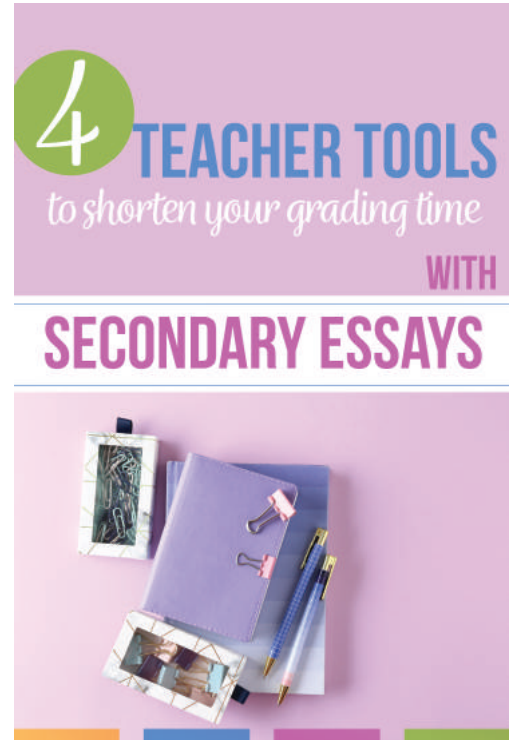
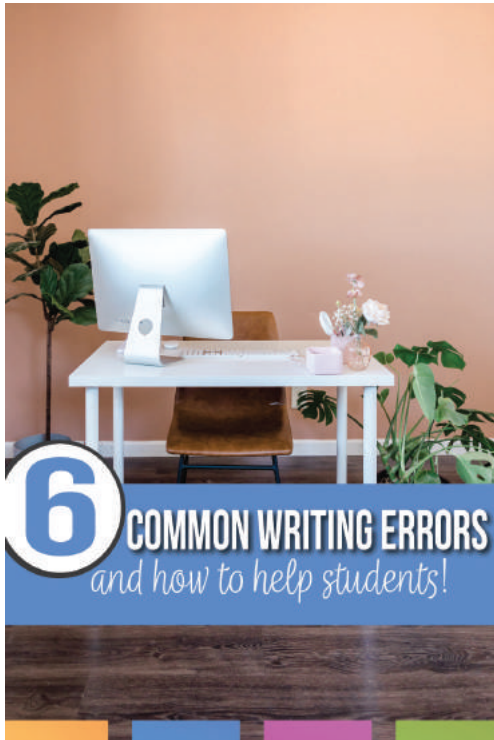
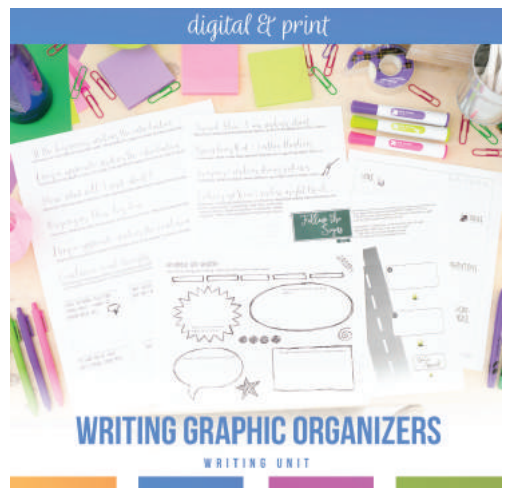
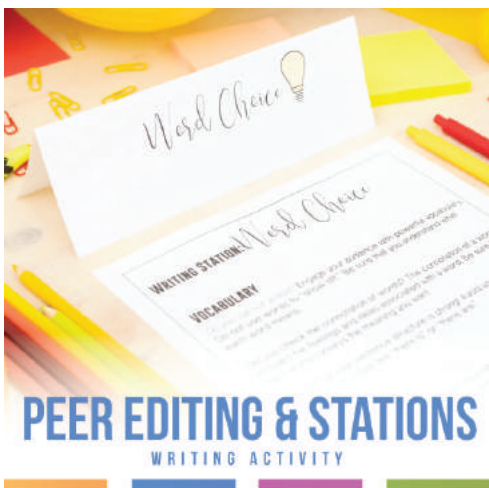
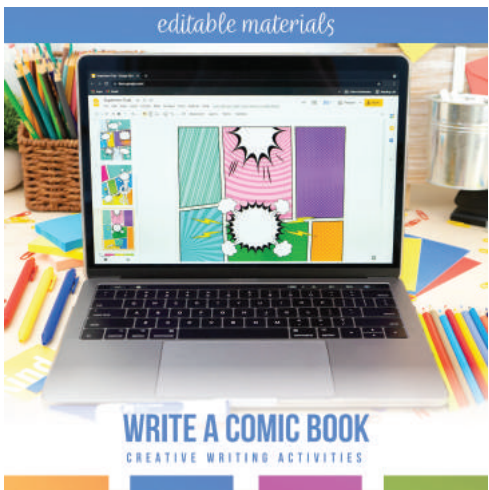
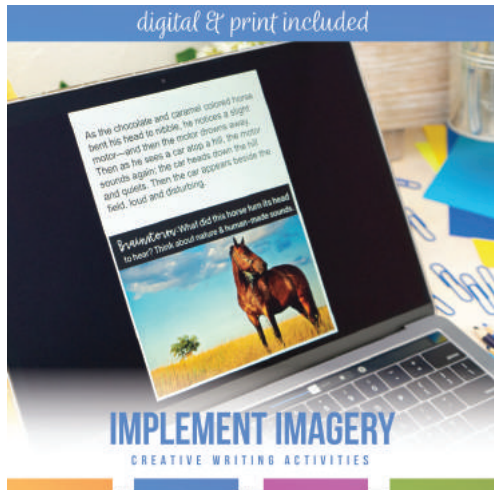


