

Vorüberlegungen**Kompetenzen und Unterrichtsinhalte:**

- Die Schülerinnen und Schüler setzen sich mit der Persönlichkeit und der politischen Bedeutung John F. Kennedys auseinander.
- Sie lesen Artikel unterschiedlicher Textsorten zum Thema und praktizieren verschiedene Arten der Textarbeit.
- Sie trainieren intensiv das Zusammenarbeiten im Team.
- Sie üben mehrfach, Inhalte zu scannen, zu notieren und zu präsentieren.
- Sie eignen sich politischen Wortschatz und Lexik zu historischen und angrenzenden Themen an.

Anmerkungen zum Thema:

Die Unterrichtseinheit **“John F. Kennedy – A Leader and His Legacy”** wurde anlässlich seines **100. Geburtstages** erstellt, geht aber mit ihrem Thema weit über eine bloße Würdigung seiner Person hinaus.

John Fitzgerald Kennedy löste Richard Nixon im Jahr **1960 im Präsidentenamt** ab. Er war zu dieser Zeit nicht nur der zweitjüngste jemals in den USA gewählte Präsident, er war der erste Präsident katholischer Konfession und auch der erste einer Generation des 20. Jahrhunderts.

Seine Präsidentschaft fiel in eine Zeit, in der sich die Vereinigten Staaten einerseits **wirtschaftlich und politisch rasant entfaltet**en und sich andererseits mit der **Bürgerrechtsbewegung** um Martin Luther King Jr. eine Entwicklung andeutete, die bis heute noch nicht abgeschlossen ist. Als Präsident war Kennedy außerordentlich **anerkannt und beliebt**, sowohl in seinem eigenen Land als auch weltweit. Er hatte **persönliche Schwächen** und **politische Misserfolge**, nichtsdestoweniger ist ihm eine Reihe von **bedeutsamen nationalen und internationalen Fortschritten** zu verdanken, unter anderem die beginnende Durchsetzung der **politischen Freiheit für die schwarzafrikanische Bevölkerung**, die **Beilegung der Kubakrise**, die Forcierung der **Eroberung des Weltraums** und der **Abschluss des Nuklearpakts**.

Die Unterrichtseinheit lässt sich ausgezeichnet in mehrere Oberstufenthemen einbinden. Sie kann isoliert als Beitrag zur **Geschichte der USA** behandelt werden, aber zum Beispiel auch als ergänzendes Material zum Thema **“Challenges of our time”** dienen.

Unterrichtsbegleitend kann der **Film “JFK”** (deutscher Titel: “JFK – Tatort Dallas”) angesehen werden. Er erzählt den Versuch des Staatsanwalts Jim Garrison, gespielt von Kevin Costner, die genauen Umstände der Ermordung des Präsidenten im Jahr 1963 aufzudecken. Der im Januar 2017 in die Kinos gekommene Streifen **“Jackie”** arbeitet das Geschehen aus der Sicht der schnell zum Idol gewordenen First Lady auf (gespielt von Natalie Portmann).

Literatur und Internet zur Vorbereitung:

<https://www.jfklibrary.org/JFK/JFK-in-History.aspx>

(Webseite der “Presidential Library and Museum John F. Kennedy”)

Die einzelnen Unterrichtsschritte im Überblick:

1. Schritt: Background Knowledge – Introduction
2. Schritt: John F. Kennedy – Biography and Legacy

3.28

John F. Kennedy – A Leader and His Legacy

Vorüberlegungen

Autor: Dr. Rainer H. Berthelmann, Oberstudiendirektor a.D., geb. 1945, studierte Anglistik und Slawistik in Berlin. Neben seinen umfangreichen publizistischen Tätigkeiten als Buchautor sowie als Autor und Herausgeber von Unterrichtsmaterialien (vorwiegend *social studies* zu verschiedenen Regionen, *dictionaries* und *grammar*) ist er als Vorsitzender des Fachverbandes Englisch und Mehrsprachigkeit (E&M) in Sachsen-Anhalt, als Vizepräsident des Gesamtverbands Moderne Fremdsprachen (GMF) und im Bundeswettbewerb Fremdsprachen aktiv.

