# JFK: THE DEATH OF A PRESIDENT

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AIMS Multimedia is a leading producer and distributor of educational programs serving schools and libraries for nearly 40 years. AIMS draws upon the most up-to-date knowledge, existing and emerging technologies, and all of the instructional and pedagogical resources available to develop and distribute educational programs in film, videocassette, laserdisc, CD-ROM and CD-i formats.

Persons or schools interested in obtaining additional copies of this AIMS Teaching Module, please contact:

AIMS Multimedia

1-800-FOR-AIMS
1-800-367-2467
Congratulations!

You have chosen a learning program that will actively motivate your students AND provide you with easily accessible and easily manageable instructional guidelines designed to make your teaching role efficient and rewarding.

The AIMS Teaching Module provides you with a video program keyed to your classroom curriculum, instructions and guidelines for use, plus a comprehensive teaching program containing a wide range of activities and ideas for interaction between all content areas. Our authors, educators, and consultants have written and reviewed the AIMS Teaching Modules to align with the Educate America Act: Goals 2000.

This ATM, with its clear definition of manageability, both in the classroom and beyond, allows you to tailor specific activities to meet all of your classroom needs.
RATIONALE

In today’s classrooms, educational pedagogy is often founded on Benjamin S. Bloom’s “Six Levels of Cognitive Complexity.” The practical application of Bloom’s Taxonomy is to evaluate students’ thinking skills on these levels, from the simple to the complex: Knowledge (rote memory skills), Comprehension (the ability to relate or retell), Application (the ability to apply knowledge outside its origin), Analysis (relating and differentiating parts of a whole), Synthesis (relating parts to a whole), and Evaluation (making a judgment or formulating an opinion).

The AIMS Teaching Module is designed to facilitate these intellectual capabilities, AND to integrate classroom experiences and assimilation of learning with the students’ life experiences, realities, and expectations. AIMS’ learner verification studies prove that our AIMS Teaching Modules help students to absorb, retain, and to demonstrate ability to use new knowledge in their world. Our educational materials are written and designed for today’s classroom, which incorporates a wide range of intellectual, cultural, physical, and emotional diversities.
ORGANIZATION AND MANAGEMENT

To facilitate ease in classroom manageability, the AIMS Teaching Module is organized in four sections. You are reading Section 1, Introduction to the Aims Teaching Module (ATM).

SECTION 2,
INTRODUCING THIS ATM
will give you the specific information you need to integrate the program into your classroom curriculum.

SECTION 3,
PREPARATION FOR VIEWING
provides suggestions and strategies for motivation, language preparedness, readiness, and focus prior to viewing the program with your students.

SECTION 4,
AFTER VIEWING THE PROGRAM
provides suggestions for additional activities plus an assortment of consumable assessment and extended activities, designed to broaden comprehension of the topic and to make connections to other curriculum content areas.
FEATURES

INTRODUCING EACH ATM

SECTION 2

Your AIMS Teaching Module is designed to accompany a video program written and produced by some of the world’s most credible and creative writers and producers of educational programming. To facilitate diversity and flexibility in your classroom, your AIMS Teaching Module features these components:

Themes

The Major Theme tells how this AIMS Teaching Module is keyed into the curriculum. Related Themes offer suggestions for interaction with other curriculum content areas, enabling teachers to use the teaching module to incorporate the topic into a variety of learning areas.

Overview

The Overview provides a synopsis of content covered in the video program. Its purpose is to give you a summary of the subject matter and to enhance your introductory preparation.

Objectives

The ATM learning objectives provide guidelines for teachers to assess what learners can be expected to gain from each program. After completion of the AIMS Teaching Module, your students will be able to demonstrate dynamic and applied comprehension of the topic.
PREPARATION FOR VIEWING

SECTION 3

In preparation for viewing the video program, the AIMS Teaching Module offers activity and/or discussion ideas that you may use in any order or combination.

Introduction To The Program

Introduction to the Program is designed to enable students to recall or relate prior knowledge about the topic and to prepare them for what they are about to learn.

Introduction To Vocabulary

Introduction to Vocabulary is a review of language used in the program: words, phrases, usage. This vocabulary introduction is designed to ensure that all learners, including limited English proficiency learners, will have full understanding of the language usage in the content of the program.

