



March 12-14, 1998

Adapting a Core Knowledge Unit for the Inclusion of Special Education Students: The Kennedy Years

Grade Level: Eighth

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Length of Unit: 9-10 days

I. ABSTRACT

This two-week unit will demonstrate effective content and instructional adaptations critical to the inclusion of special education students in a Core Knowledge unit. This presentation will explore how such events from the Kennedy era as the Cuban Missile Crisis, the Camelot phenomenon, the national determination to be first on the moon, and the assassination and its aftermath can be presented to special needs children without sacrificing the unit's integrity. Strategies will reflect current research on effective adaptations for special education students and how these adaptations can be easily applied to other areas of the curriculum.

II. OVERVIEW

A. Specific Core Knowledge content

1. Soviet Sputnik satellite: Yuri Gagarin
2. Cuban Missile Crisis: Fidel Castro; Bay of Pigs
3. John F. Kennedy: Peace Corps
4. Kennedy assassination: Lee Harvey Oswald; Warren Commission
5. Space Exploration: U.S. moon landing; Neil Armstrong

B. Skills to be taught

1. Judging historical events by the standards of the time, then by today's standards.
2. Comparing and contrasting past and current events.
3. Reading for main idea and details.
4. Recognize cause and effect.
5. Synthesize knowledge obtained about Kennedy years into an artistic depiction.
6. Development of verbal skills.
7. Cooperative learning skills.
8. Note taking skills

C. Student Learning Objectives

1. Students will compare the Kennedy administration and the Camelot legends.
2. Students will list the reasons for the building of the Berlin Wall and explain the U.S. response.
3. Students will state the circumstances surrounding the assassination of J.F. Kennedy and describe the two main theories of the assassination.
4. Students will develop an understanding of the long term effects of the events of the

Kennedy
administration on American life.

III. BACKGROUND KNOWLEDGE

- A. Anderson, Lois E. John F. Kennedy. Greenwich CT: Brompton Books Corporation, 1992.
- B. Dover, W. The Inclusion Facilitator. Manhattan, KS: The Master Teacher, Inc., 1994.
- C. Filbin, J., & Kronenberg, R. Ideas and Suggestions for Curricular Adaptations at the Secondary Level. Colorado Department of Education, Colorado Effective Education Model, 1993.

IV. RESOURCES

A. Books

1. Dollar, Charles M. America Changing Times. New York: John Wiley & Sons, 1979.
2. Dover, W. The Inclusion Facilitator. Manhattan, KS: The Master Teacher, Inc., 1994.
3. Filbin, J., & Kronenberg, R. Ideas and Suggestions for Curricular Adaptations at the Secondary Level. Colorado Department of Education, Colorado Effective Education Model, 1993.
4. Harvey, Edmond H. Our Glorious Century. New York: The Reader's Digest Association, Inc., 1994.
5. Marshall, Richard. Great Events of the 20th Century. New York: The Reader's Digest Association, Inc., 1977.
6. Hirsch, E.D.Jr., Joseph F. Kett and James Trefil. The Dictionary of Cultural Literacy. Boston: Houghton Mifflin, 1993.
6. Suter, Joanne. United States History. California: Fearon/ Janus, 1990.

B. Videos

1. Class of the 20th Century, episodes 5 - 10.
2. Dangerous World: The Kennedy Years
3. The Speeches Collection: John F. Kennedy

C. Software

1. Expert Crosswords and More for Windows. Expert Software, Inc. and Insight Software Solutions, 1994.
2. Encarta 97 Encyclopedia CD ROM: Microsoft Corporation, 1993 - 1996.

V. LESSONS

A. Lesson One (or Day One): Camelot Phenomenon

1. Objective/Goal:

- a. Students will understand the reference made to the Kennedy administration and the Camelot myth.

2. Materials

- a. Summary of Camelot myth. (Appendix A)
- b. Summary of Kennedy administration. (Appendix A)

3. Prior Knowledge for Students

- a. King Arthur legends and the concept of chivalry.
- b. Previous election status-quo.

4. Key Vocabulary

- a. Camelot, phenomenon, chivalry, and myth.

5. Procedures/Activities

- a. Teacher lectures on Camelot myth.
- b. Teacher lectures on Kennedy administration
- c. Teacher will utilize visuals to reinforce concepts.
- d. Pass out summaries of Camelot myth and Kennedy administration. (Appendix A)

Students will need a folder or a place in their notebooks to keep notes and assignments.

e. Students make comparisons between the information presented and match corresponding items on summaries.

e. Review of activity -- Students list matches and justify.

6. Evaluation/Assessment

a. Matching activity.

b. Write one paragraph on a magical change that could inspire hope in society today and place in folder.

c. Summaries will be needed at the end of this unit. Also, assignments will be evaluated at the end of this unit.

B. Lesson Two (or Day Two) Sputnik

1. Objective/ Goal

a. Students will develop an understanding of how Sputnik changed American attitudes about science, education, and their place in the world.

