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Integrating Secondary Content Area Literacy and Content Area Knowledge: JFK and Social Change - A Collaborative Unit

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Integrating Secondary Content Area Literacy and Content Area Knowledge: JFK and Social Change—A Collaborative Unit

BY JOHN LUND, ADAM WALENTOWICZ, & ABIGAIL YOUNGERMAN

Many secondary teachers enter teaching with a deep love for our content areas. This passion for ideas, concepts, and events in our content areas is often what drives us to find exciting and innovative ways to engage students with content. Helping young people learn about and become excited about math, science, social studies, or another content area is what leads many secondary teachers to become educators in the first place. Yet it has never been just about the content. For example, when we examine the HSCEs for science, we see that alongside the standards for related knowledge of scientific concepts, there are standards for developing and using the *tools of scientific thinking*. Alongside the social studies HSCEs for knowledge of historical events, there are standards for using the *tools of thinking as historians* to analyze and understand both the past and the present. It has never been just about content; tools for thinking deeply about and exploring content are woven throughout the HSCEs. The Common Core State Standards (CCSS) calls for adding another layer to these tools for learning and thinking about content. The ELA CCSS in History/Social Studies map out standards for reading and writing as historians, for using *literacy as a tool to learn and think critically* in social studies. It's product and process: the content *and* the content area literacy tools that help students dig into the content. For many teachers, this increased emphasis on content area literacy understandably feels like yet another thing to teach in an already full curriculum. We wanted to approach the integration of content knowledge and content area literacy in a way that used content area literacy to help students explore and master content knowledge in U.S. history and civics, in a way that was both *process* and *product*.

We are three secondary teachers (John, social studies, Abigail, social studies and English, and Adam, speech and debate/forensics) who collaborated on a unit for teaching civics through the use of content area literacy tools. In creating this unit, we found that civics and English could be integrated richly in a cross-curricular unit plan with a culminating activity that allowed for student choice: a written essay, spoken presentation, or multi-media video/presentation. Each lesson was carefully designed to enhance the literacy of students. The integration of the TK-W-L-S chart (What I Think I know, What I Want to Know, What I Learned, and What I Still Want to Know), quick-writes, digital literacy, and jigsaw group activities all contributed to sustained and rigorous literacy across the curriculum. We wanted to find a creative and fun way to develop digital literacy by having a class discussion board (one option is edmodo.com) where students would be asked to display understanding of the 1960s era by discussing major events that occurred in that time period. Additionally, students developed their digital literacy by researching news articles through digital sources such as the *New York Times* (www.nytimes.com) and the *Washington Post* (www.washingtonpost.com). In addition, we placed focus on learning targets ("I Can" statements). We share the unit that follows as one example of how teachers can create units of instruction that integrate content area literacy and content area knowledge.

Grade 11

Civics
&
Content Area
Literacy

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Culminating
Activity:

The student will interview 3 people regarding their views on JFK, his family, his administration, and the early 1960's. They will present these interviews to the class in one of three ways: speech, video (talk show), or written paper.

John F. Kennedy & Social Change

Cross-Curricular Inquiry Unit Integrating Civics and Literacy in the Content Areas

By John Lund, Adam Walentowicz, and Abigail Youngerman

Enduring Understandings: Students will understand how the Kennedy administration and the media changed the overall perception of government, culture, politics, and civic engagement for Americans and the global audience. Students will understand that media and political communication shape citizens' perception of and beliefs about politics, current events, and history. Students will understand how to engage in research with primary and secondary sources in order to explore historical events and biases in representations of these events.

Civics HSCEs (Note: Strikethrough indicates that portion of standard is not constructed in this unit.)

- C3.5.1:** Explain how ~~political parties, interest groups,~~ the media, and individuals can influence and determine the public agenda.
- C3.5.7:** Explain the role of television, radio, the press, ~~and the internet~~ in political communication.
- C3.5.9:** In making a decision on a public issue, analyze various forms of political communication (e.g., ~~political cartoons, campaign advertisements,~~ political speeches, ~~and blogs~~) using criteria like logical validity, factual accuracy and/or omission, emotional appeal, distorted evidence, and appeals to bias or prejudice.
- C6.1.2:** Locate, analyze, and use various forms of evidence, information, and sources about a significant public policy issue, including primary and secondary sources; ~~legal documents (e.g., Constitutions, court decisions, state law); non-text based information (e.g., maps, charts, tables, graphs, and cartoons);~~ and other forms of political communication (e.g., ~~oral political cartoons,~~ campaign advertisements, political speeches, ~~and blogs~~).
- C6.2.8:** Describe various forms and functions of political leadership and evaluate the role of deliberative public discussions in civic life.

ELA CCSS and ELA CCSS for Literacy in History/Social Studies

- SL.11.1.b** Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.
- RH.11.7** Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- WHST.11.7** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- WHST.11.8** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Some of the Key Resources

- *James W. Douglass, *JFK the Unspeakable: Why He Died and Why It Matters*
- *Accompanying audio files for *Let Every Nation Know: John F. Kennedy in His Own Words*.
- *Website dedicated to the 50th anniversary: www.jfk50.org
- *Tour of John F. Kennedy library: <http://www.jfklibrary.org/>
- *Walter Cronkite newscast of assassination: <http://youtu.be/cP-YKYBfLuU>.
- *Robert Dallek, *Let Every Nation Know: John F. Kennedy in His Own Words*

Before & After this Unit

Before

Day before this unit:

Students will view a short video of the JFK assassination: Walter Cronkite news bulletin of assassination: <http://youtu.be/cP-YKYBfLuJ>

Students will do a mini-interview of a someone in their lives who remembers (or has heard of) the assassination

Objective: to understand the memorable nature of this event

ELA:

News writing technique

Interviewing etiquette and technique

Various reading strategies

How to quote and cite a speaker or author in our writing

Research techniques

How to provide supporting commentary and detail (Jane Schaffer method)

Persuasive writing

Public speaking etiquette: Such as eye contact, tone, gestures, etc.

CIVICS:

The meaning of civic life, politics, and government through the investigation of such questions as: What is civic life? What are politics? What is government? What are the purposes of politics and government?

The origin and the evolution of political parties and their influence

The significance of campaigns and elections in American politics, current criticisms of campaigns, and proposals for their reform

Important political, social, and economic current events

After

ELA:

More involved news writing assignments, including current events

The idea of modern changes to the media and its effect on politics

Develop a further understanding of the media by taking note of how it's used in all areas of our life

Political issue debates

CIVICS:

Identify and explain the roles of various associations and groups in American politics (e.g., political organizations, political action committees, interest groups, voluntary and civic associations, professional organizations, unions, and religious groups)

Explain the concept of public opinion, factors that shape it, and contrasting views on the role it should play in public policy

Further evaluate the actual influence of public opinion on public policy

Describe the meaning of citizenship in the United States through the investigation of such questions as: What is the meaning of citizenship in the United States? What are the rights, responsibilities, and characteristics of citizenship in the United States?