Thanks for the download!

Check out these blog posts that highlight writing lesson ideas:



These are other writing activities:



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Thanks again,

Lauralee, Language Arts Classroom

President Kennedy Assassination and Perspectives - Nonfiction Activity

Introduction

I have two pieces of my introductions that help with problems I once had while doing this lesson. I stress these two pieces: perspective and kindness.

1. Perspective. Many students today do not live with someone who remembers the assassination of President Kennedy.
In America, JFK's death is one of those "where were you" moments. When I teach this lesson, I ask a teacher who remembers to speak to the class. This puts into perspective for students how everyone in the USA felt impacted. I remark that when we have a natural disaster (like Hurricane Harvey), Americans feel sorrow for those directly impacted and try to send help.
Teenagers sometimes lack judgment with ages. Many ask me where I was when JFK died. I explain that my parents were four-years-old. :)
I do add that I was in second grade when the Challenger exploded and in college when 9-11 happened. This gives them perspective. Feel free to share what you are comfortable doing so.
2. Kindness. Because the events are with people students don't know from the news, because the footage of the events is old, or a combination, students would laugh at the actual film footage of the assassination. I do warn students that the images are upsetting, but remind them that a person died.
Students might have a variety of emotions, but I don't allow jokes or crude reenactments. If students feel uncomfortable watching it, I do not require it.

Standards

CCSS.ELA-LITERACY.RI.9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

CCSS.ELA-LITERACY.RI.9-10.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

CCSS.ELA-LITERACY.RI.9-10.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

This entire lesson typically takes me five days to complete, but you could easily shorten it by assigning homework or stretch it by completing the extension activities.

Days One and Two: Students want to discuss this information! It may not take you as long, however. You may begin showing the first video at the end of day two.

Pre-Reading

I try to provide background for students so they can understand what America thought of JFK and his family. I ask students if their grandparents ever mention JFK or discuss his presidency.

Speaking to the theme of “perspective,” I ask students what they think of JFK. Many regard him as a wonderful president, even if they don’t know much about him.

I let students explore this website: <https://millercenter.org/president/kennedy>

This speaks to conspiracies:

<https://news.gallup.com/poll/165893/majority-believe-jfk-killed-conspiracy.aspx>

This also shows students how JFK ranks in popularity:

<https://news.gallup.com/poll/165902/americans-rate-jfk-top-modern-president.aspx>

I stress that all people have different perspectives. If every person in our class witnesses an event, we will all have a different perspective.

