

**The JFK Assassination—How It Touched a Nation**  
**Grade 8 and above**  
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**Lesson Plan Summary:**

Using the information gathered in the DBQ, review the several documents touching on the different aspects of the JFK assassination. The DBQ is the first part as the written research assignment.

**Objective:** Students will choose from a collection of relevant document primary sources that will show how this event affected and changed the nation. Also, encouraged will be the chance for the student to interview today's adults who remember well how the tragedy affected them .

**Sunshine State Standards Benchmarks:** SS.A.1.3.2.; SS.A. 1.3.3.;  
SS.A.2.3.2.;SS.A.4.3.3.;LA.B.2.3.1; LA.B.2.3.3.

**U. S. History event/time period:** the 1960's Times are Changing with John F. Kennedy: November, 1963 Assassination of JFK  
**8<sup>th</sup> Grade and Above**

**Materials needed:** Choose from United Streaming a short clip showing the Texas parade where JFK was shot and the reactions of the confusion that by-standers experienced.

Text: Call to Freedom, Chapter 28: Section 2, p.850-854

Printed list from the websites used in the DBQ

Computer lab for reference

Media Center reference

Adults who were alive and remembered well the event.

**Lesson Procedures and Activities:**

**The Hook: setting the stage.**

Use the background information from the textbook setting the time and place and those involved. Show the movie clip from television news coverage.

Discuss the event. Have students place themselves in this time frame. Motivate them to think of questions they would ask those seen in the coverage. Write these as a chart on the overhead for discussion.

Lead into who they could ask that might have been there...

Jot down continuing questions.

Have each make an interview pad of paper. Staple sheets together. Give each the challenge to go to their family members, neighbors, church friends, et cetera. With the questions in mind from what they know from prior knowledge and the movie clip, have the students compose the questions they would ask people they know. The work continues for the evening as their assignment. They could also ask school personnel during the day before they leave. (They will realize the age group these individuals fall into.)

Interviews should be documented with the person's name, date, the questions asked with the answers given. If they have a tape recording when they interview with the person's permission to be recorded, this could be used as well. This way reflection can help later when reading primary source documents.

Anticipate the next lesson which starts the sharing of the different primary documents that will make the DBQ process complete.

**Assessment Evaluation:**

Upon completing the DBQ writing, a rubric for quality and content will be used.

I. Resources

A. Holt's *A Call to Freedom* textbook, Chapter 16

- B. Holt's CD listing websites for research**
- C. Documents on websites listed in the DBQ activity**
- D. Additional resources may be added to enhance the assignment by individual teachers.**