Identify the responsibilities associated with citizenship in the United States and the importance of those responsibilities in a democratic society through the investigation of questions such as: What are the responsibilities associated with citizenship in the United States? Why are those experiences considered important to the preservation of American constitutional government?

Describe multiple opportunities for citizens to participate in civic life

Unit Calendar—Days 1 & 2

Opening day & Debate day 1

	Objective	Evidence	Instruction
Monday (Day 1)	<p>Why do people remember John F Kennedy, especially his assassination? Why should we care? What is the general purpose of this unit?</p> <p>— . — . — . — . — . — .</p> <p>ELA: S & L 1.b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>Civics: 3.5.1 Explain how political parties, interest groups, the media, and individuals can influence and determine the public agenda.</p>	<p>Assessment:</p> <ul style="list-style-type: none"> *Completed "I Can" Statements sheet (standards-based student learning targets) *Completed worksheet from the mini-interview 	<ul style="list-style-type: none"> *Quickwrite: Why do you think so many people remember where they were when President Kennedy was shot? *Class discussion re: mini-interview homework from the weekend *Tk/WLS what we know about JFK and the 1960's *"I Can" Statements worksheet regarding the objectives for this unit *Discuss the final culminating activity and the requirements for completion *Assign readings for the week: <ul style="list-style-type: none"> *Due Day 5. <i>Poetry and Power: John F. Kennedy's Inaugural Address</i> *Due Day 7 <i>The press and the presidency: from George Washington to Ronald Reagan</i>
Tuesday (day 2)	<p>Understand and analyze the Nixon/Kennedy Debate</p> <p>— . — . — . — . — .</p> <p>ELA: R 7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>W 8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>Civics: C 3.5.7 Explain the role of television, radio, the press, and the internet in political communication.</p>	<p>Assessment:</p> <ul style="list-style-type: none"> *Students will answer in their journals who they think won the Nixon/Kennedy Debate based on what form of media from which they received their information. *Discussion-based check for understanding. 	<ul style="list-style-type: none"> *Quick-write: How has the evolution (change over time) of the media impacted your life? *Class Jigsaw: Watch the 1960 debate and listen to the 1960 debate. Students will be placed into groups of four (two people from each form of media) and discuss who they think won the debate. *Discussion: How have all these various forms of media changed the presidential elections as we know it?

➔ Lesson will continue on day 3 ➔

Unit Calendar—Days 3 & 4

Debate day 2 & Media examples

	Objective	Evidence	Instruction
Wednesday (day 3)	<p>Understand the Nixon/Kennedy debate & define the overall impact television has had on political campaigning.</p> <p>-----</p> <p>ELA: S & L 1.b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>R 7: Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>Civics: 3.5.7: Explain the role of television, radio, the press, and the internet in political communication.</p>	<p>Assessment:</p> <ul style="list-style-type: none"> *Students will answer questions from a learning sheet that highlight the overall impact the media played on the debate. *Students will compose a short written report reflecting on how the media would affect their perfect "dream candidate" for the presidency. How might that person fare in the media environment today? 	<ul style="list-style-type: none"> *Quick-write: What can you take from the Kennedy/Nixon debate? What did you see, or hear? *Students will jigsaw in groups of four and discuss why they feel their form of media was more influential than the other media choices. *Class discussion: Who won the debate? Explain and show evidence. *Distribute learning sheets that will gauge student understanding on the overall impact the media played on the debate.
Thursday (day 4)	<p>Understand the influence the media had on other historical events of the era.</p> <p>-----</p> <p>ELA: W 8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>Civics: 6.2.8: Describe various forms and functions of political leadership and evaluate the role of deliberative public discussions in civic life.</p>	<p>Assessment:</p> <ul style="list-style-type: none"> *Students will post a comment on the class discussion board (edmodo.com) for homework. Each post will be about a major event that took place in the 1960s. Students will identify the central leaders of this major event, as well as the major details of this event and the impact the media played on the outcome of this event. Each student is required to respond to at least one classmate's post. 	<ul style="list-style-type: none"> *Quick-write: Activate your prior knowledge of this decade. What do you know about the 1960s? Major tragedies, political debates, inventions, etc. How did this event impact the era? *Class Discussion and lecture: Major events that took place in the 60's. Understand the major leaders that pushed these events and the role the media played.

Unit Calendar—Days 5 & 6

Inaugural Speech day 1 & 2

	Objective	Evidence	Instruction
Friday (day 5)	<p>Evaluate how this speech set the tone for his administration and set him apart from past presidencies, and past connotations of the office.</p> <p>-----</p> <p>ELA: R.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>CIVICS C 3.5.1 Explain how political parties, interest groups, the media, and individuals can influence and determine the public agenda</p> <p>3.5.7 Explain the role of TV, radio, the press, and the Internet in political communication</p> <p>6.1.2 Locate, analyze, and use various forms of evidence, info., and sources about a significant form of political communication (e.g., and political cartoons, campaign ads, political speeches, and blogs)</p> <p>3.5.9 In making a decision on a public issue, analyze various forms of political communication (e.g., political speeches, and blogs) using emotional appeal.</p>	<p>Assessment:</p> <p>*Students mark up the speech, noting where the specific rhetorical methods occur.</p> <p>*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.</p>	<ul style="list-style-type: none"> • Weekly Current Events Quiz • Provide students with the <i>Rhetorical Terms and Techniques of Persuasion</i> handout and review or introduce the terminology of rhetorical methods. • Provide students with the chart <i>Excerpts from Inaugural Suggestions and Delivered Speech</i> • Discuss as a class the changes made by Sorensen and Kennedy to the original suggested excerpts from Galbraith and Stevenson. • Review assigned reading: <i>Poetry and Power: John F. Kennedy's Inaugural Address</i>. • Students read through the text of JFK's inaugural address as they listen to his speech. • HW: Watch Kennedy 1961 Inaugural Address: http://www.youtube.com/watch?v=8LmiQEr59n8
<div style="display: flex; justify-content: space-between; align-items: center;"> ↓ Lesson will continue on day 6 ↓ </div>			
Monday (day 6)	<p>Evaluate how this speech set the tone for his administration and set him apart from past presidencies.</p> <p>-----</p> <p>ELA W 8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>CIVICS C 3.5.1 Explain how political parties, interest groups, the media, and individuals can influence and determine the public agenda</p> <p>3.5.7 Explain the role of TV, radio, the press, and the Internet in political communication</p> <p>6.1.2 Locate, analyze, and use various forms of evidence, info., and sources about a significant form of political communication (e.g., and political cartoons, campaign ads, political speeches, and blogs)</p> <p>3.5.9 In making a decision on a public issue, analyze various forms of political communication (e.g., political speeches, and blogs) using emotional appeal.</p>	<p>Assessment:</p> <p>*Have students write their own inaugural address: Students plan to win the 2012 presidential election and must write a 2-3 page inaugural address to be delivered January 20, 2013. Students should keep in mind the themes of Kennedy's address and might want to touch on public service, science and innovation, civil rights, domestic affairs, the arts, foreign policy and diplomacy, and the environment. Special attention to civic duty and what it means to be an American. Grammar and rhetoric devices previously studied will help enhance this speech.</p>	<ul style="list-style-type: none"> • Quick Write: What did you gain from viewing Kennedy's inaugural that you didn't from reading it? What are some other memorable speeches to you and why? • Discuss the speech as a class. • Play www.jfk50.org intro and continue dialogue • Discuss with the class the changes made by Sorensen and Kennedy to the original suggested excerpts from Galbraith and Stevenson.