Discussion Ideas

Discussion Ideas are designed to help you assess students’ prior knowledge about the topic and to give students a preview of what they will learn. Active discussion stimulates interest in a subject and can motivate even the most reluctant learner. Listening, as well as speaking, is active participation. Encourage your students to participate at the rate they feel comfortable. Model sharing personal experiences when applicable, and model listening to students’ ideas and opinions.

Focus

Help learners set a purpose for watching the program with Focus, designed to give students a focal point for comprehension continuity.

Jump Right In

Jump Right In provides abbreviated instructions for quick management of the program.

AFTER VIEWING THE PROGRAM

SECTION 4

After your students have viewed the program, you may introduce any or all of these activities to interact with other curriculum content areas, provide reinforcement, assess comprehension skills, or provide hands-on and in-depth extended study of the topic.
The Suggested Activities offer ideas for activities you can direct in the classroom or have your students complete independently, in pairs, or in small work groups after they have viewed the program. To accommodate your range of classroom needs, the activities are organized into skills categories. Their labels will tell you how to identify each activity and help you correlate it into your classroom curriculum. To help you schedule your classroom lesson time, the AIMS hourglass gives you an estimate of the time each activity should require. Some of the activities fall into these categories:

**Meeting Individual Needs**

These activities are designed to aid in classroom continuity. Reluctant learners and learners acquiring English will benefit from these activities geared to enhance comprehension of language in order to fully grasp content meaning.

**Curriculum Connections**

Many of the suggested activities are intended to integrate the content of the ATM program into other content areas of the classroom curriculum. These cross-connections turn the classroom teaching experience into a whole learning experience.

**Critical Thinking**

Critical Thinking activities are designed to stimulate learners’ own opinions and ideas. These activities require students to use the thinking process to discern fact from opinion, consider their own problems and formulate possible solutions, draw conclusions, discuss cause and effect, or combine what they already know with what they have learned to make inferences.

**Cultural Diversity**

Each AIMS Teaching Module has an activity called Cultural Awareness, Cultural Diversity, or Cultural Exchange that encourages students to share their backgrounds, cultures, heritage, or knowledge of other countries, customs, and language.

**Hands On**

These are experimental or tactile activities that relate directly to the material taught in the program. Your students will have opportunities to make discoveries and formulate ideas on their own, based on what they learn in this unit.

**Writing**

Every AIMS Teaching Module will contain an activity designed for students to use the writing process to express their ideas about what they have learned. The writing activity may also help them to make the connection between what they are learning in this unit and how it applies to other content areas.

**In The Newsroom**

Each AIMS Teaching Module contains a newsroom activity designed to help students make the relationship between what they learn in the classroom and how it applies in their world. The purpose of In The Newsroom is to actively involve each class member in a whole learning experience. Each student will have an opportunity to perform all of the tasks involved in production: writing, researching, producing, directing, and interviewing as they create their own classroom news program.

**Extended Activities**

These activities provide opportunities for students to work separately or together to conduct further research, explore answers to their own questions, or apply what they have learned to other media or content areas.

**Link to the World**

These activities offer ideas for connecting learners’ classroom activities to their community and the rest of the world.

**Culminating Activity**

To wrap up the unit, AIMS Teaching Modules offer suggestions for ways to reinforce what students have learned and how they can use their new knowledge to enhance their world view.
VOCABULARY

Every ATM contains an activity that reinforces the meaning and usage of the vocabulary words introduced in the program content. Students will either read or find the definition of each vocabulary word, then use the word in a written sentence.

CHECKING COMPREHENSION

Checking Comprehension is designed to help you evaluate how well your students understand, retain, and recall the information presented in the AIMS Teaching Module. Depending on your students’ needs, you may direct this activity to the whole group yourself, or you may want to have students work on the activity page independently, in pairs, or in small groups. Students can verify their written answers through discussion or by viewing the video a second time. If you choose, you can reproduce the answers from your Answer Key or write the answer choices in a Word Bank for students to use. Students can use this completed activity as a study guide to prepare for the test.

CONSUMABLE ACTIVITIES

The AIMS Teaching Module provides a selection of consumable activities, designed to specifically reinforce the content of this learning unit. Whenever applicable, they are arranged in order from low to high difficulty level, to allow a seamless facilitation of the learning process. You may choose to have students take these activities home or to work on them in the classroom independently, in pairs or in small groups.

CHECKING VOCABULARY

The Checking Vocabulary activity provides the opportunity for students to assess their knowledge of new vocabulary with this word game or puzzle. The format of this vocabulary activity allows students to use the related words and phrases in a different context.

