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.
RATIONAL

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.
SUGGESTED ACTIVITIES

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 John F. Kennedy: The Age of the Kennedy Presidency, students will study the social issues and political crises that Kennedy faced during his time in office. Kennedy’s most important programs, both domestic and international, will be discussed. In addition, students will explore the public’s fascination with Kennedy’s style and charisma, and the expectations created by his youthful, dashing persona.

OVERVIEW

John F. Kennedy was president for a little more than a thousand days. He was the youngest man ever to be elected president, and the youngest to die in office. John F. Kennedy: The Age of the Kennedy Presidency discusses the issues and challenges that faced Kennedy during his short time in office. It explores his social programs and looks at the civil rights activity that came to dominate his domestic agenda. The international crises that troubled Kennedy’s administration are also examined, as well as the mystique of his charismatic personality, wit and style.

OBJECTIVES

- To explore the issues and challenges that faced John F. Kennedy during his time as President of the United States.
- To show how the Kennedy presidency began to transform American society in the 1960s.
- To discuss the Kennedy legacy, both politically and socially.
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

As Kennedy spoke out on many forms of injustice, he encouraged others to speak out, too. While the “Silent Generation” of the 1950s was more concerned with personal security, Kennedy asked people to reach out and care others, as well. This concern for others could be seen in his foreign policies aimed at helping developing nations, and in his efforts to promote civil rights in America. The Peace Corps, which Kennedy started in 1961, is a lasting legacy to his doctrine of serving others.

INTRODUCTION TO VOCABULARY

Write the following words on the board: segregation, idealism, civil rights, and coup d’état. What does each word mean? How was each word important during Kennedy’s presidency? (Segregation means separation, such as the separation of different races in public places. Kennedy worked to eliminate racial segregation in America. Idealism is the philosophy of a person who wants to make the world a better, or more ideal, place. Many of Kennedy’s policies showed idealism, and his influence caused many Americans to have more idealistic goals. Civil rights are privileges that every member of a society is entitled to. Kennedy worked to make sure that all Americans had equal civil rights. A coup d’état is a rebellion or revolt against a government, usually by a small group. Several coups took place during Kennedy’s administration, including those in the Congo and in Laos.)

DISCUSSION IDEAS

After watching the video and seeing pictures of President Kennedy and his wife, how would students describe their style? How did they compare to earlier First Couples, such as Franklin and Eleanor Roosevelt? How much effect, if any, do students think this had on their popularity?

How much do appearances matter in the world today? Do we consider the way people look before we judge their character? Encourage students to think carefully about their answers and share their opinions openly.

FOCUS

Ask students to think about what it would be like to have the responsibility of keeping the United States safe and politically secure. When dangerous and difficult situations arise, how does the president manage to sleep, eat or spend time with this family? How much do students think he (or perhaps someday, she) sacrifices for the good of the nation? How difficult were times during Kennedy’s administration compared to the eras of other presidents?
HOW TO USE THE JOHN F. KENNEDY: THE AGE OF THE KENNEDY PRESIDENCY AIMS TEACHING MODULE

Preparation

- Read John F. Kennedy: The Age of the Kennedy Presidency Themes, Overview, and Objectives to become familiar with program content and expectations.

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

Viewing JOHN F. KENNEDY: THE AGE OF THE KENNEDY PRESIDENCY

- 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 John F. Kennedy: The Age of the Kennedy Presidency together or in small groups.

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

After Viewing JOHN F. KENNEDY: THE AGE OF THE KENNEDY PRESIDENCY

- 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 Social Studies

Some have said that Kennedy’s presidency was built more on his personality and charisma than on his political policies. Based on what they have learned, ask students how they feel about this argument. Ask them to choose one of the following positions and debate their beliefs with opposing class members.

A) John F. Kennedy was an innovative man whose beliefs and political work helped many people find a better way of life.

B) John F. Kennedy was more myth than substance, using his good looks and aristocratic style to win over the American people.

Critical Thinking

During Kennedy’s presidency, protest became a common form of communication. Do students think nonviolent protest is a good way to change things? What do people protest for and against in our current society?

Would students participate in a protest? If so, what cause would they choose to protest for?

Connection to Science

One of John Kennedy’s most important contributions was his eager promotion of the U.S. space program. Ask students to do a little research to find out the political motivation for the space race. Who was the first American launched into space? Who was the first to orbit the earth? How has the space program changed over the years?

