



ACTIVITY

EYEWITNESS TO HISTORY: AN INTERACTIVE MAP OF THE KENNEDY MOTORCADE



Jack A. Titus Collection / The Sixth Floor Museum at Dealey Plaza

GRADE

6th–7th

TIME

45–50 minutes

BRIEF SYNOPSIS

Using The Sixth Floor Museum at Dealey Plaza's resource [Eyewitness to History: An Interactive Map of the Kennedy Motorcade](#), students will follow the presidential parade through Dallas on November 22, 1963 from the arrival at Love Field, through the motorcade downtown and in those final moments of crisis. This interactive learning tool uses primary sources, including photographs and film footage from the Museum's collection, and firsthand accounts of bystanders to provide details of the events surrounding the assassination of President Kennedy.

LEARNING OBJECTIVES

1. Students will be able to analyze primary and secondary sources such as photographs and videos to help answer questions.
2. Students will be able to analyze information using chronology through sequencing and categorizing.
3. Students will be able to apply critical thinking skills and use information from varied sources.

ESSENTIAL QUESTIONS

1. How do different perspectives of the same event contribute to the whole story?
2. How do the videos of people telling their story contribute to the overall narrative of the event?
3. How do different types of media contribute to the capturing of an event?
 - a. Is it possible to capture an entire event only using one type of media?
 - b. How would the understanding of the event change?

MATERIALS

- Appendix A: Guiding Questions
- Interactive Motorcade Map | jfk.org/the-site/motorcade

MOTORCADE BACKGROUND INFORMATION

During the 1960 election, Senator John F. Kennedy ran for president against Vice President Richard Nixon. Both candidates were young (but experienced in elected political positions starting out together in the House of Representatives in 1947). John F. Kennedy was elected as the 35th President of the United States on November 8, 1960, in one of the closest elections in U.S. history. This victory made Kennedy the youngest man elected to the presidency.

By the fall of 1963, President Kennedy was thinking ahead to his 1964 re-election campaign. In the 1960 election, Kennedy won the state of Texas by less than 50,000 votes out of a total of 2.3 million total votes cast state-wide. The President and First Lady embarked on a five-city, two-day tour of Texas on November 21, 1963, designed to rally support for the 1964 campaign. The first day of the tour brought the presidential party to San Antonio, Houston, and Fort Worth. Kennedy began his trip in San Antonio by dedicating the Aerospace Medical Health Center at Brooks Air Force Base. In Houston, the President and Mrs. Kennedy appeared at a League of Latin American Citizens (LULAC) meeting before heading to a dinner for Congressman Albert Thomas. Afterwards, they flew to Fort Worth for the night. The following morning the President spoke to a crowd gathered outside his hotel before attending a Chamber of Commerce breakfast at the Hotel Texas in Fort Worth. After the breakfast, the presidential party departed on Air Force One for Dallas.

At 11:40 am on November 22, 1963, Air Force One arrived at Love Field Airport. As in the previous cities, a large crowd was present to welcome the President; it is estimated that 250,000 people or one-quarter of Dallas' population came out to see the motorcade. After greeting the large crowd, the presidential motorcade began its tour of downtown Dallas.

INSTRUCTIONS

1. Read or have students read the Background Information section above.
2. Direct students to the Interactive Motorcade Map at jfk.org/interactive-motorcade-map
3. Note before starting: **Stop #28 on the Motorcade Map is the Zapruder film in its entirety. This film is graphic and may be disturbing for some students.** Please review this stop in advance and determine if you will use it.
4. Students will use [APPENDIX A](#) to answer questions as they explore the Interactive Map of the Kennedy Motorcade.

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS FOR SOCIAL STUDIES (TEKS)

SIXTH GRADE

§113.18 (c) (19) (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.

§113.18 (c) (19) (C) organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps.

SEVENTH GRADE

§113.19 (c) (8) (B) locate and compare places of importance in Texas in terms of physical and human characteristics such as major cities, waterways, historic landmarks, natural and historic landmarks, political and cultural regions, and local points of interest.

§113.19 (c) (20) (A) differentiate between, locate, and use valid primary and secondary sources such as media and news services, biographies, interviews, and artifacts to acquire information about Texas.

§113.19 (c) (20) (D) identify bias and points of view from the historical content surrounding an event that influenced the participants.

APPENDIX A

GUIDING QUESTIONS

As you explore [Eyewitness to History: An Interactive Map of the Kennedy Motorcade](https://jfk.org/interactive-motorcade-map) (jfk.org/interactive-motorcade-map), answer the questions below when you get to that “stop” on the interactive map. **Helpful hint:** look at everyone and everything in each photograph and video. This will help you get a better understanding of the events of November 22, 1963.

STOP #3 | Rudy and Vera Clauss Home Movie

What does this short home movie tell you about President Kennedy's visit?

Even though there is no sound, how would you describe the atmosphere?

STOP #9 | Ray Addington

How is this stop different from the other ones we've seen so far on this motorcade?

What does a stop like this add to the overall story of the event?

STOPS #11 & #14 | Jack Titus and Helmut O. Wolff Photographs

Compare the two photographs. How are they similar? How are they different?

How does a photo in black-and-white tell different story than one in color? Why?

STOP #30 | Bill & Gayle Newman Interview

Describe the behavior of the person being interviewed.

How does this interview show a change from the historical videos and photos you have seen in previous stops?

STOPS #34 AND #35 | Eamon Kennedy and Ivan Sharp Photographs

What emotions can be felt from these last two stops? Why and how do you know?

In what ways do you think President Kennedy's assassination affected the country? Why?