Unit Calendar—Days 7 & 8

Press Conference day 1 & 2

Objective	Evidence	Instruction
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Tuesday (Day 7)

Develop questions one might ask the President at a press conference. Gain a sense of the era.

ELA: R 7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

W 7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CIVICS: C 3.5.1 Explain how political parties, interest groups, the media, and individuals can influence and determine the public agenda.

Assessment:

*Teacher will circulate the computer lab to assist and check for student understanding of the assignment as well as ability to locate research material.

*Additional evidence of understanding will be shown in day 8.

***Lab work:** Using the computer lab with the assistance of the media specialist, students will gather information about President Kennedy that they have always wanted to ask.

***Research:** Students will look for past news articles in the New York Times or Washington Post on major political events that took place during the Kennedy Era. (Brainstorm topics for research as a group.)

*With that research, each student will write-up 3-5 questions they can ask Kennedy.

***Think, Pair, Share:** Once completed, students will share their 3-5 questions with another student.

*By sharing their questions, students can enhance their questions or clarify them.



Lesson will continue on day 8



Wednesday (day 8)

Mock Press Conference

ELA: R 7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

W 8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

CIVICS: C 3.5.1: Explain how political parties, interest groups, the media, and individuals can influence and determine the public agenda

Assessment:

*Students will produce a basic news article based on the questions they asked or heard during the press conference. The news article will show the overall understanding of the era and understanding of the responses given. The topic of the news article can be about anything in particular, just as long as it was mentioned during the press conference. If additional research is needed, students are encouraged to find out those details.

***Mock press conference:** Students will break off into groups of 3. Each group will ask the best question they have prepared, when called upon.

*Each student must write down quotes of the speaker (JFK—the teacher). (Students are encouraged to voice record).

***Discussion:** Once the mock press conference is completed, students will confer with one another and clarify anything they missed during the press conference.

Unit Calendar—Days 9 & 10

Culture & Assassination

	Objective	Evidence	Instruction
Thursday (day 9)	<p>Learn how the Kennedys were more than just a First Family- learn how they transformed the way Americans look at government, their leaders and what to expect from them.</p> <p>-----</p> <p>ELA: R 7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>CIVICS C 3.5.1 Explain how political parties, interest groups, the media, and individuals can influence and determine the public agenda</p> <p>3.5.7 Explain the role of TV, radio, the press, and the Internet in political communication</p> <p>6.1.2 Locate, analyze, and use various forms of evidence, info., and sources about a significant form of political communication (e.g., oral-political cartoons, campaign ads, political speeches, and blogs)</p> <p>3.5.9 In making a decision on a public issue, analyze various forms of political communication (e.g., political speeches, and blogs)-using emotional appeal.</p>	<p>Assessment:</p> <ul style="list-style-type: none"> *Students answer Anticipation Guide *Students must form 5 questions of their own to turn in and use in a class discussion following documentary (may be completed as homework) 	<ul style="list-style-type: none"> *Quick-write: What would you say American culture is? *Film: Instruct students through Anticipation Guide while viewing the 2004 National Geographic documentary "The Kennedy Mystique: Creating Camelot" along with periodic discussion (scaffolding). *Students are to take detailed notes on documentary, answer instructor-given questions, and create their own questions.
<p>↓ Lesson will continue on day 10 ↓</p>			
Friday (day 10)	<p>Learn that the JFK Assassination is a pivotal point in history not just because the President died, but because the entire country's mood of hope, inspiration, progress, and youth was shattered in broad daylight, and no one saw it coming.</p> <p>-----</p> <p>ELA: R 7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>CIVICS C 3.5.1 Explain how political parties, interest groups, the media, and individuals can influence and determine the public agenda</p> <p>3.5.7 Explain the role of TV, radio, the press, and the Internet in political communication</p> <p>6.1.2 Locate, analyze, and use various forms of evidence, info., and sources about a significant form of political communication (e.g., oral-political cartoons, campaign ads, political speeches, and blogs)</p> <p>3.5.9 In making a decision on a public issue, analyze various forms of political communication (e.g., political speeches, and blogs)-using emotional appeal.</p>	<p>Assessment:</p> <ul style="list-style-type: none"> *Continuous checks for understanding during class discussions on Kennedy culture and the documentary. *Students will write a short response to the question: How would the media's role of covering government been different if the JFK assassination would have occurred today? 	<ul style="list-style-type: none"> *Weekly Current Events Quiz *Quick-write: What are your recollections of 9/11, or what have you heard about it, and what do you think the correlations could be between that event and the death of John F. Kennedy? *Class discussion: Using the questions written for homework, the notes from the documentary, and the answered questions, discuss as a class the impact the Kennedys had on American culture. *Discuss as a class the assassination of JFK and why it is a pivotal event in American history. Use oral discussion, YouTube clips, and primary documents.

Unit Calendar—Days 11 & 12

Wrap up, review, & final project work

Objective	Evidence	Instruction
<p>Why did we spend so much time on this one presidency? What does this era tell us about politics and the media today? What lessons can we learn from this study?</p> <p>-----</p> <p>ELA: 5 & L 1.b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>W 7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>CIVICS C 3.5.1 Explain how political parties, interest groups, the media, and individuals can influence and determine the public agenda</p> <p>6.2.8 Describe various forms and functions of political leadership and evaluate the role of deliberative public discussions in civic life.</p>	<p>Assessment:</p> <ul style="list-style-type: none"> *Evidence of active participation in TkWLS completion. *Evidence of active participation in the "jigsaw." *Evidence of active work with project group or independently for Wednesday's culminating activity. 	<ul style="list-style-type: none"> • Quick Write: How can what you have learned about JFK and the media help you today? Does it give you any clues about your own civic engagement? • Using a picture of the TkWLS from day 1, fill in the L and S slots as a group. • Activity: Have the classroom designated as 4 different areas: 1) culture, 2) press conferences, 3) speeches, 4) political policy. Students gather in groups at the location they feel best fits why JFK is remembered so vividly. Using evidence, one spokesperson tells the class why they feel that way. The other groups may rebut the opinion but must use factual and evidence-based arguments. • Work on culminating activity projects with the time left in class (see planning web for more details).
<p>What do we still not understand? How will our final project tomorrow help us? How can we further our learning after this unit is over?</p> <p>-----</p> <p>ELA 5 & L 1.b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>CIVICS 6.2.8 Describe various forms and functions of political leadership and evaluate the role of deliberative public discussions in civic life.</p>	<p>Assessment:</p> <ul style="list-style-type: none"> *Refined "I can" statements worksheet *Participation in the "Board race" (see instruction). *Evidence of active work with project group or independently for tomorrow's culminating activity. 	<ul style="list-style-type: none"> • Quick Write: Using your "I can" statements worksheet what areas do you feel you are still not proficient enough in? Name two ways you can improve this situation. • Group discussion: Help students identify areas of least proficiency • "Board race": teams of 4 people race to the board to write ways they can continue their learning from this unit or use JFK's ideals to help them actively participate in current politics or civic engagement. • Group or independent work for tomorrow's culminating activity (see planning web for more details).