(The space race was important because the Soviets were also sending men into space, and no one knew just how this would affect America’s military security. In 1961, Alan Shepard became the first American launched into space. In 1962, John Glenn became the first to orbit the earth. Today, the space race is focused less on national security and more on scientific research. In fact, Americans and Russians are now working together in space to learn more about our planet and the universe.)
Link to the World

The Peace Corps was founded by President Kennedy in 1961. Contact the Peace Corps at the address or phone number below and request written information to share with students.

Peace Corps
1990 K St. NW
Washington, DC 20526
(800) 424-8580

Students can also explore the Peace Corps website at www.peacecorps.gov.

What are some locations that currently need Peace Corps volunteers? What would volunteers sent to these areas be asked to do? Would students consider being Peace Corps volunteers in the future?

Writing

In spite of President Kennedy’s death, many of his ideas went on to become reality. The Civil Rights Act passed in 1964 was largely based on ideas that Kennedy had sent to Congress a year earlier. The space program achieved its greatest moment when Neil Armstrong and Edwin Aldrin stepped on the moon in 1969. The Limited Nuclear Test Ban Treaty was the beginning of a slow weapons disarmament that continues even today.

Based on these and other achievements, ask students to write a one-page letter to Kennedy describing the effects that his administration had on our society. What else will they choose to tell him about the current state of the nation and the world?

Extended Activity

In 1963, Khrushchev endorsed Kennedy’s proposal for a Limited Nuclear Test Ban Treaty. What disarmament policies have been passed since that time? Are students concerned about the possible use of nuclear weapons?

During the cold war, surveys showed that young people were more concerned about nuclear war than anything else. What are young people most concerned about today?
Cultural Diversity

John Kennedy worked hard to help all American citizens obtain equal civil rights. At the time of his presidency, the civil rights movement was well under way. Ask students to investigate one of the following civil rights events. Have them summarize the event and present their findings to the class.

Plessy vs. Ferguson
Brown vs. Board of Education of Topeka
James Meredith, first black student at the University of Mississippi
Integration of Alabama schools
Freedom Riders
March on Washington in 1963
Civil Rights Act of 1964

Meeting Individual Needs

Ask students to look up “Joseph Kennedy,” “Edward Kennedy” and “Robert Kennedy” in the encyclopedia. Have them summarize their findings in three paragraphs. Who were these men and what important contributions did they make to American government? What is each man best known for?

In the Newsroom

Ask students to watch an evening news program. What problems is the current president facing, both in the United States and abroad? What do these problems have in common with the conflicts that John Kennedy faced?

What new challenges does the current president face? What conflicts and social problems do students think future presidents will have to deal with?

Culminating Activity

Many important developments have recently occurred in Germany, Russia, eastern Europe and Asia. Which of these developments would have made Kennedy proud? Which would have angered him? Ask students to use library resource methods to choose a current story associated with one of the places mentioned. How have things changed in the region since Kennedy’s presidency?
VOCABULARY

The following terms are from *John F. Kennedy: The Age of the Kennedy Presidency*. Fill in the number of each term next to its closest definition.