TEST

The AIMS Teaching Module Test permits you to assess students’ understanding of what they have learned. The test is formatted in one of several standard test formats to give your students a range of experiences in test-taking techniques. Be sure to read, or remind students to read, the directions carefully and to read each answer choice before making a selection. Use the Answer Key to check their answers.
ADDITIONAL AIMS MULTIMEDIA PROGRAMS

After you have completed this AIMS Teaching Module you may be interested in more of the programs that AIMS offers. This list includes several related AIMS programs.

ADDITIONAL READING SUGGESTIONS

AIMS offers a carefully researched list of other resources that you and your students may find rewarding.

ANSWER KEY

Reproduces tests and work pages with answers marked.
THEMES

In JFK: The Death of a President, students will explore the events surrounding John F. Kennedy’s assassination, including his trip to Dallas, the fateful motorcade journey, the arrest of Lee Harvey Oswald and Kennedy’s funeral. In addition, the aftermath of the assassination, including the nation’s response to the death, will also be discussed.

OVERVIEW

JFK: The Death of a President is a time capsule that recreates one of the most disturbing events in American history, the assassination of President John F. Kennedy. It follows the Dallas motorcade on the afternoon of November 22, 1963 and explores the flurry of events that took place in the following days, including the swearing in of President Lyndon B. Johnson, the arrest and murder of Lee Harvey Oswald, and President Kennedy’s televised funeral.

OBJECTIVES

- To document the events surrounding the assassination of John F. Kennedy on November 22, 1963 in Dallas, Texas.
- To explain the mood of the country after Kennedy’s assassination.
- To cover the events attending the arrest and death of Kennedy’s alleged assassin, Lee Harvey Oswald.
- To explore the legacy of Kennedy’s presidency.
Our AIMS Multimedia Educational Department welcomes your observations and comments. Please feel free to address your correspondence to:

AIMS Multimedia
Editorial Department
9710 DeSoto Avenue
Chatsworth, California 91311-4409
INTRODUCTION TO THE PROGRAM

At the age of forty-six, just as he was preparing to run for reelection, President John F. Kennedy was assassinated in Dallas, Texas. There were many things he still wanted to do for the American people. He was hoping they would vote for him again, giving him four more years to share his ideas and beliefs. But he was struck down before his hopes could be realized. No one knows what he might have given to the country if he had lived, but Americans have never forgotten his strength and determined leadership. Many people around the world were sad and angry at the loss of such a brave man.

INTRODUCTION TO VOCABULARY

Write the word assassinate on the board and ask students what the word means. Explain that the word assassinate comes from the Arabic word hashshashin, meaning one who smokes or eats hashish. At the time of the crusades, a secret band of Muslims murdered their enemies after smoking hashish, a drug that comes from the marijuana plant.

Does the word assassinate have any other meaning? (It also means to injure or destroy unexpectedly, such as to assassinate someone’s reputation.)

DISCUSSION IDEAS

The death of a world leader is usually a sad, shocking event. Ask students if they remember the deaths of any world leaders or other famous people? Did they feel sad about the death? How did people express their grief when the famous person died? How did some people use the death to make money or to get attention? How do students feel about these people?

FOCUS

Ask students to think for a moment about the details surrounding Kennedy’s murder. Many theories and suspicions have been discussed in the years since his death. Encourage students to freely share any stories or details they have heard. Try to clear up confusion by pointing out the known facts and explaining the questions that are still unanswered.
JUMP RIGHT IN

HOW TO USE THE JFK: THE DEATH OF A PRESIDENT AIMS TEACHING MODULE

Preparation

▶ Read JFK: The Death of a President Themes, Overview, and Objectives to become familiar with program content and expectations.

▶ Use Preparation for Viewing suggestions to introduce the topic to students.

Viewing JFK: THE DEATH OF A PRESIDENT

▶ Set up viewing monitor so that all students have a clear view.

▶ Depending on your classroom size and learning range, you may choose to have students view JFK: The Death of a President together or in small groups.

Some students may benefit from viewing the video more than one time.

After Viewing JFK: THE DEATH OF A PRESIDENT

▶ Select Suggested Activities that integrate into your classroom curriculum. If applicable, gather materials or resources.

