

New Frontiers

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

Dear Educator,

Fifty years ago, when my father took the oath of office as the thirty-fifth president of the United States, he challenged Americans to “ask not what your country can do for you, ask what you can do for your country.” All my life, people have come up to me and told me what his words have meant to them. “Your father changed my life,” they say. “No one had ever asked anything of me before, but I got involved because he asked me to.”

John F. Kennedy served as President for only a thousand days, yet he inspired a generation that transformed America, and that inspiration lives on. Many people have volunteered to serve in the Peace Corps. Others have committed to fight against poverty, work for social justice, start health clinics or build schools in underserved communities. Still others have dedicated their lives to the classroom. President Kennedy once said that “education is the keystone in the arch of freedom and progress” and the role of the teacher today is more important than ever. We need people who can inspire children to learn and to achieve their unique potential.

Each one of us has something to contribute, and each of us has a responsibility to give back to this country that has given us so much. Studying history and the achievements of the past, looking inside ourselves and at the world around us, will help each of us discover what that gift might be.

With best wishes,

Carrie Kennedy
Caroline Kennedy

Passing the Torch: the Inauguration of John F. Kennedy

On January 20, 1961, nearly one million people in the nation’s capital braved subfreezing temperatures and eight inches of snow from a blizzard that had swept through the mid-Atlantic to witness the inaugural event.

The overnight storm clearing into a crisp, sparkling morning seemed symbolic—change was in the air. When John F. Kennedy was sworn in as the 35th president, he was the first chief executive to be born in the 20th century, the first Catholic, and the youngest man ever elected to the office. This day marked the first of a thousand days that would bring about incredible change and hope for America and the rest of the world. The new president began his inaugural address with these words:

“We observe today not a victory of party but a celebration of freedom—symbolizing an end as well as a beginning—signifying renewal as well as change... Let the word go forth from this time and place, to friend and foe alike, that the torch has been passed to a new generation of Americans.”

—John F. Kennedy, January 20, 1961, *Inauguration Day, Washington, D.C.*

In commemoration of the 50th anniversary, the Kennedy Library is featuring a special exhibit, *Passing the Torch – the Inauguration of John F. Kennedy*. Highlights of the exhibit include the never-before-displayed top hat and brown



January 20, 1961. Inauguration of John F. Kennedy, Washington, D.C.

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Passing the Torch, *continued*

suede gloves worn by President Kennedy to his inauguration, the Oleg Cassini evening gown worn by Jacqueline Kennedy to a gala on the eve of the inauguration and video footage of the inaugural parade.

This exhibit also features original documents, photographs, and artifacts from the collection of the Kennedy Presidential Library, including:

- A reading copy of President-elect Kennedy's farewell address to the state of Massachusetts, also known as the "City upon a hill" speech, delivered to a Joint Convention of the General Court of the Commonwealth of Massachusetts on January 9, 1961;
- Composer Leonard Bernstein's original score for *Fanfare for the Inauguration of John F. Kennedy*;
- A draft and the final version of Ernest Hemingway's tribute to President Kennedy, penned after watching the inaugural address on television;
- A letter from Eleanor Roosevelt to President Kennedy describing the "sense of liberation and lift to the spirit" she experienced reading his inaugural address.

Also on display are two related exhibits: *Poetry and Power: The Inaugural Address of John F. Kennedy*, a special exhibit



January 20, 1961. President and Mrs. Kennedy attend an Inaugural Ball.

PHOTO COURTESY OF ABBIE ROWE

that chronicles how JFK's meticulously crafted speech was composed; and the *Inauguration Theater*, where visitors may view the President's address in a grandstand setting.

Passing the Torch – the Inauguration of John F. Kennedy will remain open until September 2011. Media sponsors for the exhibit are WCVB-TV 5 and *The Boston Phoenix*. ★

Classroom Activity: Analyzing the Rhetoric of JFK's Inaugural Address

For High School Audiences

How can the use of rhetorical devices enhance a speech?

Standards: National ELA Standards (NCTE): 1, 3, 4, 6; Massachusetts ELA Curriculum Framework: 5.27, 15.7, 15.9

Topic: John F. Kennedy's Inaugural Address

Subject Area: English Language Arts

Time Required: 1–2 class periods

An inaugural address is a speech for a very specific event—being sworn into the office of the presidency. The speeches of modern presidents share some commonalities in referencing American history, the importance

of the occasion, and hope for the future. Each president, however, has faced the particular challenges of his time and put his own distinctive rhetorical stamp on the address.