VORSCHAU

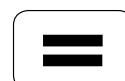
Unterrichtsplanung

1. Schritt: Background Knowledge – Introduction

Die *Hinführung* zum Thema "John F. Kennedy als Präsident der Vereinigten Staaten" erfolgt mit dem *Arbeitsblatt* von **Texte und Materialien M 1**₍₁₎. Darin werden sechs ehemalige Präsidenten, darunter John F. Kennedy, anhand von *Fotografien* vorgestellt. Das **Assignment** dazu erwartet von den Schülerinnen und Schülern, dass sie die Abgebildeten *erkennen* (zumindest einige von ihnen) und *zeitlich einordnen*, d.h. wann ungefähr sie gelebt oder regiert haben. Die genauen Lebens- oder Amtsdaten können nicht erwartet werden.



In den **Lösungsvorschlägen** von **Texte und Materialien M 1**₍₂₎ werden neben den vollständigen Namen die Lebensdaten angeführt.



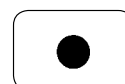
Hinweis: Eine über das Hauptthema hinausgehende *Vertiefung* durch nähere Beschäftigung mit dem Leben und Wirken aller sechs Präsidenten ist möglich, aber nicht Bestandteil dieser Unterrichtseinheit.



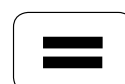
Den zweiten Teil des *Einstiegs* bildet das *Arbeitsblatt* "**JFK – Associative reading**" von **Texte und Materialien M 2**₍₁₎. In ihm erhält die Klasse einen kurzen einführenden Text über John Fitzgerald Kennedy.



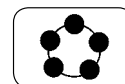
Im **Assignment** dazu werden die Schülerinnen und Schüler angeregt, während des Lesens dieses *sprachlich einfachen Textes* über einzelne Passagen oder Wörter nachzudenken (vorgeschlagen werden neun) und fortführende *Assoziationen* damit zu verbinden. Zum Beispiel sollen sie bei Erwähnung der Tatsache, dass JFK der 35. Präsident der USA war, überlegen, welchen Vorgänger bzw. Nachfolger er im Amt hatte. Die Assoziationen sollen in den dafür vorgesehenen *Notizrahmen* eingetragen werden. Diese räumliche Beschränkung ist geeignet, die Lerner zu veranlassen, ihre Gedanken *stichpunktartig kurz zu notieren*. In den nachfolgenden Aktivitäten wird diese Kompetenz noch mehrfach gefordert und weiterentwickelt.



In den **Lösungsvorschlägen** von **Texte und Materialien M 2**₍₂₎ werden Beispiele für die geforderten Assoziationen gegeben. Diese stellen allerdings vor allem eine Information und Anregung für die Lehrkraft dar.

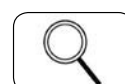


Die hier aufgeführten Fakten können während der Auswertung der Aufgabe der Klasse zur Kenntnis gegeben werden, **alternativ mündlich** oder in Form einer vorbereiteten *OHP-Folie* (wo vorhanden, auch auf einem *Smartboard*). Von den Lernern können an dieser Stelle im Wesentlichen nur allgemeine Assoziationen und Konnotationen erwartet werden. Das *Hauptziel* dieser Unterrichtsphase besteht darin, mit der Lerngruppe in ein *authentisches sachfachliches Unterrichtsgespräch* zu kommen.

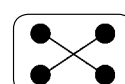


2. Schritt: John F. Kennedy – Biography and Legacy

Den Schwerpunkt der Beschäftigung mit John F. Kennedy bilden Texte über ihn als Persönlichkeit, über politische Prozesse dieser Zeit und über die Rolle des amerikanischen Präsidenten in diesen Prozessen – und damit nicht zuletzt für die Gegenwart.