Students often want to discuss the conspiracies, and I allow them to do that, but with caution.

If students are mature and read to view the shooting, I do show them that:

https://www.schooltube.com/watch/zapruder-film-jfk-assassination-hd_1k8h5ryj0xzxo8.html

I explain what the “Zapruder film” is. This also helps students with the time period - today, filming of a president would be quite different. I show them the first page of this article. Oftentimes, students get involved in the story and read the entire article:

<http://www.smithsonianmag.com/history/what-does-the-zapruder-film-really-tell-us-14194/>

Preparing students typically takes about thirty minutes. Then we move onto the actual assignment.

Assignment

Tell students that they will look at four different perspectives from November 22, 1963. Just like the people who were alive during that time period have varying stories of where they were when President Kennedy died, people who were involved in that day have varying perspectives too.

Decide if you want students to complete the note sheet on “A Death in Emergency Room One.” Some students need additional guidance with that longer piece. That is a preference - if you want students to take notes on the chart or if you want them to do both. That is a longer piece, and sometimes I read through it with students and answer questions with them.

Give students the “Perspectives Assignment” and note sheets. (I have included the forms in Google docs as well. The Google presentation has text boxes inserted for students to write in). I have students take notes as we run through the information, but stress that they will probably need to watch and read the material again. Give them the paper copies or make a copy for each student in Google Docs.

This is where you can access the Google Doc to share with your students. You will be prompted to make a copy. Make a copy and it will be in your Google Drive. Then, you can assign a copy to each student.

<https://docs.google.com/presentation/d/1logYCE6bqU6nLBqhoYQFnGHKUSTHemcHsqVrpohK8J4/copy?usp=sharing>

At the end of the second day, we start reading the larger Breslin piece, “A Death in Emergency Room One.” Sometimes I assign it for homework, and other times, we begin the next day by reviewing it.

Third Day:

Outline the actual assignment at the fresh start to a day. We will study four different perspectives from JFK’s death:

1. Lady Bird Johnson: http://www.pbs.org/ladybird/epicenter/epicenter_doc_diary.html
2. Governor Connally’s wife - read and watch video. (NOTE: This has six parts. I normally only show the first three). https://www.youtube.com/watch?v=91v_MHGWxKg
3. Doctor: <http://www.thedailybeast.com/jimmy-breslin-on-jfks-assassination-two-classic-columns>
4. Grave digger: <https://ccnyintroductiontojournalism.com/2022/04/06/jimmy-breslins-grave-digger-story/>

I typically complete these notes with younger students, but assign older students to complete the assignments alone. Again, this is teacher-preference. Watching and viewing takes an entire day.

Fourth Day:

Review with students as they start class that day. I remind them what we are doing: students will take notes concerning three different angles (topics) that each perspective (person/ author) mentions. The angles include: Mrs. Kennedy, the magnitude, and contrasts. Specifically:

1. Mrs. Kennedy: All perspectives discuss how she behaved, how she looked, and the impact her actions had on them.
2. The magnitude of the situation: All perspectives comment how they realized the magnitude of the situation - that they were part of history.
3. Contrast of situation: All perspectives contrast the ugliness of the event with the prettiness of the day, the roses, Mrs. Kennedy, etc.

I have outlined notes in an answer key for the perspectives sheets, and it often helps to review periodically with students. It is a larger assignment, and they feel better if they know they are taking notes correctly.

I require students to take notes for all three angles, but you could easily turn this into class or group work.

After you discuss the answers from the angles and perspectives, have students draw conclusions. I pose to them: what did you find the most interesting? How would you summarize each piece?

Ask them to return to the assignment sheet and write a few ideas from the information they found. Typically, answers are similar to this:

Magnitude: People involved in history that day were shocked that they witnessed such a piece of history and that the president they knew had died.

Contrast: The day was rainy, but it became beautiful when the president began his parade route. This beauty contrasts greatly with the ugly action.

Mrs. Kennedy: Mrs. Kennedy looked stunning, and she carried roses against her pink, feminine outfit. Later, she wore that outfit as it clashed with her husband's blood.