Monday (day 11)

Tuesday (day 12)

Culminating Activity

The student will interview 3 people regarding their views on JFK, his family, his administration, and the early 1960s. They will present these interviews to the class in one of three ways: speech, video (talk show), or written paper.

See the following rubrics for more information.

Rubric for All Students

CATEGORY	4	3	2	1
Setting Up the Interview	The student introduced himself, explained why he wanted to interview the person, and asked permission to set up a time for an interview.	The student introduced himself and asked permission to set up a time for the interview, but needed a reminder to explain why he wanted to do the interview.	The student asked permission to set up a time for the interview, but needed reminders to introduce himself and to tell why he wanted to interview the person.	The student needed assistance in all aspects of setting up the interview.
Preparation	Before the interview, the student prepared several in-depth AND factual questions to ask that were appropriate to the subject matter.	Before the interview, the student prepared a couple of in-depth questions and several factual questions to ask that were appropriate to the subject matter.	Before the interview, the student prepared several factual questions to ask and most were appropriate to the subject matter.	The student did not prepare any questions before the interview or all of the questions were not appropriate to the subject matter.
Politeness	Student never interrupted or hurried the person being interviewed and thanked them for being willing to be interviewed.	Student rarely interrupted or hurried the person being interviewed and thanked them for being willing to be interviewed.	Student rarely interrupted or hurried the person being interviewed, but forgot to thank the person.	Several times, the student interrupted or hurried the person being interviewed AND forgot to thank the person.
Report Writing	The report is well organized and contains accurate quotations and facts taken from the interview.	The report is well organized and contains accurate facts taken from the interview.	The report contains accurate quotations and facts taken from the interview.	The report is lacking facts and quotations from the interview OR the quotes and facts are not accurately reported.
Notetaking	Notes are recorded in a written format (transcript) and organized in an extremely neat and orderly fashion.	Notes are recorded legibly in a written format and are somewhat organized.	Notes are recorded in a written format.	The interviewer took no notes during or after the interview.

Speech Rubric

CATEGORY	4	3	2	1
Speaks Clearly	Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.	Speaks clearly and distinctly all (95-90%) the time, but mispronounces one to two words.	Speaks clearly and distinctly most (90-80%) of the time. Mispronounces no more than three words.	Often mumbles or can not be understood OR mispronounces more than three words.
Stays on Topic	Stays on topic all (100%) of the time.	Stays on topic most (99-90%) of the time.	Stays on topic some (89%-75%) of the time.	It was hard to tell what the topic was.
Comprehension	Student is able to accurately answer almost all questions posed by classmates about the topic.	Student is able to accurately answer most questions posed by classmates about the topic.	Student is able to accurately answer a few questions posed by classmates about the topic.	Student is unable to accurately answer questions posed by classmates about the topic.
Enthusiasm	Facial expressions and body language generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language sometimes generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language are used to try to generate enthusiasm, but seem somewhat faked.	Very little use of facial expressions or body language. Did not generate much interest in topic being presented.
Content	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.

Talk Show Rubric

CATEGORY	4	3	2	1
Knowledge	All students showed excellent knowledge of content, needing no cues and showing no hesitation in talking or answering questions.	All students showed excellent knowledge of content, but 1-2 students once needed note cards to talk or answer questions.	Most students showed excellent knowledge of content, but 1-2 often needed note cards to talk or answer questions.	Most students needed note cards to talk and to answer questions.
Questions & Answers	Excellent, in-depth questions were asked by host and excellent answers supported by facts were provided by all talk show members.	Questions requiring factual answers were asked by the host and correct, in-depth answers were provided by all talk show members.	Questions requiring factual answers were asked by the host and correct answers were provided by several of the talk show members.	Answers were provided by only 1-2 talk show members.
Interest and Purpose	Video has a clear and interesting purpose.	Video is interesting but purpose is somewhat unclear.	Video is not very interesting and purpose is somewhat unclear.	Video is not interesting and has no discernable purpose.
Length of Video	Video was 5 minutes long.	Video was less than 4 minutes or more than 7 minutes long.	Video was less than 3 minutes or more than 9 minutes long.	Video was less than 2 minutes or more than 11 minutes long.

Written Paper Rubric

CATEGORY	4	3	2	1
Articles - Purpose	90-100% of the article establishes a clear purpose in the lead paragraph and demonstrates a clear understanding of the topic.	85-89% of the article establishes a clear purpose in the lead paragraph and demonstrates a clear understanding of the topic.	75-84% of the article establishes a clear purpose in the lead paragraph and demonstrates a clear understanding of the topic.	Less than 75% of the article establishes a clear purpose in the lead paragraph and demonstrates a clear understanding of the topic.
Articles - Supporting Details	The details in the article is clear, effective, and vivid 80-100% of the time.	The details in the article is clear and pertinent 90-100% of the time.	The details in the article is clear and pertinent 75-89% of the time.	The details in more than 25% of the article is neither clear nor pertinent.
Who, What, When, Where & How	The article adequately addresses the 5 W's (who, what, when, where and how).	90-99% of the article adequately addresses the 5 W's (who, what, when, where and how).	75-89% of the article adequately addresses the 5 W's (who, what, when, where and how).	Less than 75% of the article adequately addresses the 5 W's (who, what, when, where, and how).
Spelling and Proofreading	No spelling or grammar errors remain.	No more than a couple of spelling or grammar errors remain.	No more than 3 spelling or grammar errors remain.	Several spelling or grammar errors remain in the final copy of the article.
Appropriateness	The information was accurate and there was a clear reason for writing this article. The guiding \"question\" was discussed during the press conference.	The information was accurate and there was a fairly good reason for writing this article. The guiding \"question\" was discussed during the press conference.	The information was occasionally inaccurate or misleading, but there was a clear reason for writing this article. The guiding \"question\" may or may not have been discussed during the press conference.	The information was typically inaccurate, misleading or libelous and the guiding \"question\" was NOT discussed during the press conference.
Length	The article is at least 275 words in length and not more than 400 words.	The article is at least 250 words in length and not more than 425 words.	The article is at least 225 words in length and not more than 450 words.	The article is less than 225 words in length or more than 450 words.

Lesson Plan 1

Unit Theme/Topic: JFK & Social Change

Lesson Title: Kennedy vs. Nixon Presidential Debate

Subject Areas: English Language Arts & Civics/U.S. Government

Time Needed for Lesson: 2 class periods

Created By: John Lund

Enduring Understandings:

- Evaluate the overall impact television has had on political campaigning. To realize how a campaign can utilize the media to get its message across to the American people, as well as how it can hurt their chances. For students to be able to point out what works and what doesn't for a campaign.

Prior Knowledge Needed

- Students will be learning about the mass media and about campaign ads. This begins discussion on debates and how a candidate can really make or break his campaign under the glare of the modern media in ways that didn't exist before 1960.
- Students will need to have an understanding of the different forms of media and how media can be interpreted differently.
- Students must have an understanding of nonverbal communication such as body language, eye contact, etc.

Lesson Objectives: Students will be able to...

- **RH.11.7** Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- **WHST.11.8** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- **C3.5.7** Explain the role of television, radio, the press, and the Internet in political communication.

Assessment: Evidence of Student Understanding

- Students will answer questions from an activity sheet that highlights and reinforces the overall impact that the media played on the debate.
- Students will critically respond in their journals to the question of who they think won the Nixon-Kennedy Debate based on forms of media from which the students received their information.

Higher Order Thinking (H.O.T.): Engaging Students in Constructing Deep Understanding

- In jigsaw groups, students can make a case for why their medium told the real story of the Kennedy vs. Nixon debate.
- The Kennedy vs. Nixon debate was the first televised presidential debate, and thus changed our perception of what a president is. How has the evolution of the media affected presidential debates?

Lesson Sequence

Introduction:

Day 1—Quick-write: How has the evolution of the media impacted your life?

Day 2—Quick-write: What can you take from the Kennedy-Nixon debate? What did you see, hear, or read?

Instructional Moves:

Day 1

1. Review and activate prior knowledge with students about the events leading up to the debate.
 - a. In-Class Reflection on what they learned from the previous night's reading: How were the 1960 Presidential Debates between Sen. John F. Kennedy (D) and Vice President Richard M. Nixon (R) groundbreaking? How do you think television and the ever-increasing media presence has impacted political debates and campaigns? (5-10 minutes)
2. Kennedy*Nixon PowerPoint
3. Kennedy-Nixon Debate Video Clip (8 minutes)—One third of the class will watch and listen to the debate just as someone would on TV; another third will turn around and only listen to the debate as if they only heard it on the radio; another third will simply read the text of the speeches. This will help us see if there really might be a difference between determining “who won” among the media.
4. Students will take special note of the things they observe or hear (depending on which form of media they are engaged in).
5. Once all groups are finished viewing or listening to the debate, place them into groups of four, providing two students from each form of media in every group.
6. In their jigsaw groups, students will discuss details of the debate. Details such as: What did each candidate say? What did they say that you liked? What did they say that you disliked? Who would you claim won the debate?
7. Homework Assignment: If you were running a campaign today, how would you use the media and social media to your advantage? How could it hurt you? Pick a politician—running or not running for president—and give reasons why she would do well in the press and media and what might be the pitfalls.

Day 2

1. Review of the previous day's lesson. What happened during the debate? What did we learn about different forms of media and their impact on politics?
2. Students will rejoin their jigsaw groups and discuss who won the debate. Students will actively persuade the members of their group by stating things the candidates said during the televised debate, read in the newspaper, or heard over the radio.
3. Each group will need to come to a consensus as to which candidate won the debate, and why they believe this?
4. Once a consensus has been reached for each group, students will think about how the media may have impacted the outcome.
5. Once all class discussion has concluded, distribute activity sheet that highlights overall impact of the media in this presidential debate.

Closure:

Day 1—In their journals, students will start developing a list of why they feel their form of media was more impactful or harmful in persuading Americans to vote for President Kennedy.

Day 2— Pose the question, which candidate wins the debate if it's only written about? Would this have affected recent presidential elections?

Meeting the Needs of Diverse Learners: Intentional Choices Made in Planning

Diversity is integral to every classroom and must be considered in every lesson, along with this particular lesson. All learners should reflect on diverse cultures and how the media has impacted the leadership roles or major events that have occurred or are currently taking place. Furthermore, students of different ethnicities are encouraged to focus on political figures with whom they can identify, more specifically, political figures from their own ethnic or cultural group.

Meeting the Needs of Exceptional Learners: Possibilities for Accommodations & Modifications

Due to the nature of this lesson, each student has a chance to be successful in this lesson. Students with hearing difficulties can read about the debate through past news articles, students with ADHD may find a visual aid more appealing, and students who have higher visualization skills can full engage in the lesson by listening to the debate over the radio.

Gifted learners should be given an opportunity to challenge themselves. This lesson, while still challenging, has room to expand excelling students. Those students can:

- Further analyze the media's involvement in politics, more specifically, presidential campaigns.
- Do a reenactment of the latest presidential campaign using a form of media of their choice.

Materials/Resources Needed:

- Audio of Presidential Debate between Kennedy and Nixon
- Video footage of Presidential Debate between Kennedy and Nixon <http://www.youtube.com/watch?v=QazmVHAO0os>
- Press clippings of Presidential Debate between Kennedy and Nixon http://watergate.info/nixon/60-09-26_first-election-debate.shtml

Resources:

- http://watergate.info/nixon/60-09-26_first-election-debate.shtml
- <http://youtu.be/3KTSomm9QYo>
- Dallek, Robert, and Terry Golway. *Let Every Nation Know: John F. Kennedy in His Own Words*. Naperville, IL: Source MediaFusion, 2006.

Name: _____ Date: _____ Hour: _____

JFK vs. Nixon 1960 Presidential Debate

U.S. Government

1. Many have said that *who* would win this presidential debate if it were broadcast only on the radio? Why did they argue this?
2. Many have said that *who* would win this presidential debate if it were broadcast only on television? Why did they argue this?
3. What advantages were there/are there to seeing a debate live on television versus other methods?
4. What impact did the 1960 debates have worldwide?

5. Why might Nixon have been perceived as the loser if he was viewed on television in the debate?
6. How did the debates help Kennedy get elected over Nixon?
7. This being the first televised debate, how has the media changed our perception of what a president is or should look like?
8. How would history have been different, more specifically, presidential outcomes been different if we could only read or listen to the candidates?
9. With a new wave of social media being introduced to U.S. society, what might be the next form of media to impact presidential elections?

Lesson Plan 2

Unit Topic for Grade 11: John F. Kennedy and Social Change

Lesson Title: Analyzing the Rhetoric of JFK's Inaugural Address

Subject Areas: English Language Arts and Social Studies: Civics

Time Needed for Lesson: 2 class periods

Created By: John Lund, Adam Walentowicz, and Abigail Youngerman

Enduring Understandings

Oratory style and the media play pivotal roles in constructing the narratives of politics and politicians. Students will examine this in the context of JFK and social change of his era.

Prior Knowledge Needed

Students will have already constructed knowledge about the election of John F. Kennedy as well as the power of debate in communication.

Lesson Objectives: Knowledge Students Will Construct as They Engage in This Lesson

Students will be able to...