Den Auftakt bildet eine umfangreiche *Gruppenarbeit*. Die Schülerinnen und Schüler sollen *sechs Gruppen* bilden, die jeweils einen längeren Text lesen (**Texte und Materialien M 3**₍₁₋₆₎). Die Texte widmen sich den Themen:

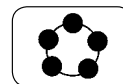


Unterrichtsplanung

Aufgabe 2: Sieben Schülerinnen oder Schüler erhalten *individuelle Aufträge*. Sie sollen die Antworten auf einen der Fragenkomplexe a) bis g) *recherchieren* und danach der Klasse *vortragen*. Die letzte individuelle Aufgabe (Erläuterung der Wendung "civis Romanus sum") bietet sich für eine *interdisziplinäre Zusammenarbeit* mit dem Fach Latein an.



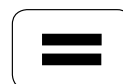
Aufgabe 3: Ein *Unterrichtsgespräch* schließt diese Arbeitsphase ab. Die Klasse soll die wesentlichen Punkte von Kennedys Rede *zusammentragen* und auch die Reaktion der Bevölkerung auf den Besuch des Präsidenten *erörtern*. (Gemeint sind die Einwohner West-Berlins, weil die Veranstaltung auf der westlichen Seite der Mauer stattfand.) Darüber hinaus sollen sie sich mit der Bedeutung dieser Deutschlandvisite Kennedys generell auseinandersetzen.



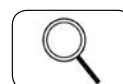
Alternativ oder zusätzlich zum Zweck der *Textnachbereitung* kann die Lehrkraft den Schülerinnen und Schülern die Rede auch in schriftlicher Form vorlegen (**Texte und Materialien M 4₍₂₎**).



Auf **M 4₍₂₎** sind zudem die **Lösungsvorschläge** für Aufgabe 2 enthalten.

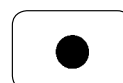


Für Oberstufenschüler, die sich mit John F. Kennedy beschäftigen, ist dieses Thema weit entfernte Vergangenheit. Für sie ist es darum umso wichtiger, zu verstehen, welche Bedeutung diese Zeit und dieser Präsident für die weitere geschichtliche Entwicklung der USA und der Welt besitzen. Die in **Texte und Materialien M 5₍₁₋₃₎** nachfolgenden Ausführungen geben den Schülerinnen und Schülern deshalb Gelegenheit, mehr über das Erbe von Kennedys Präsidentschaft zu erfahren.



Aufgrund der Länge dieses Textes (drei Seiten) wird hier ebenfalls ein *shared reading* empfohlen. *Drei Gruppen* lesen jeweils einen einseitigen Text, der für alle annähernd gleich lang und gleich schwer ist (annähernd *Abiturniveau*).

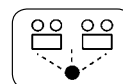
In **Texte und Materialien M 5₍₄₊₅₎** erhalten die Gruppen jeweils eine *Aufgabenkarte* zu ihren Texten. Diese enthält, ähnlich den Abituraufgaben, mehrere **Annotations** und für alle drei Gruppen vier ungefähr gleiche, lediglich inhaltlich differenzierte **Assignments**.



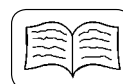
Aufgabe 1: Der Text ist nach vorgegebenen Inhalten zu *scannen*: Kennedys Erfolge und Misserfolge, seine Persönlichkeit und der Einfluss seiner Familie auf das Weiße Haus, Gerüchte um seine möglicherweise konspirative Ermordung. Die entsprechenden Passagen werden von den Schülerinnen und Schülern *markiert*.



Aufgabe 2: Auf dieser Grundlage bereiten die Gruppen einen *Schülervortrag* über das vorgegebene Thema vor.



Aufgabe 3: Anschließend ist der Text noch einmal – dieses Mal nach einem anderen inhaltlichen Aspekt – zu *scannen* und dazu eine *schriftliche Ausführung* anzufertigen: *Kurzbiografie, Kommentar oder Zusammenfassung*.



Aufgabe 4: Die Textarbeit wird hier verbunden mit der individuellen *Arbeit am Wortschatz*. Ein oder zwei Lerner sollen ihrem Text Vokabeln und Wendungen entnehmen, die sie ihren Mitschülern auf eine von ihnen selbst bestimmte Art und Weise vermitteln sollen.



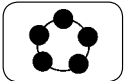
3.28

John F. Kennedy – A Leader and His Legacy

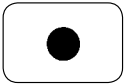
Unterrichtsplanung



Den Abschluss der Unterrichtseinheit bildet ein zusammenfassendes, mehrere Aspekte übergreifendes *Unterrichtsgespräch*. Hierzu werden der Klasse in der Aufgabenkarte von **Texte und Materialien M 5**₍₅₎ (unten) vier **Assignments** gegeben.



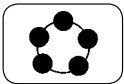
Aufgabe 1: In einem *Unterrichtsgespräch* wird zunächst die Aussage vieler Historiker erörtert, John F. Kennedy sei *“a good president, not a great one”* gewesen.



Aufgabe 2: Sodann erhalten alle Schülerinnen und Schüler die *schriftliche Aufgabe*, einen *Kommentar* zu verfassen zu Kennedys berühmter Forderung an seine Landsleute: *“Ask not what your country can do for you – ask what you can do for your country.”*



Aufgabe 3: Noch einmal in *Gruppen* zusammensitzend, sollen die Lerner ihre Kommentare *auswerten* (und eventuell gemeinsam mit der Lehrkraft *bewerten*). Dies geschieht je nachdem, ob die schriftliche Ausarbeitung als *Hausaufgabe* erteilt oder während des Unterrichts angefertigt wurde, **alternativ** noch im Rahmen derselben oder in der Folgestunde.









Aufgabe 4: In einer zusammenfassenden *Diskussion im Plenum* sollen die Schülerinnen und Schüler abschließend Kennedys Forderung an das bürgerliche Selbstverständnis auf sich selbst beziehen. Sie werden angeregt, Beispiele dafür zu finden, wie Bürger und nicht zuletzt sie selbst sich in die Gesellschaft einbringen können, und dabei ihre eigene Rolle bei der Gestaltung der Gesellschaft *erörtern*.

VORSCHAU

Do you know the Presidents?**Assignment:**

Do you know these former presidents of the United States of America? Write down their names and, if possible, their biographical data.

JFK – Associative reading

Assignment:

Read the introductory text about John Fitzgerald Kennedy, JFK. Write down some associations that spark in your mind when you are reading the highlighted passages.

Elected in 1960 as the 35th president of the United States, 43-year-old John F. Kennedy became the youngest man and the first Roman Catholic to hold that office.

He was born into one of America's wealthiest families and parlayed an elite education and a reputation as a military hero into a successful run for Congress in 1946 and for the Senate in 1952.

As president, Kennedy confronted mounting Cold War tensions in Cuba, Vietnam and elsewhere.

He also provided federal support for the growing civil rights movement and led a renewed drive for public service.

His assassination on November 22, 1963, in Dallas, Texas, sent shockwaves around the world and turned the all-too-human Kennedy into a larger-than-life heroic figure.

To this day, historians continue to rank him among the best-loved presidents in American history.

(Source: <http://www.history.com>)

Associations:

3.28

John F. Kennedy – A Leader and His Legacy

Texte und Materialien – M 2₍₂₎Lösungsvorschläge zu Texte und Materialien M 2₍₁₎

Read the introductory text about John Fitzgerald Kennedy. Write down some associations that spark in your mind when you are reading the highlighted passages.

The students are just asked to note down key words. In a class talk, the teacher and the students together may collect more details.

Elected in 1960 as the 35th president of the United States, 43-year-old John F. Kennedy became the youngest man and the first Roman Catholic to hold that office.

He was born into one of America's wealthiest families and parlayed an elite education and a reputation as a military hero into a successful run for Congress in 1946 and for the Senate in 1952.

As president, Kennedy confronted mounting Cold War tensions in Cuba, Vietnam and elsewhere.

He also provided federal support for the growing civil rights movement and led a renewed drive for public service.

His assassination on November 22, 1963, in Dallas, Texas, sent shockwaves around the world and turned the all-too-human Kennedy into a larger-than-life heroic figure.

To this day, historians continue to rank him among the best-loved presidents in American history.

Associations may be, for example:

1st President: George Washington –
34th President: Dwight D. Eisenhower –
36th President: Lyndon B. Johnson

Religious affiliations of US Presidents: until now, almost all were Christians – Roman Catholic (1), Quaker (2), Baptist (4), Methodist (4), Unitarian (4), Presbyterian (6), Episcopalian (11)

The most elite universities in the USA are Harvard, Yale, Brown, Columbia, Princeton, ...

Congress: bicameral legislature of the federal government – Two chambers: Senate and House of Representatives

There were political and military tensions after World War II between the Eastern Bloc (the Soviet Union and its satellite states) and the Western Bloc (the United States, NATO allies, and others).

Martin Luther King Jr. – Mass protest movement against racial segregation and discrimination during the mid-1950s

Photography of JFK and his wife sitting in the car during a parade when he was fatally shot – Lee Harvey Oswald was arrested for the murder but his case never came to trial. – He himself was shot dead two days later by a Dallas man. – Four Presidents of the USA were assassinated.

At www.thetoptens.com/best-president-of-the-us/, JFK is ranked the 7th best President of the USA after Lincoln, Washington, Reagan, Jefferson, Franklin D. Roosevelt and Theodore Roosevelt.

Looking at History – I**Assignments:**

1. **Group:** Prepare a talk to the class in which you sum up the content of this text.
2. **Class:** Listen to the talk, and take notes of its main content.

John F. Kennedy – Bay of Pigs Invasion Begins

On April 17, 1961, a brigade of about 1,500 Cuban exiles landed at Bahia de Cochinos (Bay of Pigs) on the southern coast of Cuba. Their mission was to overthrow the government of Fidel Castro by inciting revolt among the Cuban people. Funded and supplied by the United States, this invasion ended in absolute failure with some of the exiles killed and many captured by Castro's army. Although President John F. Kennedy wanted American involvement in the operation to remain covert, signs of CIA sponsorship of the brigade were obvious. In addition, the President's decision not to provide American air support for the invasion made him appear weak. The disastrous invasion stands out as one of the major mistakes of Kennedy's presidency.

The plan for a covert invasion of Cuba originated in the administration of President Dwight D. Eisenhower. Supported by both President Eisenhower and Vice President Richard Nixon, CIA Director Allen Dulles and Richard Bissell, CIA deputy for planning, had trained anti-Castro forces in Guatemala in preparation for an invasion. Dulles and Bissell briefed Kennedy on the operation shortly after his election victory in November. Kennedy chose to reappoint Dulles to head the CIA in his administration.

Some in the administration warned Kennedy not to follow through with this attack. Liberals in the administration such as Chester Bowles, Arthur Schlesinger, Jr., and John Kenneth Galbraith felt that a Democratic administration should not carry out this kind of "adventurism." In addition, some foreign policy experts, such as Dean Acheson, feared that the operation as planned was too small and would not succeed. Still, most of the President's advisers maintained that this operation would work and rid the United States of a Communist dictatorship 90 miles of the coast of Florida.

President Kennedy wanted to blur any connections between the American military and the Cuban operation. The American press threatened the secrecy of the mission, however, when they reported on the training of exiles and an impending invasion. Kennedy chose not to authorize any air strikes by American planes during the mission, fearing that a downed plane would expose the American role in the plan. The operation was limited to one round of air strikes in disguised planes followed by the CIA-trained exiles landing at the Bay of Pigs to invade Cuba. On April 15, B-26 bombers from Nicaragua began the attack on Cuba. While they succeeded in destroying some of Castro's air force, their attack warned the Cuban leader of further assaults. When the invasion began on April 17, Castro quickly ordered his military forces to the area, trapping the exiles on the beach. By the next day, it was clear that the operation had failed. The planners had claimed that the invasion would spark an uprising in Cuba. However, the uprising failed to materialize. Kennedy, hoping to maintain American invisibility, refused to allow additional air strikes to salvage the disaster. In the end, some 115 men died, and the Cuban forces captured almost 1,200 exiles. Criticism of the administration soon poured in from all political perspectives; President Kennedy had failed in the first major test of his administration. (527 words)



(Source: <http://millercenter.org/president/kennedy/key-events>;
photo: [https://en.wikipedia.org/wiki/USS_Essex_\(CV-9\)](https://en.wikipedia.org/wiki/USS_Essex_(CV-9)))

Looking at History – III

Assignments:

1. **Group:** Prepare a talk to the class in which you sum up the content of this text.
2. **Class:** Listen to the talk, and take notes of its main content.

John F. Kennedy – Meredith Arrives at University of Mississippi

On September 30, 1962, an African American college student, James Meredith, arrived at the University of Mississippi, escorted by federal marshals, to attend class. They were met by an angry crowd of students and other local whites who opposed Meredith's efforts to integrate "Old Miss." The deadly riot that broke out forced President John F. Kennedy to intervene, and the episode helped change the President's approach to civil rights.

Meredith applied for admissions to the all-white University of Mississippi in early 1962. After being rejected due to his race, Meredith sued the University in federal court. On September 13, the Fifth Circuit Court of Appeals overturned Meredith's rejection from the University and ordered that he be immediately enrolled. Governor Ross Barnett of Mississippi announced his opposition to the ruling and pledged that "Old Miss" would not be integrated. Meanwhile in Washington, D.C., the President and Attorney General Robert Kennedy discussed how they could enforce the decision of the court with as little conflict as possible. Robert Kennedy remained in contact with Governor Ross throughout the crisis over Meredith's admission. The Kennedy administration followed a federalist doctrine that local police forces should maintain law and order in these situations. They also believed that behind-the-scenes negotiations with Barnett could lead to a political compromise that would satisfy all parties involved. Reaching an agreement between Kennedy and Barnett proved difficult, however. The President wanted to avoid the imposition of military power that would remind southerners of Reconstruction, and the governor would only back down if he could blame the desegregation of Old Miss on the federal government. Despite these obstacles, the Kennedys believed Barnett had committed his state to maintaining order on the campus of Old Miss. On Sunday, September 30, when Meredith arrived along with a small contingent of federal marshals, an angry crowd of students and other local whites met them. Soon, shots were fired, killing two men. Fearing more violence, the President refused to allow the marshals to fire their weapons. Finally, at 10 p.m. the administration ordered Army units stationed in Memphis, Tennessee, to the campus. Due to a series of errors, the Army did not arrive until 2:15 a.m. the next day. Twenty-three-thousand soldiers then restored order to the Old Miss campus and the town of Oxford. Later that morning, James Meredith escorted by a military guard attended his first class at the University of Mississippi. By the time Meredith became the first African American to graduate from Old Miss in 1963, he had become an important symbol of the Civil Rights Movement in Mississippi and throughout the South. For the Kennedy administration, the incident provided several important lessons. First, it brought into question their respect for federalist doctrine. Their trust in local law enforcement had led to a deadly race riot. Second, they questioned the ability to solve these difficult issues through negotiations with politicians. Barnett demonstrated the ability of southern Democratic politicians to make certain commitments to the President, while taking a different stand with the people of his state. Without making any specific changes in policy, the desegregation of Old Miss led Kennedy to question his administration's approach to civil rights. (535 words)



(Source: <http://millercenter.org/president/kennedy/key-events>;
photo: https://commons.wikimedia.org/wiki/File:Integration_at_Ole_Miss.jpg)

3.28

John F. Kennedy – A Leader and His Legacy

Texte und Materialien – M 3₍₆₎

Looking at History – VI

Assignments:

1. **Group:** Prepare a talk to the class in which you sum up the content of this text.
2. **Class:** Listen to the talk, and take notes of its main content.

John F. Kennedy – March on Washington

On August 28, 1963, about 250,000 people traveled to Washington, D.C., to demonstrate their support for civil rights legislation before Congress.

The leaders of the major civil rights organizations led a nonviolent march from the Washington Monument to the Lincoln Memorial. Before a large crowd and a national television audience, Martin Luther King, Jr., gave his famous “I Have a Dream” speech. With a large turnout and peaceful demonstration, the civil rights leaders increased the pressure on Congress and President John F. Kennedy to pass meaningful civil rights legislation.