2. Materials

a. Video: A Class of the 20th Century, episodes 5 & 6.

b. Teacher made summary (Appendix B) and close summary (Appendix C): Sputnik.

c. Copy of Sputnik close summary for the overhead.

d. Teacher made model of Sputnik.

3. Prior Knowledge for Students

a. Students must have a knowledge of Soviet and American relations after World War II.

4. Key Vocabulary

a. Sputnik, velocity, Sputnik II, National Aeronautics and Space Administration (NASA), and National Defense Education Act (NDEA).

5. Procedures/ Activities

a. Teacher will show section of Class of the 20th Century, episodes 5 & 6 which pertains to Sputnik.

b. Teacher will show model of Sputnik to give students a better understanding of the size of Sputnik.

c. Teacher will hand out close summary (Appendix C) which the students will complete with teacher assistance during the lecture. Teacher will have a copy of the close summary on the overhead and while he/she discusses that section he/she will fill in the blanks with assistance from the class. The students will copy correct answers onto own summary.

d. Teacher will utilize visuals to reinforce concepts.

e. After lecture, teacher will review with the students the main concepts of the lesson. Teacher will lead a short class discussion of what the student's reactions would be if something like Sputnik were to happen today.

f. Teacher will give each student a copy of Sputnik summary. (Appendix B)

6. Evaluation/ Assessment

a. Students will be given a choice from several options to demonstrate their understanding.

1. Write a paragraph about two or three main ideas they learned about Sputnik.

2. Illustrate and caption a main idea they learned about Sputnik.

3. Discuss Sputnik with another person and write a paragraph describing his/her reaction to Sputnik.

4. Interview someone who actually experienced Sputnik.

b. This assignment and the completed close summary are to be placed in a folder/ notebook.

C. Lesson Three (or Day Three and Four): Bay of Pigs and the Cuban Missile Crisis

1. Objective/ Goal

- a. Students will develop an understanding of how President John F. Kennedy handled the Bay of Pigs invasion and the Cuban Missile Crisis. Students will realize the effects these events had on the American people.
- b. Students will develop their map skills using map of the U.S. and Cuba.

2. Materials

- a. Video: Class of the 20th Century, episodes 7 & 8.
- b. Video: The Speeches Collection - John F. Kennedy.
- c. Teacher made summary (Appendix D) and close summary (Appendix E): Bay of Pigs and the Cuban Missile Crisis.
- d. Copy of close summary for the overhead.
- e. Map of U.S. and Cuba - handout and copy for overhead. (Not included in unit package.)

3. Prior Knowledge

- a. Students must have a knowledge of nuclear war and its effects.

4. Key Vocabulary

- a. Bay of Pigs, Fidel Castro, Khrushchev, and Cuban Missile Crisis.

5. Procedure/ Activities

- a. Teacher will give out map of U.S. and Cuba to the students and help them locate city, Miami, Florida, and Cuba using the map on the overhead as a demonstration model. Using a scale of miles, the students will be given a few minutes to determine the distances between their home and Miami, Florida; their home and Cuba; and Miami, Florida and Cuba. Teacher will review the correct answers and review the procedure on how to determine mileage using the map on the overhead as a model.
- b. Teacher will hand out close summary (Appendix E) which the students will complete with teacher assistance during the lecture. Teacher will have a copy of the close summary on the overhead and while he/she discusses that section he/she will fill in the blanks with assistance from the class. The students will copy correct answers onto own summary.
- c. Teacher will utilize visuals to reinforce concepts.
- d. Teacher will show section of Class of the 20th Century, episodes 7 & 8 which pertains to the Cuban Missile Crisis.
- e. Teacher will show section of The Speeches Collection - John F. Kennedy which pertains to President Kennedy addressing the nation about the situation with the Soviets.

- f. Teacher will lead a discussion of what the student's reactions would be if the Cuban Missile Crisis were to happen today.
- g. Teacher will give students a copy of Bay of Pigs and Cuban Missile Crisis summary. (Appendix D)

6. Evaluation/ Assessment

- a. Students will share information they learned today with one other person.
- b. Students will place completed summary in folder.

D. Lesson Four (or Day Five): The Space Race

1. Objective/ Goal

- a. Students will have an understanding of the historical significance of landing the first man on the moon.

2. Materials

- a. Teacher made summary (Appendix F) and close summary (Appendix G): The Space Race.
- b. Copy of close summary for the overhead.
- c. Video: Class of the 20th Century, episodes 9 & 10.
- d. Video: The Speeches Collection - John F. Kennedy.

3. Prior Knowledge for Students

- a. Students must have a knowledge of Soviet and American relations after World War

II and the Bay of Pigs invasion.

4. Key Vocabulary

a. Yuri Gagarin, National Aeronautics and Space Administration (NASA), Apollo 11, Columbia, Eagle, Michael Collins, Neil Armstrong, and Edwin (Buzz) Aldrin, Jr.