1. Bay of Pigs  
2. Berlin Crisis  
3. Fidel Castro  
4. Congo  
5. Cuban Missile Crisis  
6. Freedom Riders

7. Martin Luther King  
8. Nikita Khrushchev  
9. Laos  
10. New Frontier  
11. Peace Corps  
12. Viet Cong

___ organization that encouraged U.S. citizens to serve underdeveloped nations

___ standoff between Russia and the U.S. over missile sights in Cuba

___ the name Kennedy gave to his youthful, innovative administration

___ leader of the civil rights movement who nonviolently protested unjust treatment of African Americans

___ attempted takeover of West Germany by Khrushchev that resulted in the construction of the Berlin Wall

___ Russian leader who confronted Kennedy in the Berlin and Cuban Missile Crises

___ region whose inner turmoil led the U.S. deeply into African affairs

___ nation in Southeast Asia that was aided by the U.S. during a split between Communist and non-Communist forces

___ failed invasion of Cuban exiles

___ Communist-backed rebels who were gaining favor in their country when Kennedy sent in military advisors

___ Communist leader of Cuba

___ group of mostly young people who rode buses in an attempt to desegregate the South
CHECKING COMPREHENSION

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

John F. Kennedy brought youthful ideals to the White House with a set of programs he called _____1_____. He launched _____2_____, an organization that awakened idealism in young people and encouraged them to travel abroad to help struggling nations. Soon after his inauguration, Kennedy faced disaster with the failed invasion at the _____3_____. In spite of the trouble with Cuba, Kennedy established a new policy, known as the _____4_____, that provided aid to developing Latin American countries. He gave support to several emerging nations including _____5_____, an African region torn apart by rebellion. In Vietnam, Kennedy sent thousands of _____6_____ to contain Communist expansion. To keep East Germans from entering West Germany, Khrushchev supported construction of the _____7_____. In 1961. Kennedy again clashed with Khrushchev when Russian missile sights were discovered in _____8_____. Kennedy was also involved in the _____9____ movement, a fight to help African Americans gain respect as equal citizens. He worked together with _____10_____, a leader in the civil rights movement who advocated nonviolent protest to help everyone gain equal rights.

1. A. The Camelot Mystique
   B. The New Frontier
   C. The New Deal
   D. The Alliance for Progress

2. A. Habitat for Humanity
   B. the Red Cross
   C. the Peace Corps
   D. Americans for Freedom

3. A. Bay of Pigs
   B. Congo
   C. Russian Missile Site
   D. Berlin Wall

4. A. Nuclear Test Ban Treaty
   B. Geneva Treaty
   C. Cuban Agreement
   D. Alliance for Progress

5. A. Egypt
   B. the Congo
   C. Liberia
   D. the Nile Delta

6. A. Peace Corps volunteers
   B. military advisors
   C. helicopters
   D. Cuban guerrilla warriors

7. A. 64th Parallel
   B. German Canal
   C. Berlin Wall
   D. Iron Gateway

8. A. North Vietnam
   B. Laos
   C. Cuba
   D. East Germany

9. A. civil rights
   B. suffrage
   C. segregation
   D. southern frontier

10. A. Martin Luther King
    B. James Meredith
    C. John Seigenthaler
    D. John Patterson
KENNEDY MATCH-UP

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Camelot</td>
<td>seceded from nation of Congo in 1960</td>
</tr>
<tr>
<td>Fidel Castro</td>
<td>Soviet Premier who had missile sites in Cuba</td>
</tr>
<tr>
<td>Dwight D. Eisenhower</td>
<td>first black student at University of Mississippi</td>
</tr>
<tr>
<td>Lyndon B. Johnson</td>
<td>nickname for Kennedy White House</td>
</tr>
<tr>
<td>John F. Kennedy</td>
<td>founder of the Peace Corps</td>
</tr>
<tr>
<td>Jacqueline Kennedy</td>
<td>leader of troubled South Vietnam</td>
</tr>
<tr>
<td>Nikita Khrushchev</td>
<td>elegant first lady</td>
</tr>
<tr>
<td>Martin Luther King</td>
<td>Bay of Pigs planned under his administration</td>
</tr>
<tr>
<td>James Meredith</td>
<td>Russian-supported rebel forces in Asia</td>
</tr>
<tr>
<td>Ngo Dihn Diem</td>
<td>Bay of Pigs was meant to overthrow him</td>
</tr>
<tr>
<td>Pathet Lao</td>
<td>Kennedy’s vice president</td>
</tr>
<tr>
<td>Province Katanga</td>
<td>spoke at many civil rights events</td>
</tr>
</tbody>
</table>
TRUE OR FALSE

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

1. ___ John Kennedy was the youngest person ever elected to the office of U.S. president.
2. ___ Kennedy’s administration consisted of older men who were wise and experienced.
3. ___ The Peace Corps was a group that enlisted young people to help homeless Americans.
4. ___ The Bay of Pigs used Cuban exiles to overthrow Fidel Castro and restore order to Cuba.
5. ___ The crisis in the Congo started shortly after the nation gained independence from Belgium.
6. ___ The civil war in Laos was fought between Communist and non-Communist forces.
7. ___ Kennedy ordered all troops out of Vietnam, believing the situation would resolve itself.
8. ___ The Berlin Wall was constructed to keep East Germans from flowing into West Berlin.
9. ___ The Cuban Missile Crisis ended when Khrushchev agreed to dismantle the Cuban missile sites.
10. ___ Martin Luther King was the first African American to attend the University of Mississippi.
FILL IN THE BLANKS

Use the following terms to fill in the blanks.