Before the summer of 1963, the Kennedy administration had disappointed many of those involved in the civil rights struggle. The President had often attempted to avoid conflict with Southern Democrats on issues regarding race. On June 11, 1963, after Governor George Wallace tried to block desegregation at the University of Alabama, Kennedy made his most aggressive statement on civil rights in an impromptu address to the nation, arguing on moral grounds for equal rights for all Americans. With a firm commitment to legislation for civil rights, President Kennedy met with African American leaders to gain their support. Despite Kennedy’s opposition, many of the leaders at this meeting proposed a march on Washington to pressure Congress to pass a strong civil rights act.

The march created a moment of unity among the fractured civil rights organizations. They emphasized the peaceful and orderly nature of the march; there would be no civil disobedience. The focus of the day would be a rally in front of the Lincoln Memorial with singers and speakers, including John Lewis of the Student Nonviolent Coordinating Committee (SNCC) and Roy Wilkins of the National Association for the Advancement of Colored People (NAACP). Martin Luther King, Jr., was scheduled to speak last. He began speaking from the written text he had completed the night before, but soon drifted off onto a theme he had spoken of several times. “I have a dream,” he declared, “that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.” King continued to give his most famous address presenting a vision of racial equality and harmony for the nation.

After the march, the organizers met with President Kennedy. King, Wilkins, and others pressed the President for a more aggressive civil rights bill and discussed strategies to garner political support. Despite the success of the march, the civil rights bill moved slowly through Congress. However, the actions of King and other activists had an important effect on President Kennedy as his administration lobbied in support of the civil rights bill. After Kennedy was assassinated, President Lyndon B. Johnson continued to work for civil rights legislation. On July 2, 1964, he signed the Civil Rights Act, which ended segregation in public facilities. (479 words)

(Source: <http://millercenter.org/president/kennedy/key-events>;

photo: <http://footage.framepool.com/en/shot/457151934-i-have-a-dream-martin-luther-king-march-on-washington-capitol-reflecting-pool>)



Transcript and Key

- 1 I am proud to come to this city as the guest of your distinguished Mayor, who has symbolized throughout the world the fighting spirit of West Berlin. And I am proud to visit the Federal Republic with your distinguished Chancellor who for so many years has committed Germany to democracy and freedom and progress, and to come here in the company of my fellow American, General Clay,
- 5 who has been in this city during its great moments of crisis and will come again if ever needed. Two thousand years ago the proudest boast was "civis Romanus sum." Today, in the world of freedom, the proudest boast is "Ich bin ein Berliner." I appreciate my interpreter translating my German! There are many people in the world who really don't understand, or say they don't, what is the great issue between the free world and the Communist world. Let them come to Berlin.
- 10 There are some who say that communism is the wave of the future. Let them come to Berlin. And there are some who say in Europe and elsewhere we can work with the Communists. Let them come to Berlin. And there are even a few who say that it is true that communism is an evil system, but it permits us to make economic progress. Lass' sie nach Berlin kommen. Let them come to Berlin. Freedom has many difficulties and democracy is not perfect, but
- 15 we have never had to put a wall up to keep our people in, to prevent them from leaving us. I want to say, on behalf of my countrymen, who live many miles away on the other side of the Atlantic, who are far distant from you, that they take the greatest pride that they have been able to share with you, even from a distance, the story of the last 18 years. I know of no town, no city, that has been besieged for 18 years that still lives with the vitality and the
- 20 force, and the hope and the determination of the city of West Berlin. While the wall is the most obvious and vivid demonstration of the failures of the Communist system, for all the world to see, we take no satisfaction in it, for it is, as your Mayor has said, an offense not only against history but an offense against humanity, separating families, dividing husbands and wives and brothers and sisters, and dividing a people who wish to be joined together.
- 25 What is true of this city is true of Germany – real, lasting peace in Europe can never be assured as long as one German out of four is denied the elementary right of free men, and that is to make a free choice. In 18 years of peace and good faith, this generation of Germans has earned the right to be free, including the right to unite their families and their nation in lasting peace, with good will to all people. You live in a defended island of free-
- 30 dom, but your life is part of the main. So let me ask you, as I close, to lift your eyes beyond the dangers of today, to the hopes of tomorrow, beyond the freedom merely of this city of Berlin, or your country of Germany, to the advance of freedom everywhere, beyond the wall to the day of peace with justice, beyond yourselves and ourselves to all mankind. Freedom is indivisible, and when one man is enslaved, all are not free. When all are free, then
- 35 we can look forward to that day when this city will be joined as one and this country and this great Continent of Europe in a peaceful and hopeful globe. When that day finally comes, as it will, the people of West Berlin can take sober satisfaction in the fact that they were in the front lines for almost two decades. All free men, wherever they may live, are citizens of Berlin, and, therefore, as a free man, I take pride in the words "Ich bin ein Berliner!"

