (m)

Interview:

- Students will interview an adult who saw Kennedy in person or on TV during Kennedy's visit to Fort Worth or Dallas.

Analyzing Primary Sources - Teacher's Guide

OBSERVE

Have students identify and note details.

What do you notice first?

Find something small but interesting.

What do you notice that you didn't expect?

What do you notice that can't explain?

What do you notice now that you didn't earlier?

QUESTION

Have students ask questions to lead to more observations and reflections.

What do you wonder about ...

Who?

What?

When?

Where?

Why?

How?

REFLECT

Encourage students to generate and test hypotheses about the source.

What do you think was happening when this occurred?

What was used to create this?

Why do you think this is important?

If this took place today, what would be different?

Further Investigation

Help students to identify questions appropriate for further investigation, and to develop a research strategy for finding answers.

What more do you want to know, and can you find out?