Frontier
Peace
Bay of Pigs
Latin America
Communism
nuclear war
Washington
myth

1. Kennedy called his political agenda the New ________________________ .

2. The ________________________ Corp awakened idealism in young people and encouraged them to help others.

3. After the ________________________ Kennedy learned to rely more on his own judgment.

4. The Alliance for Progress aided countries in ________________________ for making democratic reforms.

5. Kennedy sent military advisors to Vietnam in an attempt to contain the expansion of ________________________ .

6. The Cuban Missile Crisis brought the U.S. and the Soviet Union to the brink of ________________________ .

7. Martin Luther King gave a moving speech at the historic March on ________________________ .

8. Many people have said that Kennedy’s presidency was more ________________________ than substance.
MAP EXERCISE

Some of the most important events of Kennedy’s presidency occurred in the following locations. Use the numbers next to each location to label the approximate locations on the map. Then, use the locations to answer the questions below.

1. Cuba
2. Democratic Republic of Congo (formerly the Congo and Zaire)
3. Laos
4. Vietnam
5. Germany (formerly East and West Germany)
6. Russia
7. China
8. United States of America

1. In which location did a disastrous invasion take place?
2. Which country was divided into sectors ruled by World War II Allies?
3. Where did the Communist-backed Viet Cong fight to take control of the government?
4. In which location did the Katanga Province secede?
5. Where did the Freedom Riders protest racial segregation?
WORD SEARCH

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

Berlin
Camelot
Castro
Congo
Cuba
Frontier
Kennedy
King
Khrushchev
Laos
segregation
Vietnam

© Copyright 1999 AIMS Multimedia John F. Kennedy: The Age of the Kennedy Presidency
TEST

Circle the phrase which best answers each question.

1. The Bay of Pigs mission had been planned by the CIA under the presidency of:
   • Richard Nixon.
   • Dwight Eisenhower.
   • John Kennedy.
   • Lyndon Johnson.

2. After the Bay of Pigs, Kennedy learned to rely more on:
   • his own judgment.
   • White House advisors.
   • United Nations officials.
   • the opinions of his family members.

3. After Congo gained independence from Belgium, there was a rebellion in the province of:
   • Nigeria.
   • Katanga.
   • Zaire.
   • the Solomon Islands.

4. The Cuban Missile Crisis ended when Khrushchev decided to:
   • dismantle Cuban launch sites and remove the missiles.
   • impose an ongoing naval blockade on the U.S.
   • withdraw from the Bay of Pigs.
   • release Cuban exiles from a Havana prison.

5. The missile sites in Cuba were a threat to the U.S. because they:
   • were linked to Russia's space program.
   • were stronger than any atomic weapons present in the U.S.
   • were only 90 miles south of Florida.
   • broke the Nuclear Test Ban Treaty.
6. The Freedom Riders were people who rode on buses in the South to:
   • become friendlier with white politicians.
   • start violent protests in Southern towns.
   • end segregation in public places.
   • help James Meredith enter the University of Mississippi.

7. During the civil rights movement, the National Guard was used to enforce integration at public schools in:
   • Washington, D.C.
   • New York City.
   • California.
   • Alabama.

8. Kennedy’s advocation of open discussion and peaceful protest contrasted sharply with the 1950s’:
   • “Era of Change.”
   • “Hippie Counter-Culture.”
   • “Silent Generation.”
   • “International Diplomacy.”

9. The Peace Corps helped to harness the service of young citizens by sending them to:
   • the segregated South.
   • large American inner cities.
   • unexplored regions.
   • developing nations.

10. Kennedy’s popularity and mystique were largely the result of his:
    • style and charisma.
    • old-fashioned values.
    • moral self-righteousness.
    • love of conflict.
ADDITIONAL AIMS MULTIMEDIA PROGRAMS

You and your students might also enjoy these other AIMS Multimedia programs:

The John F. Kennedy series
  JFK: The Early Years
  JFK: The Death of a President
ANSWER KEY for page 18

VOCABULARY

The following terms are from *John F. Kennedy: The Age of the Kennedy Presidency*. Fill in the number of each term next to its closest definition.

1. Bay of Pigs
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3. Fidel Castro
4. Congo
5. Cuban Missile Crisis
6. Freedom Riders
7. Martin Luther King
8. Nikita Khrushchev
9. Laos
10. New Frontier
11. Peace Corps
12. Viet Cong

11 ______ organization that encouraged U.S. citizens to serve underdeveloped nations

5 ______ standoff between Russia and the U.S. over missile sights in Cuba

10 ______ the name Kennedy gave to his youthful, innovative administration

7 ______ leader of the civil rights movement who nonviolently protested unjust treatment of African Americans

2 ______ attempted takeover of West Germany by Khrushchev that resulted in the construction of the Berlin Wall

8 ______ Russian leader who confronted Kennedy in the Berlin and Cuban Missile Crises

4 ______ region whose inner turmoil led the U.S. deeply into African affairs

9 ______ nation in Southeast Asia that was aided by the U.S. during a split between Communist and non-Communist forces

1 ______ failed invasion of Cuban exiles

12 ______ Communist-backed rebels who were gaining favor in their country when Kennedy sent in military advisors

3 ______ Communist leader of Cuba

6 ______ group of mostly young people who rode buses in an attempt to desegregate the South
CHECKING COMPREHENSION

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

John F. Kennedy brought youthful ideals to the White House with a set of programs he called _____1_____. He launched _____2_____, an organization that awakened idealism in young people and encouraged them to travel abroad to help struggling nations. Soon after his inauguration, Kennedy faced disaster with the failed invasion at the _____3_____. In spite of the trouble with Cuba, Kennedy established a new policy, known as the _____4_____ , that provided aid to developing Latin American countries. He gave support to several emerging nations including _____5_____, an African region torn apart by rebellion. In Vietnam, Kennedy sent thousands of _____6_____ to contain Communist expansion. To keep East Germans from entering West Germany, Khrushchev supported construction of the _____7_____ in 1961. Kennedy again clashed with Khrushchev when Russian missile sights were discovered in _____8_____ . Kennedy was also involved in the _____9_____ movement, a fight to help African Americans gain respect as equal citizens. He worked together with _____10_____ , a leader in the civil rights movement who advocated nonviolent protest to help everyone gain equal rights.

1. A. The Camelot Mystique  
   B. The New Frontier  
   C. The New Deal  
   D. The Alliance for Progress

2. A. Habitat for Humanity  
   B. the Red Cross  
   C. the Peace Corps  
   D. Americans for Freedom

3. A. Bay of Pigs  
   B. Congo  
   C. Russian Missile Site  
   D. Berlin Wall

4. A. Nuclear Test Ban Treaty  
   B. Geneva Treaty  
   C. Cuban Agreement  
   D. Alliance for Progress

5. A. Egypt  
   B. the Congo  
   C. Liberia  
   D. the Nile Delta

6. A. Peace Corps volunteers  
   B. military advisors  
   C. helicopters  
   D. Cuban guerrilla warriors

7. A. 64th Parallel  
   B. German Canal  
   C. Berlin Wall  
   D. Iron Gateway

8. A. North Vietnam  
   B. Laos  
   C. Cuba  
   D. East Germany

9. A. civil rights  
   B. suffrage  
   C. segregation  
   D. southern frontier

10. A. Martin Luther King  
    B. James Meredith  
    C. John Seigenthaler  
    D. John Patterson
KENNEDY MATCH-UP

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

1. Camelot  seceded from nation of Congo in 1960
2. Fidel Castro  Soviet Premier who had missile sites in Cuba
3. Dwight D. Eisenhower  first black student at University of Mississippi
4. Lyndon B. Johnson  nickname for Kennedy White House
5. John F. Kennedy  founder of the Peace Corps
6. Jacqueline Kennedy  leader of troubled South Vietnam
7. Nikita Khrushchev  elegant first lady
8. Martin Luther King  Bay of Pigs planned under his administration
9. James Meredith  Russian-supported rebel forces in Asia
10. Ngo Dihn Diem  Bay of Pigs was meant to overthrow him
11. Pathet Lao  Kennedy’s vice president
12. Province Katanga  spoke at many civil rights events
TRUE OR FALSE

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

1. **T** John Kennedy was the youngest person ever elected to the office of U.S. president.

2. **F** Kennedy’s administration consisted of older men who were wise and experienced.

3. **F** The Peace Corps was a group that enlisted young people to help homeless Americans.

4. **F** The Bay of Pigs used Cuban exiles to overthrow Fidel Castro and restore order to Cuba.

5. **T** The crisis in the Congo started shortly after the nation gained independence from Belgium.

6. **T** The civil war in Laos was fought between Communist and non-Communist forces.

7. **F** Kennedy ordered all troops out of Vietnam, believing the situation would resolve itself.

8. **T** The Berlin Wall was constructed to keep East Germans from flowing into West Berlin.

9. **T** The Cuban Missile Crisis ended when Khrushchev agreed to dismantle the Cuban missile sites.

10. **F** Martin Luther King was the first African American to attend the University of Mississippi.
FILL IN THE BLANKS

Use the following terms to fill in the blanks.

Frontier
Peace
Bay of Pigs
Latin America
Communism
nuclear war
Washington
myth

1. Kennedy called his political agenda the New ___________ Frontier.

2. The ___________ Peace Corp awakened idealism in young people and encouraged them to help others.

3. After the ___________ Bay of Pigs Kennedy learned to rely more on his own judgment.

4. The Alliance for Progress aided countries in ___________ Latin America for making democratic reforms.

5. Kennedy sent military advisors to Vietnam in an attempt to contain the expansion of ___________ Communism.

6. The Cuban Missile Crisis brought the U.S. and the Soviet Union to the brink of ___________ nuclear war.

7. Martin Luther King gave a moving speech at the historic March on ___________ Washington.

8. Many people have said that Kennedy’s presidency was more ___________ myth than substance.
MAP EXERCISE

Some of the most important events of Kennedy’s presidency occurred in the following locations. Use the numbers next to each location to label the approximate locations on the map. Then, use the locations to answer the questions below.

1. Cuba
2. Democratic Republic of Congo (formerly the Congo and Zaire)
3. Laos
4. Vietnam
5. Germany (formerly East and West Germany)
6. Russia
7. China
8. United States of America

1. In which location did a disastrous invasion take place?   Cuba
2. Which country was divided into sectors ruled by World War II Allies?   Germany
3. Where did the Communist-backed Viet Cong fight to take control of the government?   Vietnam
4. In which location did the Katanga Province secede?   Congo
5. Where did the Freedom Riders protest racial segregation?   USA
WORD SEARCH

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

Berlin
Camelot
Castro
Congo
Cuba
Frontier
Kennedy
King
Khrushchev
Laos
segregation
Vietnam
TEST

Circle the phrase which best answers each question.

1. The Bay of Pigs mission had been planned by the CIA under the presidency of:
   - Richard Nixon.
   - Dwight Eisenhower.  
   - John Kennedy.
   - Lyndon Johnson.

2. After the Bay of Pigs, Kennedy learned to rely more on:
   - his own judgment.
   - White House advisors.
   - United Nations officials.
   - the opinions of his family members.

3. After Congo gained independence from Belgium, there was a rebellion in the province of:
   - Nigeria.
   - Katanga.  
   - Zaire.
   - the Solomon Islands.

4. The Cuban Missile Crisis ended when Khrushchev decided to:
   - dismantle Cuban launch sites and remove the missiles.
   - impose an ongoing naval blockade on the U.S.
   - withdraw from the Bay of Pigs.
   - release Cuban exiles from a Havana prison.

5. The missile sites in Cuba were a threat to the U.S. because they:
   - were linked to Russia’s space program.
   - were stronger than any atomic weapons present in the U.S.
   - were only 90 miles south of Florida.  
   - broke the Nuclear Test Ban Treaty.
6. The Freedom Riders were people who rode on buses in the South to:

• become friendlier with white politicians.
• start violent protests in Southern towns.
• end segregation in public places.
• help James Meredith enter the University of Mississippi.

7. During the civil rights movement, the National Guard was used to enforce integration at public schools in:

• Washington, D.C.
• New York City.
• California.
• Alabama.

8. Kennedy’s advocation of open discussion and peaceful protest contrasted sharply with the 1950s’:

• “Era of Change.”
• “Hippie Counter-Culture.”
• “Silent Generation.”
• “International Diplomacy.”

9. The Peace Corps helped to harness the service of young citizens by sending them to:

• the segregated South.
• large American inner cities.
• unexplored regions.
• developing nations.

10. Kennedy’s popularity and mystique were largely the result of his:

• style and charisma.
• old-fashioned values.
• moral self-righteousness.
• love of conflict.