5. Procedures/ Activities

a. Teacher will hand out close summary (Appendix G) which the students will complete with teacher assistance during the lecture. Teacher will have a copy of the close summary on the overhead and while he/she discusses the section he/she will fill in the blanks with assistance from the class. The students will copy the correct answers onto own summary.

b. Teacher will utilize visuals as much as possible to reinforce concepts.

c. Teacher will present sections from both videos to help the students better understand the concepts.

d. Teacher will lead a classroom discussion/ review of information presented thus far in the unit.

e. Teacher will give copy of Space Race summary (Appendix F) to each student.

6. Evaluation/ Assessment

a. Students will use artistic abilities to represent one important concept from today's lesson.

b. Students will place completed summary in folder.

E. Lesson 5 (or Day 6): Berlin Wall

1. Objective/ Goal

a. Students will list the reasons for the building of the Berlin Wall.

b. Students will describe the U.S. response to the Berlin Wall.

2. Materials

a. Video: The Speeches Collection - John F. Kennedy

b. Long rope or some type of material that may be used for the wall.

c. Teacher made summary (Appendix H) and close summary (Appendix I): The Berlin Wall

d. Copy of close summary for the overhead.

e. Masking tape for labeling family members.

3. Prior Knowledge

a. Students must have a knowledge of the division of Europe at the end of WWII.

b. Students must have a knowledge of dominance of Soviets over Eastern Europe.

4. Key Vocabulary

a. graffiti, and no-man's-land.

5. Procedures/ Activities

a. Divide the students into groups of 4's, so that they may simulate a family group. Write position in family on a piece of masking tape and wear on shirt. Two students from the class will be needed as guards.

b. Have students mill quietly about the room for a few minutes. Call halt and have guards erect our Classroom Wall stranding students where they are.

c. Teacher will discuss with the class their positions and the ramifications of being separated from family - what about schools, churches, jobs, other family members?

d. Show portion of video The Speeches Collection - John F. Kennedy which pertains to his speech in Berlin.

e. Teacher will review close summary of Berlin Wall on the overhead with students completing their close summaries. (Appendix I)

f. Teacher will utilize visuals to reinforce concepts.

5. Evaluation/ Assessment

a. Student will design a graffiti he/she would have put on the wall as a protest.

F. Lesson 6 (or Day 7): The Assassination

1. Objective/ Goal

a. Students will state the circumstances surrounding the assassination of John F.

Kennedy.

b. Students will list and describe the two main theories behind the assassination.

2. Materials

a. Video: Class of the 20th Century, episodes 7 & 8.

b. List of approximately 10 national and local famous personalities who have died within the student's life. (List of Dead)

c. Teacher made summary of the Assassination and Assassination Theories. (Appendix J)

d. Copy of summary for the overhead.

3. Key Vocabulary

a. assassination, motorcade, conspiracy, Lee Harvey Oswald, and Warren Commission.

4. Procedures/ Activities

a. Teacher will read List of Dead and have students identify when and where they were when heard the news of that person's death.

b. Classroom discussion of how great an impact it would take to create a permanent memory of where, when, and what you were doing when a certain person died.

c. Show video Class of the 20th Century, episodes 7 & 8.

d. Teacher will discuss summary of the assassination (Appendix J) and the capture of Oswald.

e. Teacher will give details from the summary pertaining to the two main assassination theories (Appendix J) -- Oswald the Lone Gunman and the Conspiracy.

f. Teacher will utilize visuals to reinforce concepts.

g. Teacher will hand out summary (Appendix J) to students for their notebooks.

5. Evaluation/ Assessment

a. Student will read List of Dead to three other people and note their reactions. b.

Student will interview a person who remembers Kennedy's assassination and note his/her reaction to the news.

G. Lesson 7 (or Day 8 and 9): The Aftermath

1. Objective/ Goal

a. Students will gain an understanding of the effects of the Kennedy administration and assassination on the future development of the U.S. in the areas of civil rights, involvement in Vietnam, and the radical movements of the 1960's.

2. Materials

a. Teacher made summaries on civil rights, Vietnam, and radical movements. (Appendix K)

b. Poster boards, markers, magazines, etc.

c. Reference books: Vietnam, civil rights, and radical movements.

d. Quiz sheet. (Appendix L)

3. Prior Knowledge

a. Students should have a knowledge of the status of civil rights, Vietnam, and the hippie generation.

4. Key Vocabulary

a. Vietnam, civil rights, conspiracy, caisson, and segregation.

5. Procedures/ Activities

a. Teacher will introduce the effects of the Kennedy administration and the assassination had on the American people.

b. Teacher will utilize visuals to reinforce concepts.

c. Teacher will divide students into groups; they will then choose one of the three areas to present using a poster format. Teacher will be available for assistance and help with further reference material as needed.

d. Groups will present their posters to class. The posters will then be placed around the room.

e. Teacher will hand out quiz sheet (Appendix L) and students will use posters to answer questions.

H. Lesson 9 (or Day 10): Overview of the Kennedy Years

1. Objective/ Goal

a. Students will use their gained knowledge and summaries of the Kennedy years to complete a word find and a crossword puzzle.

2. Materials

a. Crossword and word find puzzles. (Copy of puzzles is not included in the unit.)