Ask students to brainstorm about the angle they find the most interesting. They will then turn that into an essay. I stress that they need to analyze different accounts in their responses. They should decipher how each author presents the information. I've included a response to nonfiction rubric, but that writing prompt will work with any rubric.

You can assign that writing as homework, or spend a fifth day writing in class.

To provide closure to the lesson, I show students this video of President Johnson sworn in as President: <https://www.youtube.com/watch?v=CS6Pv-g8CMA>

Extension Activity: Conspiracy

Sometimes, students show an interest in the conspiracies surrounding JFK's assassination, and if they are mature enough to discuss these, I will continue the lesson.

In October of 2017, all final documents must be released from the Warren Commission.

I show students this website, and we discuss in detail the language used. Is this an unbiased source? What language shows that the authors believe there was a conspiracy?

<http://2017jfk.org/countdown-to-2017/>

If you plan to let students study and debate the conspiracy about JFK's death, I start with these articles:

<http://www.berkeleydailyplanet.com/issue/2003-11-18/article/17768>

That article explains how Dr. Perry did not wish to become part of history.

<http://www.nytimes.com/2009/12/08/us/08perry.html?mcubz=3>

It is the death notice about Dr. Perry. It is interesting for several reasons. The children that Dr. Perry returns home to that day are adults and are mentioned in the death notice. Also, the death notice covers how Dr. Perry possibly contributed to conspiracy theories, and he did not like that. This connects the "perspective activity" to the "conspiracy activity."

To lead into more of the assassination, this article also ties the pieces together, involving Lee Harvey Oswald:

<https://www.dallasnews.com/obituaries/obituaries/2009/12/08/Dallas-doctor-Malcolm-Perry-who-9349>

Students eventually become interested in the story. This is a primary source - the actual words spoken at the press conference: <http://mcadams.posc.mu.edu/press.htm>

To give another perspective about the assassination and the conspiracy, I show students this interview with Governor Connally: <https://www.youtube.com/watch?v=hSKcOoQH8bc>

Any questions about this lesson? Please contact me at: lauralee@languageartsclassroom.com

I will gladly clarify anything or help! Thanks so much.

PERSPECTIVES ASSIGNMENT

Follow the three steps below.

- 1** Directions: As you look at each perspective from the day of President Kennedy's assassination, take note of three angles that they cover.

We will study four different perspectives from JFK's death:

Lady Bird Johnson: http://www.pbs.org/ladybird/epicenter/epicenter_doc_diary.html

Governor Connally's wife - read and watch video. <https://www.youtube.com/watch?v=CxvS6kD22R0>
<http://web.lconn.com/mysterease/connally.htm>

Doctor: <http://www.thedailybeast.com/jimmy-breslin-on-jfks-assassination-two-classic-columns>

Grave digger: <http://www.newsday.com/opinion/digging-jfk-grave-was-his-honor-jimmy-breslin-1.6481560>

- 2** Directions: After taking notes on four perspectives, read over your notes. Write your initial thought for each angle that the different perspectives highlighted. Write a sentence or two about each one.

Magnitude of the day:

Contrast of the day and its events:

Mrs. Kennedy:

- 3** Directions: After taking notes on four perspectives, decide which angle is the most highlighted. Using support from the perspectives, write an essay explaining your position. Start below to brainstorm your support.

'A DEATH IN EMERGENCY ROOM ONE' BY JIMMY BRESLIN

DIRECTIONS: ANSWER EACH QUESTION AFTER READING THE ARTICLE.

1. Explain why Dr. Malcolm Perry answered the page.
2. In Emergency Room One, describe what Dr. Perry saw.
3. Write three points that explain Jacqueline Kennedy in the emergency room.
4. Summarize the efforts the doctors took in saving President Kennedy.
5. After taking care of the president, what did Father Huber realize?
6. At home, what did Dr. Perry realize?
7. At the end of the article, Breslin describes the scene at Elm Street. He personalizes this section. How?
8. What happens to Vernon Oneal at the end of the day?
9. What is the effect of the story ending with Dr. Perry's quote?
10. Draw a conclusion: what made this an effective piece of journalism?