In the course of writing this address, John F. Kennedy and Theodore Sorensen, his advisor and main speechwriter, asked for and received suggestions from advisors and colleagues. In his delivered speech, Kennedy included versions of text provided by both John Kenneth Galbraith, an economics professor at Harvard University, and Adlai Stevenson, former governor of Illinois and Democratic presidential candidate in 1952 and 1956.

In this lesson plan, students consider the rhetorical devices in the address JFK delivered on January 20, 1961. They then analyze the suggestions made by Galbraith and Stevenson and compare them to the delivered version of the speech. And finally, students evaluate the impact of the changes on the resonance of the speech.

Classroom Activity, *continued*

Objectives

Students will:

- ✓ identify rhetorical terms and methods;
- ✓ examine the rhetorical devices of JFK's inaugural address; and
- ✓ analyze the effects of the rhetorical devices on the delivered speech.

Materials

(available at www.jfklibrary.org – “For Teachers” section)

- ✓ Handout: *Poetry and Power: John F. Kennedy's Inaugural Address*
- ✓ Reading copy of JFK's Inaugural Address
- ✓ Handout: *Rhetorical Terms and Techniques of Persuasion*
- ✓ Chart: *Excerpts from Inaugural Suggestions and Delivered Speech*

Procedure

1. Have students read *Poetry and Power: John F. Kennedy's Inaugural Address* to provide them with background information about the speech.
2. Have students read through the text of JFK's inaugural address as they listen to his speech. (tinyurl.com/46lp6u4)
3. Provide students with the *Rhetorical Terms and Techniques of Persuasion* handout and review the terminology of rhetorical methods.
4. Have students mark up the speech, noting where the specific rhetorical methods occur.
5. Discuss Kennedy's preferences in speechwriting, as described by Sorensen in his biography of Kennedy (Sorensen, Theodore C. *Kennedy*. New York: Harper & Row, Publishers, 1965).
 - “short speeches, short clauses and short words, wherever possible.” (Sorensen, *Kennedy*, 60)
 - “The test of a text was not how it appeared to the eye but how it sounded to the ear.” (Sorensen, *Kennedy*, 61)
 - “He liked to be exact. But if the situation required a certain vagueness, he would deliberately choose a word of varying interpretations rather than bury his imprecision in ponderous prose.” (Sorensen, *Kennedy*, 61)
 - “The intellectual level of his speeches showed erudition but not arrogance.” (Sorensen, *Kennedy*, 62)

6. Explain that for many of his key speeches, Kennedy turned to several advisors for their suggestions on content.
7. Provide students with the chart *Excerpts from Inaugural Suggestions and Delivered Speech* that shows excerpts of suggestions for the speech provided by Adlai Stevenson and John Kenneth Galbraith, and the revisions to this text that were included in the delivered speech.
8. Discuss with the class the changes made by Sorensen and Kennedy to the original suggested excerpts from Galbraith and Stevenson.

Assessments

1. Have students write a 2-3 page paper, responding to the question: “In what ways did the additional rhetorical devices strengthen or weaken the passages in the earlier suggestions? Provide specific examples. What other improvements do you note between the suggestions provided by Galbraith and Stevenson and the delivered version of the speech? How might Kennedy's preferences in speechwriting have influenced the changes from the suggested language to the delivered version of the speech?”
2. Have students choose 2-3 passages from the speech and provide their own text showing how they might improve upon the delivered passages, keeping in mind the rhetorical techniques they have studied. When they are done, have the class read through the rewritten speech in a *jigsaw* with students providing their version of the passages in place of Kennedy's text. ★



January 20, 1961. Chief Justice Earl Warren administers the Oath of Office to President John F. Kennedy during Inauguration ceremonies at the Capitol, Washington, D.C.

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Access to a Legacy: The Digital Archives of the Kennedy Library

During a 1962 news conference, a reporter asked President Kennedy about the future location of his presidential library and access to his White House papers. In responding, he predicted that, “through scientific means of reproduction, microfilms, and all the rest, it’s possible to make documents available generally.”

On January 13, 2011, JFK’s prediction became a reality as the John F. Kennedy Presidential Library and Museum made history by being the first Presidential Library established before the digital age to go digital. The project, which began in June 2006, was designed with five goals in mind: online access; enhanced ability to search the collection; protection of assets through remote replication; archival preservation; and minimizing wear on fragile materials.

The project makes available digitized material from three textual collections (the President’s Office Files, the White House Central Chronological Files, and the John F. Kennedy Personal Papers), the Human Rights series of the White House Central Subject Files, the White House Audio Collection, JFK’s telephone recordings, the White House Photograph collection, and several moving image collections. The material currently available online includes 300,000 pages of textual documents, 1,500 photographs, 1,200 sound recordings, 100 moving image files, and 300 museum artifacts.