3. Procedures/ Activities

a. Students will need to locate all summaries to complete the crossword and word find puzzles.

b. Teacher will have various visuals that reinforce concepts around the room.

c. Teacher will distribute puzzles and students will complete using summaries, close summaries, and visuals.

d. Once the students have completed puzzles, the teacher will collect Kennedy folders for grading.

e. Optional: If any student has a desire to share some of his/her completed assignments, art work, interesting interview, use this time for sharing with classmates.

VI. HANDOUTS/STUDENT WORKSHEETS

Appendix A Arthur's and Kennedy's Camelot Summary

Appendix B Sputnik Summary

Appendix C Sputnik Close Summary

Appendix D Bay of Pigs and Cuban Missile Crisis Summary

Appendix E Bay of Pigs and Cuban Missile Crisis Close Summary

Appendix F Space Race Summary

Appendix G Space Race Close Summary

Appendix H Berlin Wall Summary

Appendix I Berlin Wall Close Summary

Appendix J Assassination and Assassination Theories Summary

Appendix K Civil Rights, Vietnam, and Radical Movements of the 1960's Summary

Appendix L Poster Quiz - Civil rights, Vietnam, and radical movements

Appendix M Strategies for Successful Inclusion of Special Education Students

VII. BIBLIOGRAPHY

1. A Class of the 20th Century, episodes 5 - 10.

2. Dangerous World: The Kennedy Years

3. Dollar, Charles M. America Changing Times. New York: John Wiley & Sons, 1979.

4. Dover, W. The Inclusion Facilitator. Manhattan, KS: The Master Teacher, Inc., 1994.

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7. Harvey, Edmond H. Our Glorious Century. New York: The Reader's Digest Association, Inc., 1994.

8. Marshall, Richard. Great Events of the 20th Century. New York: The Reader's Digest Association, Inc., 1977.

9. Hirsch, E.D.Jr., Joseph F. Kett and James Trefil. The Dictionary of Cultural Literacy. Boston: Houghton Mifflin, 1993.

10. Suter, Joanne. United States History. California: Fearon/ Janus, 1990.

11. The Speeches Collection: John F. Kennedy

APPENDIX A

ARTHUR' S CAMELOT

The legends of King Arthur and the Knights of the Round Table in Camelot are among the world's most famous legends. The legends state that Arthur was raised not knowing he was a king's son. He came to power as a young man when he pulled the sword from the stone.

Camelot was the city where King Arthur held his court. It was a magical place, attracting only the most honorable and chivalrous people. The inhabitants were noble people, no matter to what level of society they belonged. Even the common people felt included and looked to the future with high ideals and hope.

King Arthur gathered the most valiant knights to join his Round Table. They were honor-bound to protect the weak, help the needy, and fight evil wherever it appeared. King Arthur was married to a beautiful princess named Guinevere. She was regal and elegant and felt the same duty to her subjects as King Arthur and his knights.

King Arthur and his knights pursued many quests and adventures, slaying the wicked, fighting dragons, and searching for the Holy Grail.

King Arthur was finally slain by Modred, one of his knights who turned traitor.

KENNEDY'S CAMELOT

John Fitzgerald Kennedy's thousand days of presidency were a magical time. Young and enthusiastic, he gathered intellectual, idealistic, talented people to staff his White House and fill positions in his administration.

In his inaugural speech, Kennedy made his famous challenge: Ask not what your country can do for you -- ask what you can do for your country. He envisioned a United States that cared for the sick and elderly, protected the weak and downtrodden, and championed a better future for all.

The White House had been newly renovated, and Jacqueline Kennedy (the First Lady) gave a televised tour that drew 48 million viewers. She was charming and elegant and won the hearts of Americans and foreigners. On a successful trip to Paris, John Kennedy joked, I am the man who accompanied Jacqueline Kennedy to Paris. She hosted White House musicales and dinners. One guest list included 49 Nobel Prize winners.

The Kennedy administration took stands against the spread of Communism in such situations as the Cuban Missile Crisis and the Vietnam Conflict. When peaceful means were not effective, military might was brought to bear.

The Peace Corps was started by John Kennedy to promote mutual understanding and world peace. He felt America had the knowledge that, if shared, could help undeveloped countries help themselves.

APPENDIX B

SPUTNIK SUMMARY

On Friday, October 4, 1957, at the Baikonur Cosmodrome in Kazakhstan, U.S.S.R., a rocket engine took off. It streaked to an altitude of 550 miles above the earth's surface and was speeding around the planet at an average velocity (speed) of 17,896 miles per hour. A metal sphere 22.8 inches in diameter, weighing 184 pounds, and equipped with instruments for recording and transmitting atmospheric data. Two radios clicked on, emitting a steady beep....beep....beep. The sphere dubbed (named) Sputnik (Russian for traveling companion), began to circle the earth. Sputnik's beeps were coded messages of the observations it was making as it sailed through the skies. Sputnik circled the globe every 96.2 minutes and, because of the earth's rotation ranged over every

continent and nearly all inhabited areas. The shiny Soviet moon had become our planet's first artificial satellite.

That evening in the United States, the event became real for millions of Americans as the chirping (beeping) of Sputnik interrupted their favorite radio and television programs. Sputnik's electronic beep could be heard coming from their radios and television sets. The first reaction was shock, and then anger, and fear set in. Sputnik was more proof of the growing Communist superiority in the all-important missile field. If the Soviets could send a satellite whirling around the world, could they not use the same technology to deliver a nuclear bomb to a U.S. city? Concern increased when, a month later, the Russians launched a much larger satellite, Sputnik II, carrying a 11-pound dog, Laika. Putting a living creature into space indicated that the Russians might soon send a man into space.

On the morning of December 6, 1957, Americans attempted to put a Vanguard satellite into orbit at Cape Canaveral (later name was changed to Cape Kennedy), Florida. The rocket fell over slowly and broke apart -- it was a failure. This did not stop the Americans and on January 31, 1958, the little Explorer satellite was in orbit. By July, Congress had set up the National Aeronautics and Space Administration (NASA) to plan and execute (begin) space exploration, and within a year (1959), NASA named seven men America's first astronauts, Alan Shepard, Virgil Grissom, Gordon Cooper, Scott Carpenter, John Glenn, Donald Slayton, and Walter Schirra.

Because of Sputnik Americans began also to suspect that their system of education was not the best in the world. After all, the Soviet Union, despite its poverty and supposed backwardness, had been able to educate enough engineers and scientists to launch a satellite. For the first time since the end of the war articles praising the U.S.S.R. began to appear, especially articles describing and analyzing Soviet education. A study of American high school graduates showed that less than half went on to college and most high school students had no science or math education. In 1958, Congress passed the National Defense Education Act (NDEA), which authorized approximately \$1 billion for federal and state education programs providing new equipment for elementary and secondary schools, loans for college students, graduate fellowships, and special programs in the sciences, mathematics, and foreign languages. As a result of the NDEA and legislation passed in the following years, the number and size of educational institutions, the number of trained teachers, and the number of college students greatly increased.

The beep, beep of Sputnik I turned out to be wake-up call.

APPENDIX C

SPUTNIK CLOSE SUMMARY

APPENDIX D

BAY OF PIGS AND CUBAN MISSILE CRISIS SUMMARY

By 1960 the situation in Cuba had become deeply troubling; Premier Fidel Castro had seized American-owned oil refineries and businesses, nationalized the country's major industries, and became good friends with the Soviet Union. Soviet loans, arms, and advisors came to help Castro govern Cuba. President Dwight D. Eisenhower decided something needed to be done about this situation, so he ordered Central Intelligence Agency (CIA) Director Allan Dulles to secretly train thousands of anti-Castro Cuban refugees living in Florida for an attack on Cuba. Dulles told President Kennedy that once the commandos (Cuban refugees) landed that the Cuban people would rise up and help overthrow Castro's government. Reluctantly, Kennedy gave the go-ahead.

The Bay of Pigs invasion was a disaster from the start. On April 15, 1961, eight B-26

bombers manned by refugees fired on Castro's airfields, knocking out some planes but leaving key aircraft unharmed and, worse, tipping Castro off to the coming invasion. Castro quickly arrested and jailed thousands of suspected dissidents (people who disliked the present government) so they could not help with the invasion. On the night of April 17, 1,400 commandos landed on the island. The CIA had led them to expect a smooth landing on a deserted beach; instead, their boats ran aground on coral reefs within sight of a public park. Within 24 hours of the landing, Castro had sent 20,000 Cuban regulars to the area to block the drive inland. The next day four B-26's left Nicaragua for an attack on Castro's forces, but failing to take into account the differences in time zones, the pilots arrived at their targets an hour before their escorts. Castro's jets easily defeated them. By nightfall on the third day of the invasion, Castro had won. In 1962 Castro traded 1,179 prisoners for \$50 million in food and medicine from the U.S.A.

The Soviet buildup in Cuba continued. On October 16, 1962, aerial photographs revealed that the Soviets were installing ballistic missiles on the western side of the island. The missiles could be fitted with nuclear warheads. Wider ranging missiles, spotted two days later, could reach targets as far west as Montana. The next thirteen days were very tense for the nation. President Kennedy held many meetings with his advisors to discuss the best course of action. On October 22, President Kennedy ordered a naval blockade on offensive military equipment headed for Cuba. At sea, Soviet freighters, stopped by the U.S. navy, stopped dead in the water. Khrushchev (Soviet leader) remained silent for four days. Then, late on October 26, a letter arrived from the Soviet leader: the weapons would be removed if the United States pledged not to invade Cuba. Hours later a second letter demanded the United States remove its own missiles from Turkey, which were within striking distance of the Soviet Union. Kennedy answered the first letter, agreeing to its condition, and ignored the second letter, and on October 28 Khrushchev promised to remove the missiles from Cuba. This time, Kennedy had won.

APPENDIX E

BAY OF PIGS AND CUBAN MISSILE CRISIS CLOSE SUMMARY

The situation in Cuba with seizing American-owned oil refineries and businesses, nationalizing the country's major industries, and becoming friendly with the alarmed President . President Eisenhower ordered the director of the

() to begin secretly training thousands of living in for an attack on . The CIA director convinced the new president, , to go ahead with the invasion saying that once the commandos landed the would rise and help overthrow .

The invasion was a disaster from the start. On _____, _____, eight B-26 bombers fired on Castro's _____. They did little damage to the planes, but this raid gave Castro enough of a warning of the coming invasion to arrest and jail _____ of suspected _____ (people who disliked the present government), so they could not help with the attack. On the night of _____, CIA trained anti-Castro Cubans landed on the island. The _____ had led them to expect a smooth landing on a _____; instead, their boats ran aground on _____ within sight of a _____. Within _____, Castro had sent _____ to the area to block the invasion. The next day four B-26's left _____ for an attack on Castro's forces, but failing to realize the difference in time zones, the planes arrived at their targets an hour before their escorts. Castro's jets easily _____ them. By _____ of the

_____ had won. Castro traded _____ prisoners for \$50 million in _____ and _____ from the U.S.A. The _____ buildup in _____ continued. On October 16, 1962, _____ revealed that the _____ were installing ballistic _____ on the western side of Cuba. The _____ could be outfitted with _____. Wider ranging missiles, spotted _____ later, could reach targets as far west as _____. The next _____ were tense for the nation. President Kennedy held many meetings with his advisors to discuss the best course of action. On October 22, President Kennedy ordered a _____ on offensive military equipment headed for _____. At sea, _____ were stopped by the U.S. navy. _____ (Soviet leader) remained silent for four days. Then, late on October 26, a _____ arrived from _____: the _____ would be removed if the _____ pledged not to _____. Hours later a second letter demanded the United States remove its own missiles from _____, which were within striking distance of _____. President Kennedy answered the _____, agreeing to its condition, and ignored the _____, and on October 28 _____ promised to remove the missiles from _____. This time, _____ had won.

APPENDIX F

SPACE RACE SUMMARY

Two events in 1961 jolted the U.S. pride and self-assurance: On April 12 Soviet cosmonaut Yuri Gagarin became the first man in space, making a 108-minute one-orbit space flight; a week later the U.S.-sponsored Bay of Pigs invasion of Cuba met with disastrous failure. President Kennedy was determined to restore national pride by launching (beginning) a new phase in the U.S. space program. On May 25 he spoke to Congress: I believe that this nation should commit itself to achieving the goal, before this decade is out, of landing a man on the moon and returning him safely to earth. To finance this goal, Kennedy requested additional funds for the National Aeronautics and Space Administration (NASA). Congress responded with approving the first of more than \$22 billion that would eventually go into Project Apollo.

From the beginning the national effort to place the first men on the moon was seen as a race, an opportunity to demonstrate once and for all the superiority of the U.S. technology over that of the Soviet Union. There were enormous problems to be solved, but on July 16, 1969, years of work and billions of dollars paid off with the flight of Apollo 11. Four days after lift-off Michael Collins orbited the moon in the command ship, Columbia, as Neil Armstrong and Edwin (Buzz) Aldrin, Jr., dropped toward the lunar landscape in the landing vehicle, Eagle. Pilot Armstrong realizing the module's automatic navigation was steering them toward rough terrain, seized the controls and touched the craft down safely in the smooth Sea of Tranquility. The Eagle has landed,

he responded to NASA.

Armstrong emerged from the craft as a television camera, mounted on the base of the lunar lander, sent images back to earth. When his foot touched the ground, he said, That's one small step for a man, one giant leap for mankind. Aldrin and Armstrong collected moon rocks, set up experiments for later research, and shed equipment to lighten the return trip. They spoke to President Nixon and then lifted off to hook up with Columbia. The astronauts splashed down safely on July 24.

President Kennedy's promise was fulfilled.

APPENDIX G

THE SPACE RACE CLOSE SUMMARY

Two events in 1961 jolted the U.S. _____ and _____. On April 12, Soviet cosmonaut _____ became the first man in space, making a _____ space flight; a week later the U.S.-sponsored _____ invasion of _____ met with disastrous _____. President Kennedy was determined to restore _____ by _____ (beginning) a new phase in the U.S. _____. On May 25 he spoke to _____: I believe that this nation should commit itself to achieving the goal, before this _____ is out, of _____ a _____ on the _____ and returning him safely to _____. To finance this goal, Kennedy requested additional funds for the _____ and _____ (_____). Congress responded with approving the first of more than _____ that would eventually go into _____.

From the beginning the national effort to place the _____ on the _____ was seen as a _____, an opportunity to demonstrate once and for all the _____ of the U.S. technology over that of the _____. There were enormous problems to be solved, but on _____, _____, years of work and billions of dollars paid off with the flight of _____. _____ after lift-off _____ orbited the _____ in the command ship, _____, as _____ and _____ (_____), dropped toward the lunar landscape in the landing vehicle, _____. Pilot Armstrong realizing the module's automatic navigation was steering them toward rough terrain, seized to controls and touched the craft down safely in the smooth _____.