- **RH.11.7** Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- **WHST.11.8** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- **C3.5.1** Explain how political parties, interest groups, the media, and individuals can influence and determine the public agenda
- **C3.5.7** Explain the role of TV, radio, the press, and the Internet in political communication

- **C3.5.9** In making a decision on a public issue, analyze various forms of political communication (e.g., political speeches, and blogs) using emotional appeal.
- **C6.1.2** Locate, analyze, and use various forms of evidence, info., and sources about a significant form of political communication (e.g., political cartoons, campaign ads., political speeches, and blogs).

Assessment: Evidence of Student Understanding

1. Students mark up the speech, noting where the specific rhetorical methods occur.
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.
3. Have students write their own inaugural address. Students assume they won the 2012 presidential election and must write a 2-3 page inaugural address to be delivered January 20, 2013. Students should keep in mind the themes of Kennedy's address and might want to touch on public service, science and innovation, civil rights, domestic affairs, the arts, foreign policy and diplomacy, and the environment. Special attention to civic duty and what it means to be an American. Grammar and rhetorical devices previously studied will help enhance a speech.

Higher Order Thinking (H.O.T.): Engaging Students in Constructing Deep Understanding

1. H.O.T. task: Create a table to compare and contrast the pros and cons of how speeches, sit-down televised interviews, political debates and newspaper articles can help or hurt a politician and when would one be most appropriate?
2. H.O.T. question: In what ways do language and communication help us, especially in politics and civic life? How can they hurt us? Do you think that there would be more or less opportunity for language to help or hurt us today and why?

Lesson Sequence

Introduction: "Hooking" Students, Activating Prior Knowledge, Setting Lesson Goals, etc.

Day 1 will begin with the weekly (every Friday) current events critical thinking quiz. Day 2, Monday, will begin with a Quick Write question asking: What did you gain from viewing Kennedy's inaugural that you didn't from reading it?

Instructional Moves: Engaging Students in Actively Constructing Deep Understanding

1. Weekly Current Events Critical Thinking Quiz
2. Provide students with the *Rhetorical Terms and Techniques of Persuasion* handout and review or introduce the terminology of rhetorical methods (see page 73).
3. Provide students with the chart *Excerpts from Inaugural Suggestions and Delivered Speech* (see page 74). Discuss as a class the changes made by Sorensen and Kennedy to the original suggested excerpts from Galbraith and Stevenson.
4. Review assigned reading: *Poetry and Power: John F. Kennedy's Inaugural Address*.
5. Students read through the text of JFK's inaugural address as they listen to his speech.
6. Homework: *Flip Lesson*: Watch Kennedy's 1961 Inaugural Address: <http://www.youtube.com/watch?v=BLmiOEK59n8> so that the following day's lesson can engage students using the flipped classroom model: that is, students will have engaged with the content beforehand and we will use class time for in-depth analysis, collaborative learning, and problem-solving.
7. Discuss the speech, specifically the rhetorical terms used and their effect on the impact of the speech on the American people and the world, the concepts and issues Kennedy touched on and what helped set the tone of the address, as a class.
8. Play www.jfk50.org intro and continue dialogue.

Closure: Engaging Students in *Naming It So They Can Claim It*

Students write exit slip: How can a speech make or break a person? Can the delivery, tone and rhetoric make a difference?

Meeting the Needs of Diverse Learners: Intentional Choices Made in Planning

In discussing speeches and the power of communication to get ideas across to a broad coalition of people, we will look at how certain people with a big audience use the power of speeches to get their messages across: e.g., JFK, Dr. Martin Luther King, Jr., Lady Gaga, Barack Obama, and more. We will look at how different groups use different styles of communication to get their message across in a more familiar way. For example, Dr. King and President Obama have both employed oratory style elements of the traditional Black church sermon, such as call and response, use of refrain, repetition, crescendo of volume, emotional intensity, lyrical quality, and rhythmic signals that inspire the audience. While Dr. King used this style throughout most of his speeches, Obama is better known for using this style during his 2008 campaign for president and rarely showing this style as president. Why might this be? Why has he changed his approach, even though he was successful in using it? Also will address how some have obtained such a platform to address such issues and if there are ways for all of these diverse groups to achieve the same and what difficulties some might have.

Meeting the Needs of Exceptional Learners: Possibilities for Accommodations and Modifications

Changes and adaptations can be made to the lesson so that reading the speech is not required for those with difficulty reading; watching the speech is not required for those who are visually impaired, blind, or deaf. Exemptions and alternative material can be made available for those with learning difficulties. Additional reading and assignments can be provided for gifted learners.

Materials/Resources Needed: Planning Ahead So You Can Be Fully Engaged with Students

- Reading: Poetry and Power: John F. Kennedy's Inaugural Address
- Reading: Inaugural Address of President John F. Kennedy
- Handout: Rhetorical Terms and Techniques of Persuasion
- Chart: Excerpts from Inaugural Suggestions and Delivered Speech
- Internet access required to view the speech from the JFK Library or YouTube: <http://www.jfklibrary.org/AssetViewer/BqXIEM9F4024ntF17SVAjA>

References & Resources

Voices of Democracy

<http://voicesofdemocracy.umd.edu/deliberative-topics/u-s-internationalism-2/john-f-kennedy-inaugural-address-20-january-1961/>

The Department of Education and Public Programs, John F. Kennedy Presidential Library and Museum <http://www.jfklibrary.org/Education/Teachers.aspx>

JFK 50 Years <http://www.jfk50.org/>

PBS NewsHour http://www.pbs.org/newshour/extra/video/blog/2011/01/kennedys_inauguration_speech_r.html

Rhetorical Terms and Techniques of Persuasion: Analyze Kennedy's Inaugural Address for Use of These

Alliteration: repetition of the same sound beginning several words in a sequence.

Examples/Evidence in Text:

Anaphora: repetition of a word or phrase at the beginning of successive phrases, clauses or lines.

Examples/Evidence in Text:

Anastrophe: transposition of normal word order

Examples/Evidence in Text:

Antithesis: contrast of ideas or words in a parallel structure

Examples/Evidence in Text:

Assonance: repetition of vowel sounds in non-rhyming words

Examples/Evidence in Text:

Consonance: repetition of consonant sounds within words or ending words

Examples/Evidence in Text:

Metaphor: implied comparison through a figurative, not literal, use of words

Examples/Evidence in Text:

Parallelism: the arrangement of words, phrases, clauses, or larger structures placed side by side, making them similar in form

Examples/Evidence in Text:

Paradox: a statement that seems self-contradictory, yet turns out to have a rational meaning

Examples/Evidence in Text:

Repetition: a word or phrase used two or more times in close proximity

Examples/Evidence in Text:

Using Emotion-Arousing Words

Examples/Evidence in Text:

Using Fear

Examples/Evidence in Text:

Using References to the Past

Examples/Evidence in Text:

Excerpts from Inaugural Suggestions and Delivered Speech

Suggestions by Galbraith and Stevenson	Final Copy
<p>united for common purposes there is little we cannot do to advance peace and well-being; disunited, there is little we can do... we cannot deal with the Communist challenge divided and in disarray. (Stevenson)</p>	<p>To those old allies whose cultural and spiritual origins we share, we pledge the loyalty of faithful friends. United there is little we cannot do in a host of cooperative ventures. Divided there is little we can do—for we dare not meet a powerful challenge at odds and split asunder.</p>
<p>We have not seen one form of colonial control superceded simply to see another far more iron and more implacable system take its place. We cannot expect them to be actively on our side. Why should they be? We do want them to be vigilantly and intelligently on the side of their own freedom and integrity. (Stevenson)</p>	<p>To those new states whom we welcome to the ranks of the free, we pledge our word that one form of colonial control shall not have passed away merely to be replaced by a far more iron tyranny. We shall not always expect to find them supporting our view. But we shall always hope to find them strongly supporting their own freedom—and to remember that, in the past, those who foolishly sought power by riding the back of the tiger ended up inside.</p>
<p>We will help these countries do so not as a part of an ideological struggle, not because they are pawns in a cold war, not to buy friendship. We will help them because to do so is right. (Galbraith) if the free way of life doesn't help the many poor of this world it will never save the few rich. (Stevenson)</p>	<p>To those people in the huts and villages of half the globe struggling to break the bonds of mass misery, we pledge our best efforts to help them help themselves, for whatever period is required—not because the communists may be doing it, not because we seek their votes, but because it is right. If a free society cannot help the many who are poor, it cannot save the few who are rich.</p>
<p>We shall never negotiate out of fear. But we shall never fear to negotiate. (Galbraith)</p>	<p>So let us begin anew—remembering on both sides that civility is not a sign of weakness, and sincerity is always subject to proof. Let us never negotiate out of fear. But let us never fear to negotiate.</p>
<p>I would like to see permanent joint commissions at work... to undertake interstellar exploration, to conquer the deserts and tap the riches of the oceans... (Stevenson)</p>	<p>Let both sides seek to invoke the wonders of science instead of its terrors. Together let us explore the stars, conquer the deserts, eradicate disease, tap the ocean depths and encourage the arts and commerce.</p>
<p>the work of this new Administration will not be over in a hundred days, or in five hundred days, or in a thousand days. Its works will continue without surcease for all of the next four years. (Galbraith)</p>	<p>All this will not be finished in the first one hundred days. Nor will it be finished in the first one thousand days, nor in the life of this Administration, nor even perhaps in our lifetime on this planet. But let us begin.</p>

Lesson Plan 3

Unit Theme/Topic for Grade 10, Civics: John F. Kennedy and Social Change

Lesson Title: JFK Press Conference

Subject Areas: Civics and Language Arts

Time Needed for Lesson: 110 minutes, 2 days

Created By: Abigail Youngerman, John Lund, and Adam Walentowicz

Enduring Understandings

By the end of this unit students will understand how the Kennedy administration and the media changed the overall perception of government, culture, politics, and civic engagement for Americans and the global audience.

Prior Knowledge Needed

- General U.S. History concepts and overarching themes, including the domestic and foreign policy course of events in the 20th century. (Before)
- News writing technique. (Before)
- The significance of campaigns and elections in American politics, current criticisms of campaigns, and proposals for their reform. (Before)
- Important political, social, and economic current events. (Before)
- Public speaking etiquette: Such as eye contact, tone, gestures, etc. (Before)
- Interviewing etiquette and technique. (Before)
- Understand the influence the media had on other (other than JFK) historical events of the era. (Day 4)
- Students will have read an excerpt from *The Press and the Presidency: from George Washington to Ronald Reagan* by John Tebbel and Sarah Miles Watts (pages 477-488).

Lesson Objectives: Knowledge Students Will Construct as They Engage in This Lesson

Students will be able to...

- **RH.11.7** Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- **WHST.11.7** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- **WHST.11.8** Gather relevant information from multiple authoritative print and digital sources using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- **C3.5.1** Explain how political parties, interest groups, the media, and individuals can influence and determine the public agenda.
- **C3.5.7** Explain the role of television, radio, the press, and the Internet in political communication.

Assessment: Evidence of Student Understanding

- Teacher will circulate the computer lab to assist and check for student understanding for locating research material as well as understanding of the assignment.
- Students will complete a two-columned notes learning sheet with 3-5 original questions and 3-5 revised questions for "JFK" (see Instructional Moves).
- Students will complete a graphic organizer related to what they know about JFK (see Introduction) and what they learned through the two-day lesson (see Closure).
- Students will produce a basic news article based on the questions they asked or heard during the press conference. The news article will show the overall understanding of the era and understanding of the responses given. The topic of the news article can be about anything related to JFK and the mock press

conference just as long as it was mentioned during the press conference. If additional research is needed, students are encouraged to find out those details.

Higher Order Thinking (H.O.T.): Engaging Students in Constructing Deep Understanding

HOT questions:

- How does a press conference engage the interviewee (politician)?
- How does it help the viewers/readers of the news form opinions?
- Can a press conference sway the interviewing press?
- Can the news the press then writes sway the viewing/reading public?
- What is or is not appropriate for press conference topics and questions?
- Given our recent lesson on the Nixon-Kennedy debates and the new medium of the television, how might press conferences have changed, just like debates changed?
- Can we develop the ability to form deeper and increasingly relevant questions to ask of an interviewee? Is this a skill we can learn?

HOT tasks:

- Complete a two-column notes learning sheet with original “curiosity” questions; then, through guided practice and group work, revise those questions to form something deeper and more relevant.
- Create a news article, based on the mock press conference and possible external research.

Lesson Sequence

Introduction: “Hooking” Students, Activating Prior Knowledge, Setting Lesson Goals, etc.

Students will create a graphic organizer (of their choice, e.g., cluster, map, outline, etc) related to the topic: what do you know, or think you know, about JFK and what would you like to know? The teacher will move around the room observing student participation and answering questions as needed.

Instructional Moves: Engaging Students in Actively Constructing Deep Understanding

1. Ten- to fifteen-minute class dialogue on the concept of press conferences and the press during JFK’s presidency. Highlight important concepts in the assigned reading from *The Press and the Presidency: from George Washington to Ronald Reagan*.
2. Students will have time to add to their graphic organizer (see introduction).
3. The teacher will explain that one question he has always wanted to ask JFK is what his relationship with Marilyn Monroe was really like. Projected on the overhead will be the *New York Times* website. The teacher will enter search terms such as “JFK and Marilyn Monroe.” Finding a relevant article, the teacher will explain that by doing her research she now has the ability to form deeper and more relevant questions to ask “JFK.” The teacher will give examples of this new information. Perhaps the new question is “Did your relationship with Marilyn Monroe in anyway affect your politics or political standing with the American people?”
4. Using the computer lab with the assistance of the media specialist, students will gather information about JFK that they have always wanted to ask. Students will look for past news articles in the *New York Times* or *Washington Post* on major political and social events that took place during the Kennedy Era.
5. With that research, utilizing the two-column notes learning sheet, each student will write 3-5 questions they want to ask “JFK”—based on the research—in the first column.
6. Once completed, students will group up in threes and share their 3-5 questions with another student.
7. By sharing their questions, students can enhance their questions or clarify them. Students should actively revise these questions. Does the partner have any good ideas for a different question? What about the relevancy of the question? What about the appropriateness? What about the depth? Is this just another softball question or is it meaningful and important? These revised questions should be written down in the opposite column on the two-column notes learning sheet.
8. Students will switch into different groups of 3. Each group will determine the best question they have. They will then ask the mock “JFK” (the teacher) that best question.

9. Each student must write down quotes of the speaker (JFK). (Students are encouraged to voice record). With the help of the media specialist, film the press conference and post on the class website for future viewing.
10. Once press conference is completed, students will confer with one another and clarify anything they missed during the press conference.
11. Teacher will provide time for another writing break for students to think alone and finish the 2-column learning sheet with the answers to the revised questions (column 2) and the graphic organizer (see Introduction).
12. The teacher will review the assessment assignment: news article, rubric, and the due dates. Students will complete this assignment at home.

Closure: Engaging Students in Naming It So They Can Claim It

Students will add onto or delete from the original graphic organizer (from the beginning of the lesson) with quick words or pictures about what they learned today about JFK and/or press conferences/the media. Students will hand this in as their “exit ticket” to leave class on the second (final) day of this lesson.

Follow-up: Homework and Assessment

- Graphic organizer (student choice, could be on loose-leaf) is due at the end of day 2 as an “exit ticket.”
- 2-column notes learning sheet should be turned in with the news article.
- News article is written as homework and turned in with the 2-column notes learning sheet. See activity sheet regarding the news article assessment instructions and the rubric for the news article.

Meeting the Needs of Diverse Learners: Intentional Choices Made in Planning

Possible Concerns and Solutions

Technology access and ability—intentional grouping, printed research materials, suggestions for places to go for research

Limited conceptual understanding of the media/television in America due to cultural differences—additional scaffolding when participation or understanding lags.

Discussion of JFK’s “women” and possible gender bias/offensive statements—redirect inappropriate comments or topics back to the relevant (political) issues, possible discussion of prevailing media and social attitudes towards women in that era and today.

Discussion of JFK’s religion and possible religious bias/offensive statements—redirect inappropriate comments back to the political implications of a Catholic president.

Meeting the Needs of Exceptional Learners: Possibilities for Accommodations and Modifications

Below grade level:

- Visually impaired: computer program that will read Internet text aloud.
- EI, CI, autistic, etc: intentional grouping with a student who can work well with him.
- Speech impaired: instead of asking the questions out-loud, they can write them down and submit in that form to the “president.”
- News article can be scaffolded (written with a guideline/guideposts) that the student fills in instead of create completely independently.

Gifted and talented:

- Extended readings in *The Press and the Presidency*.
- Student can extend questions even further and deeper into JFK’s life and presidency.
- Student could act as JFK’s press secretary and come with prepared answers for possible questions to assist the “president.”

Materials/Resources Needed: Planning Ahead So You Can Be Fully Engaged with Students

- Internet access in the computer lab
- Overhead/computer projector
- Two-column notes learning sheet

- Activity sheet regarding the news article assessment instructions
- Rubric for the news article
- In addition, students should have:
 - *The Press and the Presidency* excerpt
 - Paper
 - Pencil
 - Possible recording device for press conference

References & Resources

1. *The New York Times*, www.newyorktimes.com
2. *The Washington Post*, www.washingtonpost.com
3. Tebbel, J., & Watts, S.M. (1985). *The press and the presidency: From George Washington to Ronald Reagan*. New York: Oxford University Press.

John Lund holds a bachelor's degree in political science and history from the University of Michigan, Ann Arbor, and a master of science in journalism from Medill School of Journalism at Northwestern University. With past experiences working in government offices in Washington, D.C., and reporting in Chicago, John Lund brings real world experience to the classroom. He earned his teaching degree at Madonna University and is a social studies teacher in the Bloomfield Hills School District.

Adam Walentowicz began teaching immediately after high school when he began his coaching career as a boys junior varsity assistant basketball coach at Garden City High School. He holds a bachelor's degree in communications from Eastern Michigan University and earned his teaching degree at Madonna University. He is a speech and debate/forensics teacher at Brother Rice High School, where he is also a debate/forensics moderator and the head freshmen basketball coach.

Abigail Youngerman is a graduate of Hope College with a bachelor of arts in Theatre design and religion. After working professionally for regional theaters across the Midwest, she returned to her hometown to pursue her career in education. After graduating from Madonna University with a secondary education degree, she is now a teacher for Livonia Public Schools.

JFK PRESS CONFERENCE JUICY QUESTIONS!

ORIGINAL QUESTIONS	REVISED QUESTIONS AND ANSWERS
1.	1.
	Answer and notes:
	Answer and notes:

Rubric for News Article Assessment

CATEGORY	4	3	2	1
Articles - Purpose	90-100% of the article establishes a clear purpose in the lead paragraph and demonstrates a clear understanding of the topic.	85-89% of the article establishes a clear purpose in the lead paragraph and demonstrates a clear understanding of the topic.	75-84% of the article establishes a clear purpose in the lead paragraph and demonstrates a clear understanding of the topic.	Less than 75% of the article establishes a clear purpose in the lead paragraph and demonstrates a clear understanding of the topic.
Articles - Supporting Details	The details in the article are clear, effective, and vivid 80-100% of the time.	The details in the article are clear and pertinent 90-100% of the time.	The details in the article are clear and pertinent 75-89% of the time.	The details in more than 25% of the article are neither clear nor pertinent.
Who, What, When, Where & How	The article adequately addresses the 5 W\'s (who, what, when, where and how).	90-99% of the article adequately addresses the 5 W\'s (who, what, when, where and how).	75-89% of the article adequately addresses the 5 W\'s (who, what, when, where and how).	Less than 75% of the article adequately addresses the 5 W\'s (who, what, when, where, and how).
Spelling and Proofreading	No spelling or grammar errors remain.	No more than a couple of spelling or grammar errors remain.	No more than 3 spelling or grammar errors remain.	Several spelling or grammar errors remain in the final copy of the article.
Appropriateness	The information was accurate and there was a clear reason for writing this article. The guiding "question" was discussed during the press conference.	The information was accurate and there was a fairly good reason for writing this article. The guiding "question" was discussed during the press conference.	The information was occasionally inaccurate or misleading, but there was a clear reason for writing this article. The guiding "question" may or may not have been discussed during the press conference.	The information was typically inaccurate, misleading or libelous and the guiding "question" was NOT discussed during the press conference.
Length	The article is at least 275 words in length and not more than 400 words.	The article is at least 250 words in length and not more than 425 words.	The article is at least 225 words in length and not more than 450 words.	The article is less than 225 words in length or more than 450 words.