(Source: <http://millercenter.org/president/speeches/speech-3376>)

Individual tasks for seven students:

- Berlin Wall – erected by the GDR under E. Honecker, it divided the city from 1961 to 1989
- Period of Cold War between East and West, intensifying after the GDR built the Wall
- Konrad Adenauer (1876-1967), Germany's first chancellor from 1949 to 1963
- Willy Brandt, Mayor of Berlin (1957 to 1966), Chancellor of Germany from 1969 to 1974
- Berlin was divided into four Sectors; Clay was military governor of the US Zone (1947-49)
- Population ratio GDR to FRG \approx 1 to 4; people in the GDR had no real democratic rights
- Safety was said to be guaranteed to anyone in Rome who declared "civis Romanus sum"

The Legacy of John F. Kennedy – Assignments

Divide the class into three reading teams. Each team is asked to read one part of the newspaper article. The three texts (I to III) have approximately the length and degree of difficulty of an A-level test paper. Do the following tasks.

Text I
<p>Annotations:</p> <p>Title legacy: heritage, e.g. what is left from people after they die; 5 eerie (or eery): mysterious, strange; 12 conspiracy: (a group of people) planning an illegal act; 14 reticent: reserved, keeping one's thoughts to oneself; 19 humiliating: making feel a loss of pride and satisfaction; 23 perilous: dangerous, risky; 35 successor: someone who succeeds, follows, etc. after another; 41 to launch: to start, to begin; 46/47 to exhort: to strongly appeal to someone</p> <p>Assignments:</p> <ol style="list-style-type: none"> 1. Reading the text, highlight some examples of Kennedy's success and failure. 2. Prepare a talk to the class about JFK's achievements and misachievements during his term from 1961 to 1963. 3. Scan the text for passages about John F. Kennedy's biography and character. Write a biographical sketch of the president. 4. One or two students of your group should work together on a list of new words and phrases. They themselves may decide how to present the lexical items to the class.

Text II
<p>Annotations:</p> <p>Title legacy: heritage, e.g. what is left from people after they die; 52 grace: here beauty and charm, dt. <i>Grazie, Anmut</i>; 63 to prevail: here to persuade someone successfully to think or do something; 55 to light up: here to decorate, to make seem rich and beautiful; 65 aide: assistant, here dt. <i>Berater</i>; 68 to bankroll (slang): to finance; 69 recklessness: acting with a lack of care or caution; impetuosity: impulsiveness; 73 vacuousness: lacking serious occupation or plans how to go on; 74 conquest: the act of forcefully winning something or someone; 76 profile: here a set of characteristics; 80 to philander: to have many sexual affairs; 81 to tarnish: here to harm, to make or become enjoyable; 84 to emerge: here to enter the political scene; 87 to snipe: to shoot, to attack; 91 somnolent: sleepy; 94 urgence (or urgency): pressing importance or necessity; 96 anxiety: a state of uneasiness or tension</p> <p>Assignments:</p> <ol style="list-style-type: none"> 1. Reading the text, highlight what is said in it about Kennedy's character and his and his family's influence on the White House. 2. Prepare a talk to the class about JFK's way to presidency, and the role of his father in this process. 3. Scan the text for passages about the reasons why President John F. Kennedy was very popular among Americans as well as in the world. Write a comment on this issue in which you describe and discuss Kennedy's reputation. 4. One or two students of your group should work together on a list of new words and phrases. They themselves may decide how to present the lexical items to the class.