

Pre-Visit Lesson Plan – Inauguration Speech

Lesson Two: JFK's Inaugural Address, January 20, 1961

Description:

Students will compare and contrast President John F. Kennedy's inaugural address with President Lyndon Johnson's.

Objectives:

Students will be able to:

- ❖ Comprehend a President's goals by focusing on the major themes of his inaugural address
- ❖ Describe the qualities of a persuasive inaugural address by a President of the United States



Courtesy, John F. Kennedy Presidential Library

Resources Needed:

- Inaugural Address Analysis Worksheets
- Internet Access (or printouts of specific pages from relevant Inaugural Address websites)
 - **JFK Inaugural Address (video and transcript):**
<http://www.jfklibrary.org/Asset+Tree/Asset+Viewers/Audio+Video+Asset+Viewer.htm?guid={F13B7798-7E4F-482C-9BF4-9E66EA6C1E56}&type=Video>
 - **LBJ Address:** <http://www.lbjlib.utexas.edu/johnson/archives.hom/speeches.hom/650120.asp>

TEKS:

5.5 History Student understands important issues, events, and individuals of the 20th century in the U.S.

(A) Analyze various issues and events of the 20th century

(B) Identify the accomplishments of notable individual who have made contributions to society in the area of civil rights, women's rights, military actions, and politics

5.19 Citizenship Student understands the importance of individual participation in the democratic process

(C) Identify significant individuals who have modeled active participation in the democratic process

5.20 Citizenship Student understands the importance of effective leadership in a democratic society

(A) Identify leaders in the national government, including the president and selected members of Congress and their political parties

(B) Identify and compare leadership qualities of national leaders, past and present

5.25 Social Studies Skills Student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology.

(A) Differentiate between, locate, and use primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; and artifacts to acquire information about the United States and Texas

(B) Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions

(E) Identify the elements of frame of reference that influenced the participants in an event

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7.21 Social Studies Skills Student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology.

(D) Identify points of view from the historical context surrounding an event and the frame of reference that influenced the participants

113.32 (c)(19) Citizenship The student understands the importance of effective leadership in a democratic society.

(A) Describe the qualities of effective leadership

(B) Identify the contribution of Texans who have been President of the United States

113.32 (c)(24) Social Studies Skills Student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology.

(A) Locate and use primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information about the United States

Activity:

- The teacher should begin by explaining that Article II Section I of the U.S. Constitution provides for an Executive Branch and the Office of the President. The Constitution does not specifically call for a Presidential inauguration ceremony, but it does state that:

Before he enter the Execution of his Office, he shall take the following Oath or Affirmation:--“I do solemnly swear (or affirm) that I will faithfully execute the Office of President of the United States, and will to the best of my ability, preserve, protect, and defend the Constitution of the United States.”

Traditionally, Presidents take the Oath of Office outside of the U.S. Capitol building.

- Discuss with students the definition of inauguration.
 - What is the purpose of this event for a new President?
 - What is the purpose of this event for Americans watching?
 - What is the purpose of this event for viewers watching around the world?
- The teacher should explain to students that they will be given Inaugural Address Analysis worksheets that will help them to compare and contrast the addresses given by President John F. Kennedy on January 20, 1961 and by President Lyndon Baines Johnson on January 20, 1965.
- Distribute a transcription of JFK’s Inaugural Address, and/or if equipment is available, watch the historic footage as a group.
- Give students time to make notes before asking them to repeat the activity after reading and/or watching LBJ’s Inaugural Address.
- Ask students to share their impressions after they have completed their worksheets.
 - Was either address more effective? Why?
 - Does the address give you a sense of each President’s priorities?
 - What emotions might the speech evoke for you, as an American citizen living in the 1960s?
 - Are any of the issues raised in these speeches relevant today? Why or why not?

Inaugural Address Analysis Sheet

President Kennedy's Inaugural Address – January 20, 1961

<p style="text-align: center;">Major Themes:</p>	<p style="text-align: center;">Message to Americans:</p>
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<p>Message to Leaders and People Around World:</p>	<p style="text-align: center;"><u>Score Card:</u></p> <p style="text-align: center;">1=Most Effective; 2=Very Effective 3=Somewhat Effective; 4=Not Effective</p> <table style="width: 100%; margin-top: 20px;"> <tr> <td style="padding: 5px;">Persuasiveness</td> <td style="text-align: right; padding: 5px;"><input type="checkbox"/></td> </tr> <tr> <td style="padding: 5px;">Originality</td> <td style="text-align: right; padding: 5px;"><input type="checkbox"/></td> </tr> <tr> <td style="padding: 5px;">Authenticity</td> <td style="text-align: right; padding: 5px;"><input type="checkbox"/></td> </tr> <tr> <td style="padding: 5px;">Delivery</td> <td style="text-align: right; padding: 5px;"><input type="checkbox"/></td> </tr> <tr> <td style="padding: 5px;">TOTAL</td> <td style="text-align: right; padding: 5px;">_____</td> </tr> </table>	Persuasiveness	<input type="checkbox"/>	Originality	<input type="checkbox"/>	Authenticity	<input type="checkbox"/>	Delivery	<input type="checkbox"/>	TOTAL	_____
Persuasiveness	<input type="checkbox"/>										
Originality	<input type="checkbox"/>										
Authenticity	<input type="checkbox"/>										
Delivery	<input type="checkbox"/>										
TOTAL	_____										

Inaugural Address Analysis Sheet

President Johnson's Inaugural Address – January 20, 1965

Major Themes:

Message to Americans:

Message to Leaders and People Around World:

Score Card:

1=Most Effective; 2=Very Effective
 3=Somewhat Effective; 4=Not Effective

Persuasiveness	<input type="checkbox"/>
Originality	<input type="checkbox"/>
Authenticity	<input type="checkbox"/>
Delivery	<input type="checkbox"/>
TOTAL	_____