_____, he reported back to _____.

Armstrong emerged from the craft as a _____, mounted on the base of the lunar lander, sent images back to _____. When his foot touched the ground, he said, _____, _____ collected _____, set up experiments for later research, and shed equipment to lighten the return trip. They spoke to _____ and then lifted off to hook up with _____. The _____ splashed down safely on July 24. _____ was fulfilled.

APPENDIX H

BERLIN WALL SUMMARY

Berlin was a city divided at the end of World War II. The USSR controlled the eastern section and the western section was controlled by the United States, France, and Great Britain. The USSR continued to control East Germany and East Berlin even after the other countries gave up their control over West Germany and West Berlin.

On June 24, 1948, Soviet troops isolated West Berlin. No ground transportation was possible. For almost a year, the United States and Great Britain delivered food, medicine, and other necessities by airplane. Known as the Berlin Airlift, planes flew in 5,000 tons of supplies each day and assured the survival of West Berlin as a free city.

In August of 1961, the Soviets built a concrete and barbed-wire barrier through the middle of the city. Many people had been escaping through to West Berlin and tensions had increased following the Cuban Missile Crisis. Families were divided and people were stranded by the suddenness of the construction. Armed guards and dogs patrolled the borders.

Democratic nations expressed outrage at the building of the Wall. President Kennedy visited the West Berlin side of the Wall in 1963 and gave his famous speech, *Sch bin ein Berliner* (I am a Berliner).

Only a declaration of war would have brought the Wall down, and Kennedy was unwilling to go to war. Kennedy's assassination took attention away from the Wall. The Wall would symbolize the helplessness of the West for 28 years.

APPENDIX I

BERLIN WALL CLOSE SUMMARY

Berlin was a city divided at the end of _____. The _____ controlled the _____ section and the _____ section was controlled by the _____, _____, and _____. The Soviets continued to control East Germany and East Berlin even after the other countries gave up their control over West Germany and West Berlin.

On _____, _____, _____ isolated _____. No ground transportation was possible. For almost a year, the _____ and _____ delivered _____, _____, and _____ by airplane. Known as the _____, planes flew 5,000 tons of supplies each day and assured the survival of _____ as a _____.

In August of 1961, the _____ built a _____ and _____ barrier through the middle of the city. Many East Germans had been escaping through to _____ and tensions had increased following the _____. _____ were divided and _____ were stranded by the suddenness of the construction. _____ and _____ patrolled the borders. Democratic nations expressed outrage of the building of the Wall. _____ visited the _____ side of the Wall in _____ and gave his famous speech, *Sch bin ein Berliner*, (_____.) Only a declaration of _____ would have brought the _____ down, and _____ was _____ to go to _____. Kennedy's assassination took attention away from the _____ which became the symbol of the West's 28 years of helplessness.

APPENDIX J

THE ASSASSINATION SUMMARY

On Friday, November 22, 1963, President Kennedy, his wife, and Texas Governor John B. Connally and his wife rode in an open limousine through Dallas, Texas. When the vehicle made a right turn off Main Street, the crowd was shocked to hear gunshots.

Governor Connally was critically wounded by shots to his wrist, chest, and thigh. President Kennedy was shot in the throat and the head. They were rushed to Parkland Hospital, but within 30 minutes, 1 pm Central Standard Time, President Kennedy was pronounced dead.

Police responded to reports of sightings of an armed man in the sixth-floor window of the Texas School Book Depository. A bolt-action rifle with a telescopic sight was found. One employee, Lee Harvey Oswald, was missing. He was eventually arrested inside the Texas Theater, and taken to the police station.

President Kennedy's body was taken to the airport and transferred to *Air Force One* to be flown to Washington, D.C. Vice-President Lyndon B. Johnson took the oath of office aboard *Air Force One* prior to take-off. Once back in the capital, his body was taken to Bethesda Naval Hospital, then to the White House for a private family ceremony.

President Kennedy's body lay-in-state in the Capitol on Sunday. More than 250,000 people filed by his casket and as tens of millions of people watched on television.

On Sunday afternoon, Lee Harvey Oswald was shot to death while in police custody. He was shot by Jack Ruby, who claimed to be an admirer of President Kennedy.

On Monday, President Kennedy was buried in Arlington National Cemetery. In a very moving ceremony, viewed on television by millions, Mrs. Kennedy followed the flag-draped caisson and lit the eternal flame. John-John's farewell salute to his father still brings tears to many eyes.

ASSASSINATION THEORIES SUMMARY

Controversy has surrounded JFK's assassination. The Warren Commission, headed by Chief Justice Earl Warren, concluded that both Oswald and Ruby acted alone and neither was part of any conspiracy, domestic or foreign.

Many people were doubtful of this conclusion. Over the years, many people have conducted freelance investigations into the assassination. It has been proposed that Oswald was a Soviet agent, had ties to Castro in Cuba, was connected to organized crime in the U.S., or was associated with right-wing enemies of JFK. A number of films and acoustic tests back up the theory that shots were fired by persons, besides Oswald, from other locations.

A committee was established by the U.S. House of Representatives in the late 1970's to re-examine JFK's assassination. In early 1979, the committee issued the report concluding that there was a probable conspiracy in the assassination.