Teachers, students, and researchers may access this treasure trove of primary source materials of the Kennedy presidency through the Library’s website, www.jfklibrary.org.



Screenshot of the new Kennedy Library website.

Visitors to the website may now view exhibit slideshows and videos, zoom in on images, share web pages via social media like Facebook and Twitter, and research topics with a new search engine.

Also featured are interactive exhibits including *We Choose the Moon* and the *White House Diary*, revamped micro-sites on *Integrating Ole Miss* and *The World on the Brink: JFK and the Cuban Missile Crisis*, and innovative lesson plans highlighting newly-digitized original source materials. Visit www.jfklibrary.org and select Education – For Teachers to access lessons for elementary, middle, and high school students on the campaign of 1960, the space program, civil rights, and the Cold War, among others. ★

JFK50: Inspiring a New Generation

A dynamic new website created for the anniversary celebration, www.JFK50.org invites young visitors to explore the legacy of JFK through the core themes of public service, science and innovation, civil rights, domestic affairs, the arts, foreign policy/diplomacy, and the environment. The site, conceived and developed by Edwin Schlossberg and ESI Design for the Kennedy Library, aims to engage young people in JFK’s legacy and demonstrate its relevance to current social and political challenges. This multi-media resource showcases original materials from the Kennedy Library archives and frames them in new ways for discovery



Screenshot of the JFK50 anniversary website

and exploration by a generation well-versed in digital media. Features include *History Now*, an interactive portal presenting watershed events in the Kennedy administration in the form of a graphic novel; *Legacy Gallery*, a video mosaic of people who are continuing JFK’s legacy in their respective fields; and downloadable exhibits and other primary source materials that students, teachers, and librarians may

customize for classroom or library use. Importantly, the new website will also host an ongoing global conversation about the enduring ideals of President Kennedy and their continued influence on the world today. ★

Ambassadors of Peace

On October 14, 1960, at 2 a.m., Senator John F. Kennedy spoke to a crowd of 10,000 cheering students at the University of Michigan in Ann Arbor during a presidential campaign stop. In his impromptu speech, Kennedy asked, “How many of you, who are going to be doctors, are willing to spend your days in Ghana? Technicians or engineers, how many of you are willing to work in the Foreign Service and spend your lives traveling around the world?” His young audience responded to this speech with a petition signed by 1,000 students willing to serve abroad. Senator Kennedy’s challenge to these students—to live and work in developing countries around the world; to dedicate themselves to the cause of peace and development—inspired the beginning of the Peace Corps.

Almost three weeks later, in a November 2, 1960 speech at the Cow Palace in San Francisco, Kennedy proposed “a peace corps of talented men and women” who would dedicate themselves to live and work in developing countries. Encouraged by more than 25,000 letters responding to his call, Kennedy took immediate action following his election victory to make the campaign promise a reality.

The Peace Corps program was an outgrowth of the Cold War. President Kennedy pointed out that the Soviet Union

“had hundreds of men and women, scientists, physicists, teachers, engineers, doctors, and nurses... prepared to spend their lives abroad in the service of world communism.” The United States had no such program, and Kennedy wanted to involve Americans more actively in the cause of global democracy, peace, development, and freedom.

A few days after he took office, Kennedy asked his brother-in-law, R. Sargent Shriver, to direct a Peace Corps Task Force. After a month of intense dialogue and debate among task force members, Shriver outlined seven steps to forming the Peace Corps in a memorandum to the President in February 1961.

President Kennedy established the Peace Corps by Executive Order 10924 on March 1, 1961, and appointed Sargent Shriver to officially lead the organization. Shriver recruited and energized a talented staff to implement the task force’s recommendations. On his first trip abroad as director, he received invitations from leaders in India, Ghana, and Burma to place Peace Corps volunteers in their countries.

JFK’s initiative did not go without criticism, as some politicians called it “Kennedy’s Kiddie Korps” and a “juvenile experiment”. Yet Congress approved the

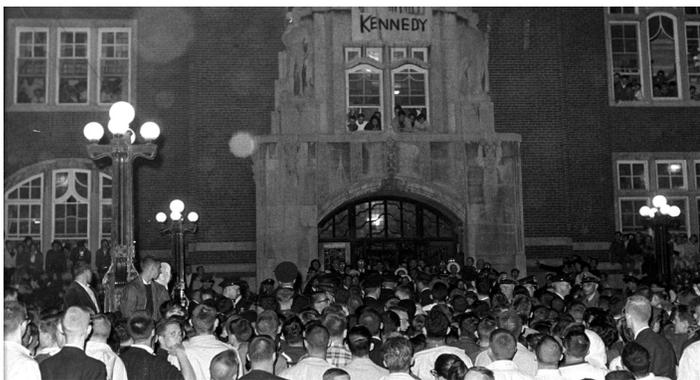


PHOTO COURTESY OF PEACE CORPS

October 13, 1960. Students await JFK’s arrival at the University of Michigan, Ann Arbor. Kennedy arrives at about 2am on the 14th.



PHOTO COURTESY OF PEACE CORPS

October 14, 1960. Senator Kennedy speaks to students at the University of Michigan, Ann Arbor on a campaign stop.



PHOTO COURTESY OF PAUL CONKLIN

Peace Corps Volunteer Joe Grant, 26, of The Bronx, NY teaches physical education in Chombote, Peru.



PHOTO COURTESY OF PAUL CONKLIN

Peace Corps Volunteer Barbara J. Wylie, 33, of Ypsilanti, Michigan teaches English in Kathmandu, Nepal.

Peace Corps as a permanent federal agency within the State Department, and Kennedy signed the legislation on September 22, 1961. In 1981, the Peace Corps was made an independent agency.

The Peace Corps is always adapting to the times and to an ever-changing world, but has never wavered from its three original goals:

- To help the people of interested countries and areas in meeting their needs for trained workers
- To help promote a better understanding of Americans on the part of the peoples served
- To help promote a better understanding of other peoples on the part of Americans

After almost five decades of service, the Peace Corps is as vital as ever. More than 200,000 Peace Corps Volunteers



August 9, 1962. President Kennedy greets Peace Corps Volunteers in the Rose Garden at the White House.

PHOTO BY ????

have served in 139 host countries to work on projects in areas ranging from AIDS education to information technology. From John F. Kennedy's inspiration came an agency devoted to world peace and friendship, and volunteers who continue to help individuals build a better life for themselves, their children, their community, and their country.★

Upcoming Conference and Educational Resources on the Peace Corps

IN COMMEMORATION OF THE 50TH ANNIVERSARY OF THE PEACE CORPS, The Kennedy Library and the John F. Kennedy National Historic Site will present a conference on April 7, 2011 for teachers and librarians of grades 3–8. *Crossing Borders: Through Literature, Poetry and Personal Stories* will feature four award-winning authors: Alma Flora Ada, Naomi Shihab Nye, Linda Sue Park, and James Rumford. Other program highlights will include presentations by educators from the Peace Corps' Worldwide Schools Program. The Library has created a special online exhibit on the Peace Corps for the Presidential Timeline. To access the exhibit and related student activities, *JFK and the Peace Corps: Kids as Curators*, visit www.presidentialtimeline.org.

Visit these links for sites celebrating the 50th anniversary of the Peace Corps: www.peacecorps.gov; www.peacecorps.umich.edu ★

Celebrate! Free performing arts programs for children

For more information, please visit www.jfklibrary.org.

Valerie Tutson

Tales from African Traditions

Tuesday, February 22, 2011

10:30 a.m.



Take a trip through time with international storyteller Valerie Tutson as she shares tales adapted from African myths and songs, and African-

American history. Some stories are filled with magic, others are filled with hope, and all will excite your imagination. ★

New England Irish Harp

Orchestra and Réagánta

Irish Music, Song and Dance

Saturday, March 19, 2011

10:30 a.m.



Did you know the harp is the official symbol of Ireland? The New England Irish Harp Orchestra and Réagánta bring Ireland to Boston with harps of many shapes and sizes. If you like Irish music, you will think this small orchestra is grand! ★

Karim Nagi

Arabiqa

Monday, April 18, 2011

10:30 a.m.



What do a dumbek, a tableh, and a duff have in common?

They're all instruments! Learn about the Arab world through music, song and dance in this special presentation of Middle Eastern traditions by Karim Nagi. ★

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BRING YOUR STUDENTS TO THE KENNEDY LIBRARY!

The Library offers Museum-based programs for elementary, middle, and high school students from September to June on topics ranging from a biography of JFK to the challenges of the Cold War.

For more information, visit the “For Teachers” section of our website at www.jfklibrary.org or contact Esther Kohn at esther.kohn@nara.gov (elementary school programs); Sam Rubin at sam.rubin@nara.gov (middle school programs); or Nina Tisch at nina.tisch@nara.gov (high school programs). ★



Students act as biographers as they explore the Museum to learn about John F. Kennedy.

PHOTO BY TOM FITZSIMMONS

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

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.

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