

The Myth of Camelot: Is Kennedy's Legacy Accurate?



Supporting Questions

1. What Constitutional responsibilities does the president and executive branch have?
2. How has the job of president changed and evolved over time?
3. Was Kennedy better than average at fulfilling foreign and domestic policy roles and responsibilities as president?

NORTHERN MICHIGAN INQUIRY HUB
HS Civics/US History Interdisciplinary Inquiry

Compelling Question	
Michigan Content Expectations:	Civics 3.2.1 Analyze the purposes, organization, powers, and processes of the executive branch as enumerated in Article II of the Constitution
Staging the Compelling Question:	Who is Kennedy? And what did he do as president?

Supporting Question 1
What Constitutional responsibilities does the president and executive branch have?
Formative Performance Task
Analyze a schedule of the president and observe roles and responsibilities of the office Close read and annotation of excerpts of Article 2 of the Constitution
Featured Sources
Article 2 of the Constitution Chart of Executive Branch with cabinet departments

Supporting Question 2
How has the job of president changed and evolved over time?
Formative Performance Task
Review how certain presidents helped shape and change the office of the president. Review the Roles "Hats" of Presidents, and find examples in the actual news. Evaluate and Debate which roles are most important--- "Take a stand debate"
Featured Sources
Teacher created Google Slides with pictures and news sources. News sources for students to review.

Supporting Question 3
Was Kennedy better than average at fulfilling foreign and domestic policy roles and responsibilities as president?
Formative Performance Task
Research 5 domestic policies using the JFK presidential library Review the Myth of Camelot and where it came from and how it developed
Featured Sources
Open Book Excerpt C 10 S1 JFK: Legacy of America's 35th President Modified Timeline of JFK's life JFK Library source

Summative Performance Task	<p>Argument: The Myth of Camelot: Is Kennedy's Legacy Accurate?</p> <p>Directions: Using multiple pieces of evidence, evaluate whether or not Kennedy deserves the title of "one of the best presidents." In your writing, please use actual examples from his presidency. Also, you can compare him to other presidents to help strengthen your argument. You are encouraged to use both his foreign and domestic policies in your response.</p> <hr/> <p>Extension: In groups students work to create an interactive exhibit on a day in the life of John F. Kennedy for his presidential library Each group will design an exhibit using artifacts— documents, audio clips, photographs, and objects— to highlight the various roles the president assumed on a specific day. Then, your group will serve as museum docents while visitors tour the exhibit to guess which roles the president performed on that day.</p>
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Overview

History's view of President Kennedy is many faceted - from those who buy into the idea of Camelot, to those who felt he is undeserving of the mantle of "great president" - either way, this high school level inquiry asks students to consider the legacy of his impact worldwide by analyzing the compelling question "The Myth of Camelot: Is Kennedy's Legacy Accurate?"

Staging the Compelling Question (Video)



JFK: The legacy of America's 35th president

120,724 views

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Supporting Question 1 Overview

What Constitutional responsibilities does the president and executive branch have? Students will explore and analyze typical daily schedule for a president, then read the Constitution and find specific responsibilities for the office.

A student handout for this unit is available here: https://docs.google.com/document/d/1yUoPTMgz_3uy-BQXTHirtf6bRGcUh5XZ-jVuU3zWFmco/edit?usp=sharing

Supporting Question 2 Overview

How has the job of president changed and evolved over time? To respond to this question students will review the typical roles of president, find modern examples of each role used and then debate which roles are the most important.

Supporting Question 3 Overview

Was Kennedy better than average at fulfilling foreign and domestic policy roles and responsibilities as president? To respond to this question students will review the foreign and domestic policy standpoints of John F. Kennedy.

Formative Performance Task Overview

The Myth of Camelot: Is Kennedy’s Legacy Accurate?

Students will respond to this prompt in an essay: Using multiple pieces of evidence, evaluate whether or not Kennedy deserves the title of “one of the best presidents.” In your writing, please use actual examples from his presidency. Also, you can compare him to other presidents to help strengthen your argument. You are encouraged to use both his foreign and domestic policies in your response.

Supporting Question 1 - Featured Source A

Available Online at: <https://constitutioncenter.org/interactive-constitution/articles/article-ii>

Article II
EXECUTIVE BRANCH

Signed in convention September 17, 1787. Ratified June 21, 1788.
Portions of Article II, Section 1, were changed by the 12th Amendment and the 25th Amendment.

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Interpretation of Article II
ARTICLE II. THE EXECUTIVE BRANCH, ANNEBERG CLASSROOM

What's this?

SELECT A SECTION

SECTION 1

The executive Power shall be vested in a President of the United States of America.

He shall hold his Office during the Term of four Years, and, together with the Vice President, chosen for the same Term, be elected, as follows:

Each State shall appoint, in such Manner as the Legislature thereof may direct, a Number of Electors, equal to the whole Number of Senators and Representatives to which the State may be entitled in the Congress; but no Senator or Representative, or Person holding an Office of Trust or Profit under the United States, shall be appointed an Elector.

The Electors shall meet in their respective States, and vote by Ballot for two Persons, of whom one at least shall not be an Inhabitant of the same State with themselves. And they shall make a List of all the Persons voted for, and of the Number of Votes for each; which List they shall sign and certify, and transmit sealed to the Seat of the Government of the United States, directed to the President of the Senate. The President of the Senate shall, in the Presence of the Senate and House of Representatives, open all

Supporting Question 1 - Featured Source B

Location
THE WHITE HOUSE
WASHINGTON, D.C

Date APRIL 24
Day THURSDAY

TIME	ACTIVITY
5:30 a.m.	The President received a wake-up call.
8:32 a.m.	The President participated in a meeting to discuss Federal Trade Commission legislation with selected Members of Congress.
9:30 a.m.	The President met with Shimon Perez, Chairman of the Labor Party of the State of Israel.
11:02 a.m.	The President met to discuss the economy and inflation with representatives of the metals and metal product industries.
11:55 a.m.	The President met with Hamilton Jordan, Chief of Staff.
1:20 p.m.	The President participated in a meeting to discuss the Administration's anti-inflation program and fair housing initiatives with Hispanic leaders.
2:03 p.m.	The President participated in a ceremony to receive diplomatic credentials from the ambassadors of St. Lucia, the Bahamas, Haiti, Lesotho, El Salvador, and Japan.
3:37 p.m.	The President talked with the Chairman of the Joint Chiefs of Staff, General David C. Jones.
4:19 p.m.	The President met to discuss the upcoming Presidential campaign.
5:27 p.m.	The President talked with the First Lady in Detroit, Michigan.
8:06 p.m.	The President met with the Vice President, Secretary of State, Secretary of Defense, and other White House advisers.
12:15 a.m.	The President retired.



Supporting Question 1 - Featured Source C

JFK, RFK, and some myths about US foreign policy

On April 30, 1964, five months after the assassination of President John F. Kennedy, his brother, Attorney General Robert F. Kennedy, was interviewed by John B. Martin in one of a series of oral history sessions with RFK. Part of the interview appears in the book “JFK Conservative” by Ira Stoll, (pages 192-3)

RFK: The president ... had a strong, overwhelming reason for being in Vietnam and that we should win the war in Vietnam.

MARTIN: What was the overwhelming reason?

RFK: Just the loss of all of Southeast Asia if you lost Vietnam. I think everybody was quite clear that the rest of Southeast Asia would fall.

MARTIN: What if it did?

RFK: Just have profound effects as far as our position throughout the world, and our position in a rather vital part of the world. Also it would affect what happened in India, of course, which in turn has an effect on the Middle East. Just as it would have, everybody felt, a very adverse effect. It would have an effect on Indonesia, hundred million population. All of those countries would be affected by the fall of Vietnam to the Communists.

MARTIN: There was never any consideration given to pulling out?

RFK: No.

MARTIN: ... The president was convinced that we had to keep, had to stay in there ...

RFK: Yes.

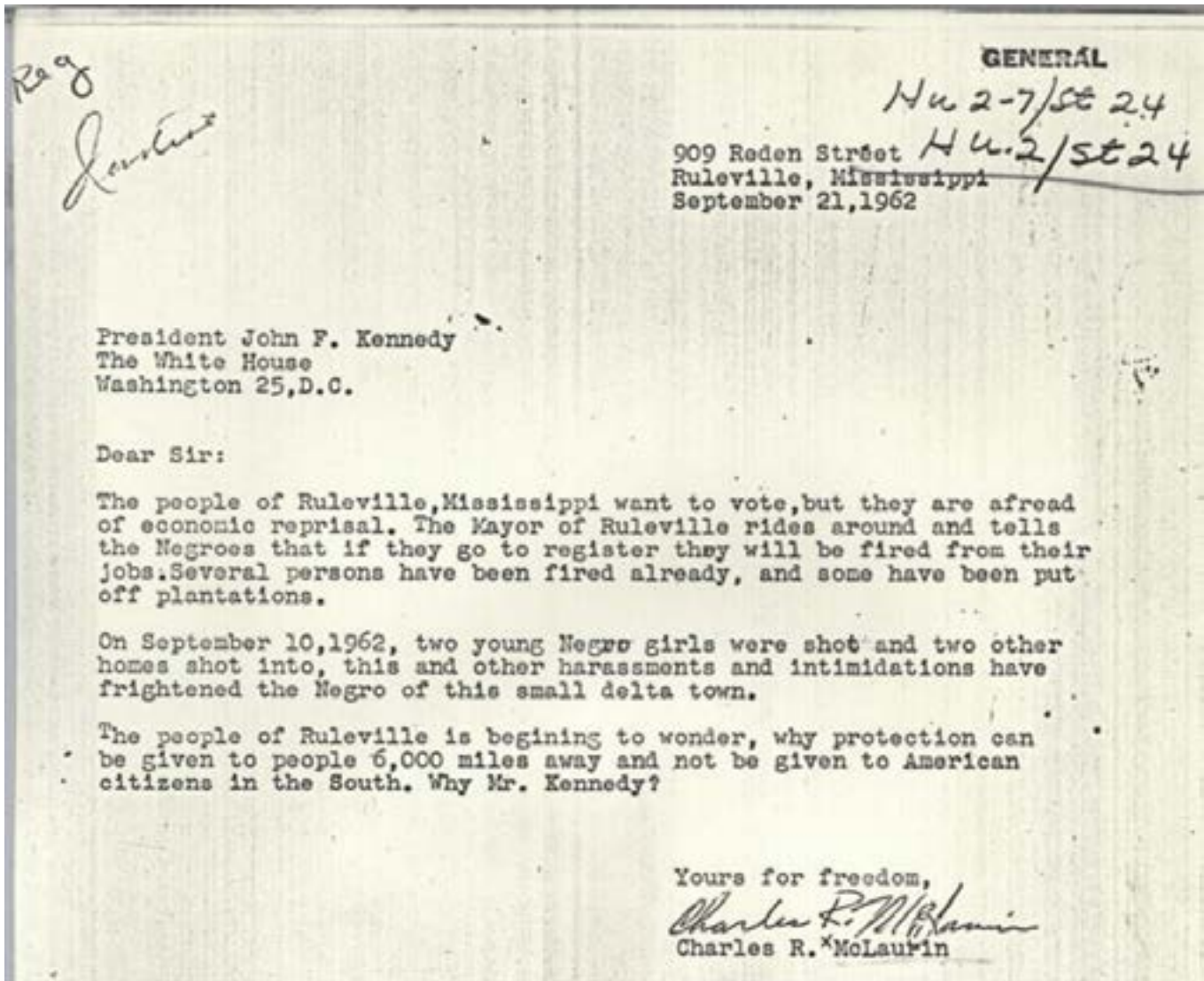
MARTIN: ... And couldn't lose it.

RFK: Yes.

Source: <http://www.doomsteaddiner.net/blog/tag/foreign-policy/>

Supporting Question 2 - Featured Source A

<https://civilrights.jfklibrary.org/media/assets/mississippi/assets/jfkwhcsf-0368-009-p0019.jpg>



Supporting Question 2 - Featured Source B

<https://civilrights.jfklibrary.org/media-assets/the-right-to-vote-in-mississippi.html#State-of-the-State--Tragedy-at-Ole-Miss>

A STRONG CIVIL RIGHTS BILL IN CONGRESS AS IT WAS REQUESTED BY OUR DELEGATION TO YOU AFTER THE PHILADELPHIA NATIONAL NAACP CONVENTION IN 1961 THE FAILURE OF THE SUPREME COURT TO REVIEW THE CASE OF CLYDE KENNARD IN HATTIESBURG THE FAILURE OF THE JUSTICE DEPARTMENT TO ACT IN THE MURDER OF MR. HERBERT LEE IN AMITE COUNTY BY A MEMBER OF THE MISSISSIPPI LEGISLATURE ARE CASES OF ISSUE THE BELATED USE OF FEDERAL FORCE TO BRING ORDER TO MISSISSIPPI WAS NECESSARY AND WELCOME HAD THIS ACTION BEEN TAKEN THE VERY FIRST DAY MR MEREDITH WENT TO THE UNIVERSITY THE TENSION HEAT AND STEAM THAT BUILT UP IN THE TIME HE FIRST WENT AND THE

TIME HE WAS ADMITTED WOULD PROBABLY BEEN AVOIDED OUR TROUBLES ARE ALL INDICATIONS OF THE POLITICAL CLIMATE THRIVING UPON THE INABILITY OF NEGROES IN THE STATE OF MISSISSIPPI TO VOTE IF YOU WILL WHILE THE FEDERAL MARSHAL LAW AND PLACE A FEDERAL MARSHAL AS A REGISTRAR IN EVERY COURT HOUSE IN THE STATE FOR SIX MONTHS TO REGISTER NEGRO CITIZENS THIS WE PROMISE YOU THERE WILL NEVER BE ANOTHER "GOVERNOR ROSS BARNETT" OR A UNIVERSITY OF MISSISSIPPI CASE WITH THE NEGRO VOTE WILL COME LIBERATION TO MISSISSIPPI FOR THOUSANDS OF BOTH WHITE AND NEGRO CITIZENS THAT ARE NOW CAUGHT UP IN THE WAY OF STATIC POLITICS

Supporting Question 3 - Featured Source A

Mi Open Book US History (excerpt from Chapter 10 section 1)

In 1960, as President Eisenhower's second term was drawing to a close, the mood of American voters reflected one of restlessness. Between the U.S. economy experiencing a recession and recent Cold War achievements by the Soviets including the successful launch of Sputnik 1 in 1957 and the development of long-range missiles, Americans were feeling vulnerable. Many Americans were beginning to question whether the U.S. might be losing the Cold War.

Young and charismatic, the Democratic Senator from Massachusetts, John F. Kennedy at age 43, was one of the youngest candidates to have ever run for the office. What he lacked in years of experience as a politician in Washington D.C., he made up for in charm and personality. Combined with a well-organized campaign, the backing of a large and wealthy family, and the image of a well-educated scholar and war hero, Kennedy exuded confidence. Despite his many assets, Kennedy did face some critics.

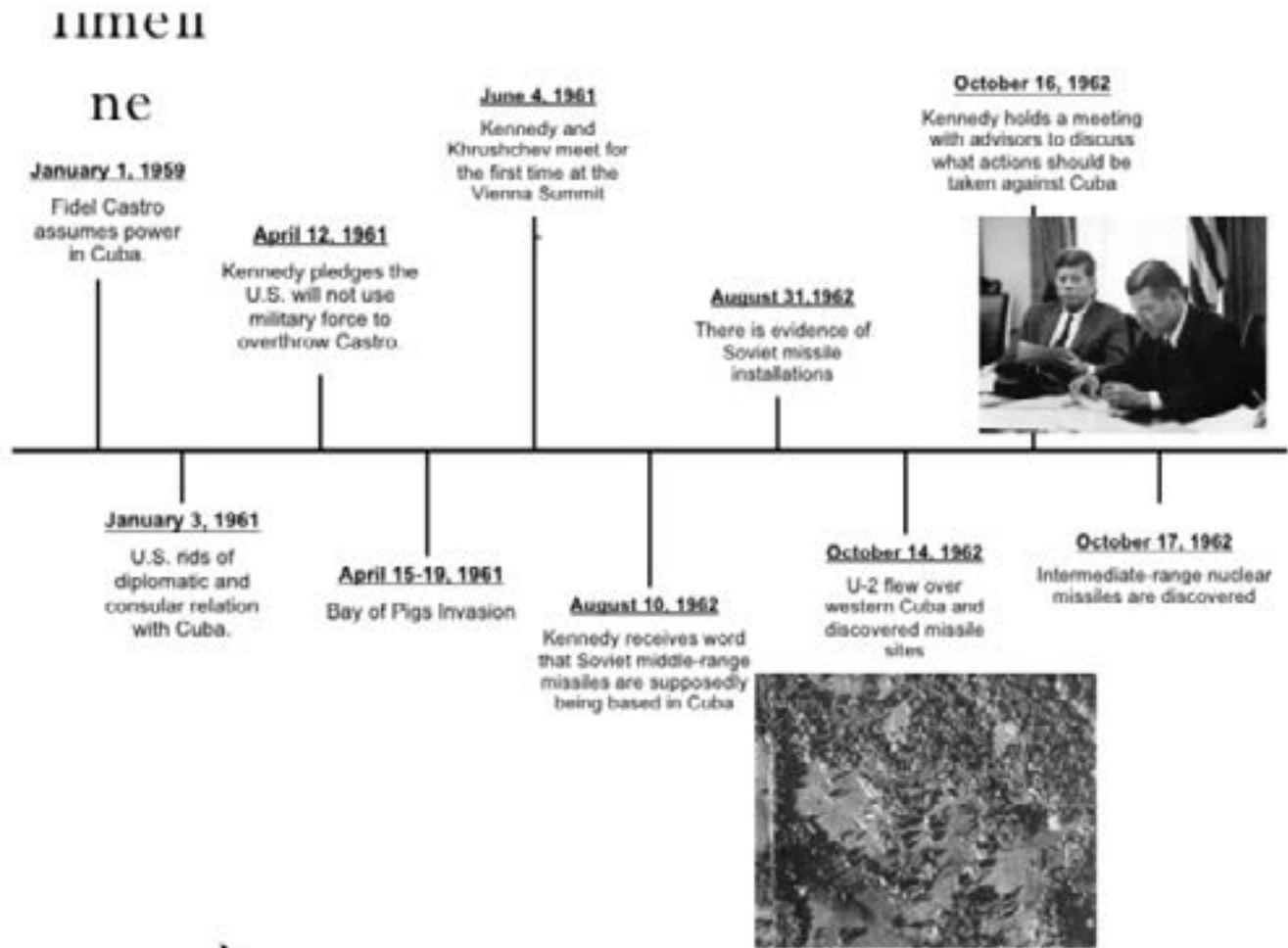
Kennedy promised "active leadership" to get the country moving again not just economically through a progressive labor policy, fair prices for farmers, and increased fiscal responsibility by the federal government, but socially as well with specific efforts to improve civil rights with regard to education, housing, and economic opportunities for all Americans around the world along with the development of a national organization to work toward enduring peace around the world.

Once elected, Kennedy promised to reinvigorate America's foreign policy, by using a flexible response approach to changing situations regarding foreign policy. He promised to seek and explore options that he claimed had been ignored by his predecessor Eisenhower. He wouldn't have long to wait until the tenants of his foreign policy approach would be tested.

Excerpt From: Kimberly Eikenberry, Troy Kilgus, Adam Lincoln, Kim Noga, LaRissa Paras, Mike Radcliffe, Dustin Webb, Heather Wolf & Rebecca Bush. "United States History." Technology Readiness Infrastructure Grant (TRIG), 2016. iBooks. <https://itunes.apple.com/us/book/united-states-history/id1150033825?mt=13>
Campaign promises: <https://youtu.be/hAvDhhqhJ4>

Supporting Question 3 - Featured Source B

<https://www.slideshare.net/jcrowder/the-cuban-missile-crisis>



Supporting Question 3 - Featured Source C

EX-COMM Meeting



Meeting of President Kennedy and his advisors discussing possible ways to handle the crisis.