APPENDIX K

CIVIL RIGHTS SUMMARY

* Kennedy carried 68% of the black vote in 1960.

* John and Robert Kennedy (his brother and campaign manager) responded to Martin Luther King,

Jr.'s, arrest and sentencing to four months of hard labor (sit-in at an Atlanta department store) with calls to his family and the judge. MLK was released.

* Kennedy's executive actions supporting civil rights:

-- Interstate Commerce Commission banned segregation on interstate travel facilities.

-- Justice Department initiated voter discrimination suits.

- Presidential order ended discrimination in federally funded housing.
- JFK sent Federal troops to contain rioting caused by James Meredith's admission to the University of Mississippi.
- June 19, 1963 - JFK announced legislation to assure blacks admittance to lunch counters, restaurants, amusement parks, theaters, hotels, and other public facilities. The bill included protection of voting rights, federal assistance for desegregated schools, cut funding for segregated schools, and outlawed discrimination by employers with government contracts.
- * Civil Rights Act of 1964 was pushed through Congress by President Johnson as a tribute to Kennedy after his death.
- Thoughtmakers -- If JFK had lived, would civil rights legislation have progressed this far or be more advanced?
- If JFK had lived, would riots have happened more or less often?
- If JFK had lived, would MLK have been assassinated?

VIETNAM SUMMARY

- * General trend to military build-up under JFK.
- * Creation of special forces group called the Green Berets
- * Long-standing civil war in Vietnam between communists and non-communists.
- * In May 1961, JFK sent 400 special forces and 100 military advisors to Saigon to support South Vietnam.
- * Applied the domino theory to Vietnam.
- * In late 1962, JFK increased troop levels to 10,000 and by late 1963, levels increased by 16,000.

- Thoughtmakers -- If JFK had lived, would we have become so involved in Vietnam?
- Would the war have been handled differently?
 - Since Vietnam, the U.S. has been very cautious about military involvement around the world. What effect did the cautiousness have on the Persian Gulf War, Bosnia, and hunger relief in Ethiopia?

RADICAL MOVEMENTS OF THE 1960'S SUMMARY

- * Civil rights based movements:
 - SNCC - Student Nonviolent Coordinating Committee
 - 1963 March on Washington with MLK's I have a dream speech.
 - Black Panthers
- * Political movements:
 - Peace corps
 - SDS - Students for a Democratic Society
 - Weathermen
- * Anti-political movements:
 - (lost faith after assassination of JFK)
 - hippies - world based on peace and love, not war and greed - disillusioned with politics and power of the dollar.
- Thoughtmakers -- If JFK had lived, would the hippies have existed? What about their modern day successors?
- Several radical groups believed in the violent overthrow of our government> Could this have been a solution? What are modern successors of these groups doing?

POSTER QUIZ

1. When did President Kennedy send 100 military advisors to Saigon?
2. When did Martin Luther King, Jr., make his famous I have a dream... speech? Where was his speech made?
3. What special job did Robert Kennedy hold?
4. Why did the hippies lose faith in the government?
5. How did President Johnson get Congress to pass the Civil Rights Act of 1964?
6. Who were the Green Berets?
7. Who was James Meredith? What problem did he have?
8. What was the original conflict in Vietnam?
9. What does SNCC stand for?
10. What percentage of the black vote did Kennedy carry in 1960?
11. List 3 achievements of the Kennedy administration in gaining civil rights.
12. What political movement was started by the Kennedy administration to help create a better world?
13. When did the number of troops in Vietnam reach 16,000?

*** Essay***

Choose one and write at least one paragraph to explain your answer. Use complete sentences.

1. Should people violently overthrow a government that they don't like?
2. Should the United States use military action to help other countries?
3. If you were voting for president, would you vote for someone of a different race? Someone of the opposite sex?

APPENDIX M

STRATEGIES FOR SUCCESSFUL INCLUSION OF SPECIAL EDUCATION STUDENTS

- Modifications --
1. Maximize student participation and interaction.
 2. Enhance the respect and dignity of the person using the adaptation.
 3. Promote interdependence.
 4. Increase self-esteem.
 5. Enable student to use skills across school and community settings.

Types of modifications --

1. Close summaries or outlines.

2. Enlarged or black line copies.
3. Personal copies of notes for students who write slowly.
4. Alter length/ depth of assignments.
5. Preferential seating.
6. Use of videos (with closed captioning and if closed captioning is not available provide summary of the video.)
7. Use of visuals to reinforce concepts.
8. Use of overhead.
9. Simplify vocabulary and reduce length of sentences.
10. Extend time requirements.
11. Alter pace of instruction.
12. Assistance with note-taking.
13. Use of a calculator.
14. Highlight important cues, directions, or information.
15. Relate a difficult concept in terms of a student's daily life.
16. Increase amount of demonstrations and hands on experiences.
17. Adjust evaluations to the student's level.
18. Provide the student with the opportunity to utilize his/her assets.

19. Give several small tests instead of one large one.
20. Give open-book and/ or notes test.

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