'A DEATH IN EMERGENCY ROOM ONE' BY JIMMY BRESLIN**DIRECTIONS: ANSWER EACH QUESTION AFTER READING THE ARTICLE.**

1. Explain why Dr. Malcolm Perry answered the page.

No one called the hospital's chief resident in surgery for an emergency, and that fact bothered Dr. Perry. Dr. Perry answered it because his boss was out of town for the day. Students typically find it interesting that a doctor who wasn't supposed to tend to JFK did.

2. In Emergency Room One, describe what Dr. Perry saw.

An aluminum hospital cart with President Kennedy on it. Note the contrast here - important, with gray walls and cream-colored ceiling. The difference between the ordinary and the important contrasts greatly.

3. Write three points that explain Jacqueline Kennedy in the emergency room.

Dark-haired girl in the plum dress with her husband's blood; her face was tearless and it was set; had terrible discipline; would not take her eyes from her husband's face.

4. Summarize the efforts the doctors took in saving President Kennedy.

Started a tracheotomy, put in a chest tube, massaged the chest, tried to stop the bleeding.

5. After taking care of the president, what did Father Huber realize?

The enormity of the situation. He took care of the patient, but only later did he realize that he was the person who took care of the president as he died.

6. At home, what did Dr. Perry realize?

"Then it hit him." He realized that he was part of history, and the enormity of it made him tired like he had never been.

7. At the end of the article, Breslin describes the scene at Elm Street. He personalizes this section. How?

He gives readers the logistics of the street and where the shooting happened. Then, he calls President Kennedy "John Kennedy" and says he only needed a couple of yards to escape. He reminds readers that a human died, and almost didn't.

8. What happens to Vernon Oneal at the end of the day?

He leaves early - he is too tired to work.

9. What is the effect of the story ending with Dr. Perry's quote?

Most people have not seen a president before, and Dr. Perry is the last person to take care of President Kennedy. The man who was eating his lunch is now a major part of history - and if his boss had been at work, he wouldn't be.

10. Draw a conclusion: what made this an effective piece of journalism?

Students normally remark that many people's perspectives are in this piece of journalism: a doctor, a priest, a funeral director. These perspectives were pieces of history, but it would have been easy to write about what happened - about the details and the order of events. Instead, Breslin went to the people who witnessed history. Students also say that the way the perspectives overlap and the story unfolds make it enjoyable to read.

MRS. KENNEDY: TAKE NOTES ON WHAT EACH PERSON NOTED ABOUT MRS. KENNEDY.

MRS. JOHNSON

DR. PERRY

CLIFTON POLLARD

MRS. CONNALLY

MRS. KENNEDY: TAKE NOTES ON WHAT EACH PERSON NOTED ABOUT MRS. KENNEDY.

MRS. JOHNSON

“I want them to see what they have done to Jack.”

“Oh, what if I had not been there. I’m so glad I was there.”

Somehow that was the one of the most poignant sights - that immaculate woman, exquisitely dressed, and caked in blood.

DR. PERRY

“He would see this plum dress and the terribly disciplined face standing over against the gray tile wall.”

And he remembers his eyes seeing that plum dress and that terribly disciplined face for the last time.

CLIFTON POLLARD

“She walked straight and her head was high.”

She is the mother of two fatherless children and she was walking into the history of this country because she was showing everybody who felt old and helpless and without hope that she had this terrible strength that everybody needed so badly.

MRS. CONNALLY

“They’ve killed my husband. I’ve got his brains in my hands.”

It was like red and yellow roses all over the car.

We both had pink suits with red blood.

CONTRAST: TAKE NOTES ON WHAT EACH PERSON NOTED ABOUT THE CONTRAST OF THE DAY AND THE EVENTS.

MRS. JOHNSON

DR. PERRY

CLIFTON POLLARD

MRS. CONNALLY

CONTRAST: TAKE NOTES ON WHAT EACH PERSON NOTED ABOUT THE CONTRAST OF THE DAY AND THE EVENTS.

MRS. JOHNSON

It all began so beautifully.

The streets were lined with people.