▶ Choose the best way for students to work on each activity. Some activities work best for the whole group. Other activities are designed for students to work independently, in pairs, or in small groups. Whenever possible, encourage students to share their work with the rest of the group.

▶ Duplicate the appropriate number of Vocabulary, Checking Comprehension, and consumable activity pages for your students.

▶ You may choose to have students take consumable activities home, or complete them in the classroom, independently, or in groups.

▶ Administer the Test to assess students’ comprehension of what they have learned, and to provide them with practice in test-taking procedures.

▶ Use the Culminating Activity as a forum for students to display, summarize, extend, or share what they have learned with each other, the rest of the school, or a local community organization.
SUGGESTED ACTIVITIES

Connection to Technology

Many people have their own theories about the assassination of John F. Kennedy. One of the best places to find these theories is on the internet. Ask students to look under Kennedy’s name to find websites dealing with assassination theories. Most theories point to several people who worked together in a conspiracy to kill the president.

Who are some of these people? Which theory or theories do students find the most believable? Which ones seem the most unlikely?

Critical Thinking

After the investigation of President Kennedy’s death, the files of the Warren Commission were sealed up and hidden from the public. In the files were the testimonies of 552 assassination witnesses. Some people say that hiding the evidence was unfair, and others claim that it points to the possibility of a government cover-up.

Do students think the handling of the Warren Report was fair to the American people? Why or why not?

Connection to Social Sciences

John F. Kennedy was popular with many young people. His values, beliefs and personal charisma made him a hero. Do students think the current president is a good hero? Why or why not?

What kinds of heroes do young people have today? Who are some of these heroes and what do they stand for?
Link to the World

When well-known people die, others are often shocked and saddened. Some people feel as if they have lost a friend, even if they did not know the person.

Can students think of some examples of this phenomenon? What could be the reasons for these strong feelings?

Meeting Individual Needs

Have students look in the encyclopedia under “Abraham Lincoln,” “James Garfield” and “William McKinley.” What were the events surrounding the death of each man? Who was responsible?

Ask students to summarize their findings in three paragraphs.

Extended Activity

Kennedy's grave in Arlington National Cemetery is marked with an eternal flame. It is one of the most visited sights in Washington, DC. Have any students visited Kennedy's grave and seen the eternal flame? If so, ask them to tell the class what they remember about the site. How did it make them feel? What do students think the eternal flame represents?

In the Newsroom

Make copies of the obituary page from a local newspaper and distribute the copies to students. Pretending they are back in 1963, have them to write an obituary for John F. Kennedy. Ask them to follow the form and style used in the newspaper. Remind them to mention Kennedy's surviving family members, his greatest achievements and the details of his funeral.
Cultural Diversity

Many countries have seen their leaders assassinated. Ask students to choose one of the following people, using encyclopedias and library texts to learn more about them. Have them summarize their findings in a one-page report.

What country did the person come from? What did they do as the leader of their country? What were their policies? What were the events surrounding their assassination?

Julius Caesar
Louis XVI
Archduke Ferdinand
Indira Gandhi
Mohandas (Mahatma) Gandhi
Anwar Sadat
Itzhak Rabin

Culminating Activity

Using what they have learned in the unit, ask each student to write a question about the death of President Kennedy. Collect the questions and use them to write a review quiz. After giving the quiz, ask students if they enjoyed designing the test. Were the questions harder or easier than normal?
### VOCABULARY

The following terms are from *JFK: The Death of a President*. Fill in the number of each term next to its closest definition.

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 1964 presidential campaign</td>
<td>___ organization that Kennedy was trying to restore on his Dallas trip</td>
</tr>
<tr>
<td>2. John Connally</td>
<td>___ youngest president to die in office</td>
</tr>
<tr>
<td>3. Dealy Plaza</td>
<td>___ location where the assassination took place</td>
</tr>
<tr>
<td>4. Lyndon Johnson</td>
<td>___ arrested for Kennedy’s murder</td>
</tr>
<tr>
<td>5. John F. Kennedy</td>
<td>___ one of the major reasons for Kennedy’s trip to Dallas</td>
</tr>
<tr>
<td>6. Jacqueline Kennedy</td>
<td>___ sworn in as president on the plane carrying Kennedy’s body home</td>
</tr>
<tr>
<td>7. Lee Harvey Oswald</td>
<td>___ Dallas nightclub owner who shot Oswald</td>
</tr>
<tr>
<td>8. Jack Ruby</td>
<td>___ organization appointed by Johnson to investigate Kennedy’s death</td>
</tr>
<tr>
<td>9. Texas Democratic Party</td>
<td>___ governor of Texas; injured during the assassination</td>
</tr>
<tr>
<td>10. Warren Commission</td>
<td>___ accompanied Kennedy on his trip to Dallas</td>
</tr>
</tbody>
</table>
CHECKING COMPREHENSION

Read the following sentences and circle the letter of the word that best fills each blank.

John F. Kennedy was assassinated in Dallas, Texas on _____1_____. He had gone to Texas to lay groundwork for the _____2_____. The president was accompanied on his trip by _____3_____, who had not made a public appearance since August. The Kennedys were met in Dallas by Vice President Johnson and by Texas Governor _____4_____. Special precautions were taken for the president’s visit because there was a strong _____5____ feeling in Dallas. In addition, U.N. Ambassador Adlai Stevenson had been _____6____ a month earlier during a trip to Dallas. Bullets were fired as the president’s motorcade was driving through _____7_____. Shortly after the assassination, _____8_____ was arrested for the murder of the president. He had been known to support Cuban leader _____9_____. President Kennedy was laid to rest in _____10_____.

1. A. November 12, 1962  
   B. November 22, 1961  
   C. November 12, 1963  
   D. November 22, 1963

6. A. killed  
   B. attacked  
   C. arrested  
   D. mugged

2. A. Warren Commission  
   B. governor’s race in Texas  
   C. 1964 presidential election  
   D. Johnson’s presidential campaign

7. A. Dealy Plaza  
   B. Love Field  
   C. Parkland Memorial Square  
   D. Arlington National Cemetery

3. A. Robert Kennedy  
   B. Jacqueline Kennedy  
   C. Caroline Kennedy  
   D. Edward Kennedy

8. A. Earl Warren  
   B. Jack Ruby  
   C. Lee Harvey Oswald  
   D. James Earl Ray

4. A. John Connally  
   B. Price Daniel  
   C. Earl Warren  
   D. Jack Ruby

9. A. Fidel Castro  
   B. Nikita Khrushchev  
   C. Fulgencio Batista  
   D. Carlos Juan Finlay

5. A. anti-Vietnam  
   B. anti-Castro  
   C. anti-Kennedy  
   D. anti-political

10. A. St. Matthew’s Cathedral  
    B. Arlington National Cemetery  
    C. Dallas Memorial Park  
    D. Hyannis Port, Massachusetts
**KENNEDY MATCH-UP**

Match each name on the left with the best group of words on the right.

1. Arlington National Cemetery  
   nightclub owner who shot Oswald

2. Fidel Castro  
   his grave is marked with an eternal flame

3. John Connally  
   motorcade rushed here after shots rang out

4. Dallas, Texas  
   Texas Book Depository located here

5. Dealy Plaza  
   burial service took place here

6. Lyndon Johnson  
   place with strong anti-Kennedy feelings

7. John F. Kennedy  
   took presidential oath on airplane

8. Jacqueline Kennedy  
   wounded, but not killed

9. Lee Harvey Oswald  
   once tried to become a Soviet citizen

10. Parkland Memorial  
    concluded that Oswald acted alone in assassination

11. Jack Ruby  
    dictator linked to Lee Harvey Oswald

12. Warren Commission  
    sat next to Kennedy during the shooting
TRUE OR FALSE

Place a T next to statements that are true and an F next to statements that are false.

1. ___ John F. Kennedy had been president for a little less than a year when he was assassinated.

2. ___ Kennedy went to Dallas to try and heal the split that had developed in the Texas Democratic Party.

3. ___ The president preferred to ride in an open car because he wanted people along the motorcade route to be able to see him.

4. ___ President Kennedy and Governor Connally each received just one bullet wound.

5. ___ Lyndon Johnson became the President of the United States the day Kennedy was buried.

6. ___ After the assassination, young people were especially filled with shock and grief.

7. ___ John F. Kennedy was buried on the grounds of St. Matthew’s Cathedral.

8. ___ Satellite technology allowed the funeral to be seen or heard by much of the world.

9. ___ President Johnson appointed Adlai Stevenson to head a commission investigating Kennedy’s death.

10. ___ Many people disagree with the government’s official explanation of the assassination.
THE KENNEDY CODE

Each sentence below has a secret code word. Use the rules below to decode the words.

If you see two letters in a row, cross out one of them.
Cross out all Qs and Xs.
Change all Zs to Es.
Cross out the first letter in each word.

1. During his trip to Dallas, Kennedy planned to lay groundwork for the next SPRZQSIDZNTIQAL TZLLZCTIOQN.

2. There was extra OSZCURITTXY on the trip because many people in Dallas did not agree with Kennedy’s policies, especially on SCIXVVIQL TRIXGGHQTS.

3. President Kennedy was BUNXCONQSCIZOOUS when he arrived at Parkland Memorial Hospital.

4. Lyndon Johnson took the BPPRZSIDQZNTIAZL GOAXTQH of office the same day Kennedy was shot.

5. Young people were PSXAAQD and HAQNGXZRRQED about the murder of the president.

6. Lee Harvey Oswald was questioned for hours by Dallas police and the ASQZCCRZTX WSZXRVVICZ.

7. As Oswald was being moved to the RCCOXUQNTXRY VJJAQIXL, he was shot by Jack Ruby.

8. Many people have JDOQUXBBTZD the findings of the Warren Commission.
KENNEDY TIMELINE

Place the events below in order using the numbers 1 through 10.

___ John F. Kennedy is laid to rest in Arlington National Cemetery.
___ Jacqueline Kennedy travels with the president to Texas.
___ The presidential motorcade travels through downtown Dallas.
___ Kennedy’s advisors urge him not to travel to Dallas.
___ Shots are heard and President Kennedy is seriously wounded.
___ Governor John Connally and Vice President Johnson meet the president and first lady.
___ Lyndon Johnson is sworn in as the 36th President of the United States.
___ U.N. Ambassador Adlai Stevenson is attacked on a trip to Dallas.
___ President and Mrs. Kennedy get into an open limousine.
___ The motorcade rushes to Parkland Memorial Hospital, where Kennedy dies.
WORD SEARCH

The following words can be found in the maze below. The letters may be arranged horizontally, vertically, diagonally or backward.

Arlington
assassination
Connally
Dallas
Dealy
Johnson
Kennedy
motorcade
November
Oswald
Ruby
Texas
Circle the phrase which best answers each question.

1. In November, 1963, President Kennedy traveled to Dallas to:
   - gain voter support for his upcoming reelection campaign.
   - investigate the previous month’s attack on U.N. Ambassador Adlai Stevenson.
   - campaign for Texas Governor John Connally.
   - make a civil rights speech at the Texas Book Depository.

2. Before the Dallas trip, Jacqueline Kennedy had not made a public appearance since:
   - her husband’s inauguration.
   - the Cuban Missile Crisis.
   - the death of the Kennedys’ infant son in August.
   - the previous assassination attempt on her husband.

3. Since there was a strong anti-Kennedy feeling in Dallas:
   - some people thought there should be a bullet-proof top on the president’s car.
   - some advisors urged the president not to make the trip to Dallas.
   - extra security precautions were taken.
   - all of the above.

4. The president chose to ride in an open limousine because:
   - he was afraid people would try to climb onto a bullet-proof top.
   - he wanted people along the motorcade route to be able to see him.
   - Jacqueline enjoyed the fresh air.
   - Governor Connally did not like the idea of a bullet-proof top.

5. During the attack on the president:
   - Mrs. Connally was seriously injured, but survived.
   - President and Mrs. Kennedy were pushed down by a Secret Service agent.
   - Lee Harvey Oswald also shot a police officer.
   - Kennedy was killed instantly.
6. When the motorcade arrived at Parkland Memorial Hospital:
   • President Kennedy was unconscious and bleeding.
   • Johnson was sworn in as the 36th U.S. president.
   • Mrs. Connally was treated for her injuries.
   • President Kennedy was already dead.

7. Lee Harvey Oswald, the man arrested for the murder of the president:
   • was an employee at the Texas Book Depository.
   • had a Russian wife.
   • was known to support Fidel Castro.
   • all of the above.

8. Oswald was shot by nightclub owner Jack Ruby:
   • at Parkland Memorial Hospital.
   • at Love Field.
   • at the Texas Book Depository.
   • while Oswald was being transferred to the country jail.

9. John F. Kennedy was buried in Arlington National Cemetery during a service:
   • seen via satellite by many people across the world.
   • limited to close friends and family members.
   • attended only by military personnel and family members.
   • all of the above.

10. President Johnson appointed __________ to head a commission investigating Kennedy’s death.
    • Chief Justice Earl Warren
    • U.N. Ambassador Adlai Stevenson
    • Secretary of Defense Robert McNamara
    • Chief Justice Warren Burger
ADDITIONAL AIMS MULTIMEDIA PROGRAMS

You and your students might also enjoy these other AIMS Multimedia programs:
ANSWER KEY for page 18

VOCABULARY

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6. Jacqueline Kennedy  
7. Lee Harvey Oswald  
8. Jack Ruby  
9. Texas Democratic Party  
10. Warren Commission

9 organization that Kennedy was trying to restore on his Dallas trip  
5 youngest president to die in office  
3 location where the assassination took place  
7 arrested for Kennedy’s murder  
1 one of the major reasons for Kennedy’s trip to Dallas  
8 Dallas nightclub owner who shot Oswald  
4 sworn in as president on the plane carrying Kennedy’s body home  
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2. A. Warren Commission  
   B. governor's race in Texas  
   C. 1964 presidential election  
   D. Johnson's presidential campaign

3. A. Robert Kennedy  
   B. Jacqueline Kennedy  
   C. Caroline Kennedy  
   D. Edward Kennedy

4. A. John Connally  
   B. Price Daniel  
   C. Earl Warren  
   D. Jack Ruby

5. A. anti-Vietnam  
   B. anti-Castro  
   C. anti-Kennedy  
   D. anti-political

6. A. killed  
   B. attacked  
   C. arrested  
   D. mugged

7. A. Dealy Plaza  
   B. Love Field  
   C. Parkland Memorial Square  
   D. Arlington National Cemetery

8. A. Earl Warren  
   B. Jack Ruby  
   C. Lee Harvey Oswald  
   D. James Earl Ray

9. A. Fidel Castro  
   B. Nikita Khrushchev  
   C. Fulgencio Batista  
   D. Carlos Juan Finlay

10. A. St. Matthew's Cathedral  
    B. Arlington National Cemetery  
    C. Dallas Memorial Park  
    D. Hyannis Port, Massachusetts
KENNEDY MATCH-UP

Match each name on the left with the best group of words on the right.

1. Arlington National Cemetery, nightclub owner who shot Oswald
2. Fidel Castro, his grave is marked with an eternal flame
3. John Connally, motorcade rushed here after shots rang out
4. Dallas, Texas, Texas Book Depository located here
5. Dealy Plaza, burial service took place here
6. Lyndon Johnson, place with strong anti-Kennedy feelings
7. John F. Kennedy, took presidential oath on airplane
8. Jacqueline Kennedy, wounded, but not killed
9. Lee Harvey Oswald, once tried to become a Soviet citizen
10. Parkland Memorial, concluded that Oswald acted alone in assassination
11. Jack Ruby, dictator linked to Lee Harvey Oswald
12. Warren Commission, sat next to Kennedy during the shooting
TRUE OR FALSE

Place a T next to statements that are true and an F next to statements that are false.

1. F John F. Kennedy had been president for a little less than a year when he was assassinated.

2. T Kennedy went to Dallas to try and heal the split that had developed in the Texas Democratic Party.

3. T The president preferred to ride in an open car because he wanted people along the motorcade route to be able to see him.

4. F President Kennedy and Governor Connally each received just one bullet wound.

5. F Lyndon Johnson became the President of the United States the day Kennedy was buried.

6. T After the assassination, young people were especially filled with shock and grief.

7. F John F. Kennedy was buried on the grounds of St. Matthew’s Cathedral.

8. T Satellite technology allowed the funeral to be seen or heard by much of the world.

9. F President Johnson appointed Adlai Stevenson to head a commission investigating Kennedy’s death.

10. T Many people disagree with the government’s official explanation of the assassination.
THE KENNEDY CODE

Each sentence below has a secret code word. Use the rules below to decode the words.

If you see two letters in a row, cross out one of them.
Cross out all Qs and Xs.
Change all Zs to Es.
Cross out the first letter in each word.

1. During his trip to Dallas, Kennedy planned to lay groundwork for the next SPRZQSIDZNTIQAL TZLLZCTIOQN.

   PRESIDENTIAL ELECTION

2. There was extra OSZCURITXY on the trip because many people in Dallas did not agree with Kennedy’s policies, especially on SCIXVVIQL TRIXGGHQTS.

   SECURITY, CIVIL RIGHTS

3. President Kennedy was BUNXCONQSCIZOOUS when he arrived at Parkland Memorial Hospital.

   UNCONSCIOUS

4. Lyndon Johnson took the BPPRZSIDQZNTIAZL GOAXTQH of office the same day Kennedy was shot.

   PRESIDENTIAL OATH

5. Young people were PSXAAQD and HAQNGXZRRQED about the murder of the president.

   SAD, ANGERED

6. Lee Harvey Oswald was questioned for hours by Dallas police and the ASQZCCRZTX WSZXRVVICZ.

   SECRET SERVICE

7. As Oswald was being moved to the RCCOXUQNTXRY VJJAQIXL, he was shot by Jack Ruby.

   COUNTY JAIL

8. Many people have JDOQUXBBTZD the findings of the Warren Commission.

   DOUBTED
KENNEDY TIMELINE

Place the events below in order using the numbers 1 through 10.

10. John F. Kennedy is laid to rest in Arlington National Cemetery.
3. Jacqueline Kennedy travels with the president to Texas.
6. The presidential motorcade travels through downtown Dallas.
2. Kennedy’s advisors urge him not to travel to Dallas.
7. Shots are heard and President Kennedy is seriously wounded.
4. Governor John Connally and Vice President Johnson meet the president and first lady.
9. Lyndon Johnson is sworn in as the 36th President of the United States.
1. U.N. Ambassador Adlai Stevenson is attacked on a trip to Dallas.
5. President and Mrs. Kennedy get into an open limousine.
8. The motorcade rushes to Parkland Memorial Hospital, where Kennedy dies.
WORD SEARCH

The following words can be found in the maze below. The letters may be arranged horizontally, vertically, diagonally or backward.

Arlington
assassination
Connally
Dallas
Dealy
Johnson
Kennedy
motorcade
November
Oswald
Ruby
Texas
Circle the phrase which best answers each question.

1. In November, 1963, President Kennedy traveled to Dallas to:
   - gain voter support for his upcoming reelection campaign.
   - investigate the previous month’s attack on U.N. Ambassador Adlai Stevenson.
   - campaign for Texas Governor John Connally.
   - make a civil rights speech at the Texas Book Depository.

2. Before the Dallas trip, Jacqueline Kennedy had not made a public appearance since:
   - her husband’s inauguration.
   - the Cuban Missile Crisis.
   - the death of the Kennedys’ infant son in August.
   - the previous assassination attempt on her husband.

3. Since there was a strong anti-Kennedy feeling in Dallas:
   - some people thought there should be a bullet-proof top on the president’s car.
   - some advisors urged the president not to make the trip to Dallas.
   - extra security precautions were taken.
   - all of the above.

4. The president chose to ride in an open limousine because:
   - he was afraid people would try to climb onto a bullet-proof top.
   - he wanted people along the motorcade route to be able to see him.
   - Jacqueline enjoyed the fresh air.
   - Governor Connally did not like the idea of a bullet-proof top.

5. During the attack on the president:
   - Mrs. Connally was seriously injured, but survived.
   - President and Mrs. Kennedy were pushed down by a Secret Service agent.
   - Lee Harvey Oswald also shot a police officer.
   - Kennedy was killed instantly.
6. When the motorcade arrived at Parkland Memorial Hospital:

- President Kennedy was unconscious and bleeding.
- Johnson was sworn in as the 36th U.S. president.
- Mrs. Connally was treated for her injuries.
- President Kennedy was already dead.

7. Lee Harvey Oswald, the man arrested for the murder of the president:

- was an employee at the Texas Book Depository.
- had a Russian wife.
- was known to support Fidel Castro.
- all of the above.

8. Oswald was shot by nightclub owner Jack Ruby:

- at Parkland Memorial Hospital.
- at Love Field.
- at the Texas Book Depository.
- while Oswald was being transferred to the country jail.

9. John F. Kennedy was buried in Arlington National Cemetery during a service:

- seen via satellite by many people across the world.
- limited to close friends and family members.
- attended only by military personnel and family members.
- all of the above.

10. President Johnson appointed __________ to head a commission investigating Kennedy’s death.

- Chief Justice Earl Warren
- U.N. Ambassador Adlai Stevenson
- Secretary of Defense Robert McNamara
- Chief Justice Warren Burger