There has been such a gala air about the day that I thought the noise must come from firecrackers.

DR. PERRY

“on an aluminum hospital cart, the President of the United States had been placed on his back and he was dying.”

Tired is the only way one felt in Dallas yesterday.

This was a bright Texas day with a snap to the air... But everything seemed unreal.

CLIFTON POLLARD

n/a

MRS. CONNALLY

“He was so cute.”

He gave a speech - about Mrs. Kennedy.

People were eating him up.

“Dallas loves you.”

“It was rainy and ugly, but... Dallas was beautiful that day.”

They gave her beautiful roses.

“Pleased” with the reception - all so happy.

Beautiful day - horrible happening.

MAGNITUDE: TAKE NOTES ON WHAT EACH PERSON NOTED ABOUT THE MAGNITUDE OF THE DAY AND THE EVENTS.

MRS. JOHNSON

DR. PERRY

CLIFTON POLLARD

MRS. CONNALLY

MAGNITUDE: TAKE NOTES ON WHAT EACH PERSON NOTED ABOUT THE MAGNITUDE OF THE DAY AND THE EVENTS.

MRS. JOHNSON

"I cast one last look over my shoulder and saw in the President's car a bundle of pink... It was Mrs. Kennedy lying over the President's body."

"Mr. Kilduff entered and said to Lyndon, "Mr. President.""

"We never lost a President in the Service."

DR. PERRY

"Here is the most important man in the world."

"And now, the enormousness came over him."

Dr. Kemp Clark looked at Malcolm Perry - "there was no way to save the patient."

"I've never been tired like this in my life."

"I never saw a president before."

CLIFTON POLLARD

"Why, it's an honor for me to be here."

"I'd like to have everything, you know, nice."

MRS. CONNALLY

Covered in blood and matter.

It was strange. Dallas loved the President - sickening tragedy.

Ways To Analyze Nonfiction

- ✓ Understand the source and possible motives.
- ✓ Look for “telling” words - words that reveal the author’s tone.
- ✓ Identify the nonfiction's type - argumentative? informative?
- ✓ Consider the sources used.
- ✓ Evaluate tools such as ethos, pathos, and logos - and their effectiveness.

Questions To Ask About Nonfiction

1. What media format published this article? Is this a reputable source? Does the source lean politically?
2. Is the reporting objective? Balanced? Is the subject matter treated fairly?
3. What type of writing is this? Informative? Argumentative? How do you know?
4. Did the author use a variety of sources? Are they reputable?
5. Look at the author’s methods intended to influence the reader. How does s/he explain information to the reader?

Responding to Non-Fiction

Brainstorming

Think about the subject. Ask yourself questions and look at both sides of the presented issue.

Once you have the position you are willing to support, you are ready to write the introduction. Your position, or your opinion, will develop your statement of opinion.

Introductions

Introductions should include the author, title, and the essay's premise. This normally takes one or two sentences.

The introduction also needs a statement of opinion, or the thesis statement.

Bodies

The body of the essay is where you support the statement of opinion. Be sure that your ideas are supported with facts. Facts can include real life scenarios. Draw upon your knowledge of the news and history.

Use quotes from the article as well. Do not use too many. They should support your ideas, not be the bulk of your article.

Include transitions between ideas. Show your readers the connections by tying ideas together.

MLA Format

In an English class, we follow the Modern Language Association's guidelines for writing. In the left-hand top, you should have the following information:

Student's Name
Teacher's Name
Class
Date

Write the paper in 12 font and double space it all.

Please consult the classroom book for extra guidance if needed.

Conclusions

A conclusion should leave your audience with your final thoughts in a manner that impacts the reader. It should give a slight summary, but be more than a summary. Do not begin it with "In conclusion" or "As a summary." Look for a unique approach to closing your paper.

Nonfiction Response Rubric

8-10

7-5

4-2

1-0

comments

strong
introduction &
conclusion

position
statement/
focus

overall
support

quotes
enhance/
correct use

transitions/
organization

vivid words/
development

paragraph
structure

MLA

complete
sentences/
sentence variety

spelling/
punctuation

totals

Grade: