

“The JFK Assassination—How Did It Touch a Nation?”

Grade 8 and above

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This DBQ is meant to cover about four to five 45 minute class periods, with some work assigned to be finished as homework.

The Overview: On November 22, 1963 John F. Kennedy and his wife were visiting Dallas, Texas and waving to the crowd alongside the street as the motorcade passed by. Suddenly, shots rang out and he slumped forward with Mrs. Kennedy holding him. He was rushed to the hospital where he died. Lyndon B. Johnson became the next president after he was sworn in on the Air Force One plane on the return to Washington, D.C. The effect of this tragedy affected the whole nation with the memory of it still imprinted in the minds of all Americans. The DBQ asks how did this tragedy touch the nation and how people still remember and question.

The Documents:

Document A: The Warren Commission

Document B: Media Library: Oswald's Rifle Photos

Document C: Media Library: The Magic Bullet Theory

Document D: Texas School Book Depository

Document E: Motorcade Route

Document F: Moorman Photo: The Badge Man

Document G: Overview from M. Griffith's website



The Kennedys and Gov. Connolly and his wife in the motorcade in Dallas, Texas on November 22, 1963.

First Day—Second Day if needed:

The Hook— have students do the first lesson which is to be continued at home to do the interviews. Use the background essay information and the video clip showing the assassination of Kennedy.

Second/Third Day:

Discuss what students found in the interviews. Then begin looking at the primary sources listed above. Discuss each and guide students in the discussion questions. During this time, cover the DBQ question and the pre-bucketing from the questions listed. Students may work in pairs to do the pre-bucketing assignment. Then discuss and review the bucket questions to clarify together.

Complete the next document and discuss the answers. Complete the next document reading and questions at home...

Third/Fourth Day:

Discuss and review the homework assignment of the document. Complete the remaining documents and questions together with the class.

For homework, finish the "Bucketing Finale" by completing the form and being ready to organize their thoughts from the answers already done before in the outline for writing the DBQ.

Fourth Day:

Review the results from the Bucketing Finale and discuss the outline for writing to be sure all understand how all flow together. Start in class, writing the DBQ rough draft, using 5 paragraphs with the introduction, the 3 bucket type questions, and the conclusion. Due on the last day with the final draft completed along with the DBQ packet used.

First Day Lesson:

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

8th Grade and Above

Materials needed: Choose from United Streaming a short clip or any available video 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 whom 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.

Background Essay:

The day was November 22, 1963. President John F. Kennedy was riding in an open car with the governor of Texas with their wives in Dallas, Texas. No one expected what happened so suddenly. Shots rang out and Kennedy slumped forward with Mrs. Kennedy holding him. He was severely wounded and would die soon afterward. Lyndon B. Johnson, the vice president, was following in another car, was not hurt. Johnson took the presidential oath about two hours later after Kennedy died. Johnson was on his way back to Washington, D.C. on board Air Force One, the presidential airplane. John F. Kennedy's body was taken back to the capital.

Americans were shocked by this tragedy. Those who lived back then still have this memory where they were and how it affected them. One official from the Kennedy administration remembers the event in the following quote:

"I was crying. It was unbelievable, stunning. An awful feeling of helplessness—nothing could be done....John Kennedy was not the sixties. But he fueled the smoldering embers, and, for a brief while, was the exemplar who led others to discover their own strength and resurgent energy."—Richard N. Goodwin, Remembering America

Around the world scores of people were also in sorrow by his death. "More than 90 percent of American homes and millions of people worldwide watched Kennedy's funeral on television."

Further, "within hours of the assassination, police arrested Soviet sympathizer and former U.S. Marine Lee Harvey Oswald. Two days later, as officials moved Oswald to another jail, nightclub owner Jack Ruby pushed his way through the crowd and killed Oswald. Oswald's death left many unanswered questions. To try to clear up the mystery of Kennedy's assassination, President Johnson chose a special commission headed by Chief Justice Earl Warren. The Warren Commission, as the group of investigators was called, spent months studying the evidence. The Warren Commission concluded that Oswald was the assassin and that he had acted alone. Not everyone agreed with the conclusion, however. There

remains much controversy surrounding the Kennedy assassination to this day.” --paraphrased and quotes taken from A Call to Freedom textbook, p.850-851.

The following comments are in an excerpt from the internet from someone’s web page as an example of the comments students may get where people were at the time they heard about the assassination.

RECOLLECTIONS OF THE JFK ASSASSINATION

From members of the Gustavus community, 2003

If you would like to add your own recollections to this collection, send an e-mail to Chris Gilbert (cgilbert@gac.edu) or via campus mail to Box B-33. This page will be updated for as long as new recollections are received.

Last updated November 21, 2003.

* * * * *

I was at Oberlin College in a basement classroom in Peters Hall (not unlike Old Main) taking a Philosophy 101 class. Memory is a tricky thing. But I think I remember looking up and out the ground level window and seeing some people gathering. Did I hear something? Did someone have a radio on? Leaving class I met a small group and someone was saying that Kennedy had been shot. My first reaction was one of disbelief--it seemed impossible that a president could be shot--especially Kennedy. Later I remember being with my girl friend when we learned that he had actually died. She was distraught and we spent a lot of time outside walking around, then just sitting and trying to absorb it outside Hall Auditorium--all white, green shrubbery. Classes were cancelled.

Rob Gardner

* * * * *

Milt and I were on leave from Gustavus and living in Lawrence, Kansas, where Milt was studying in the mathematics and computer science departments. Our children were Jim and Jenny, 3 1/2 and 1 1/2 years old. We had enough resources so that I was able to be at home with the children.

Jenny had gone in for her nap and I was getting Jim ready for his nap while watching "As the World Turns." The news came on television and I remember standing in front of the TV, holding Jim, watching the news in disbelief.

Jim remembered the time for weeks after that as an amazing moment, "the time Mama cried."

Elaine M. Brostrom

* * * * *

I was in 8th-grade biology class, dissecting a frog. Our group had been blessed with a much larger frog than the other groups, so the organs were much easier to identify. A girl in the next group was crying, but refused to say why. She was not the sort of person given to crying, so I was curious. She was apparently

not allowed by the school administration to speak freely until an official announcement had been made.

Next hour, in my English class, the teacher made the announcement. I remember thinking that America was in a horrible mess, and that a significant hope for the future had been lost.

Karen Larson

I was in third grade at St. Patrick's Parochial School in Clinton Iowa on November 22, 1963. I had finished lunch when some students who had gone home for lunch returned to tell us that Kennedy had been shot. I found it hard to believe but our teacher looked very serious so I figured they weren't teasing. This was profound for our community because Kennedy was our Catholic president.

Shortly after finding out about the tragedy, everyone in the school processed the 1/2 block to the church and the principal began leading us in reciting the rosary. We were about half way through when the church bell began tolling. I remember not knowing what that meant, but as it continued the principle stopped leading in the rosary, stood up, and walked silently out of the church, silently followed by the rest of us. By the time I had gotten outside I realized that John F. Kennedy was dead.

Michael Jorgensen

****Note: There are sites with these types of comments, but it would be more effective if the students would get their own interviews from people they knew. Only use if there are not enough comments or to role-model what is needed in the interview comments. Keep in mind even today people remember and question....

Background Essay Questions:

1. Where was John F. Kennedy and what was he doing? _____
2. What was the unexpected event? _____
3. How did it affect the people in our country as well as the world? _____

4. When Kennedy died, what was the necessary next step? _____

5. Who did the police find that was the assassin? _____
6. Was he able to be tried? _____ What happened? _____

7. President Johnson chose a special committee called the Warren Commission. What was the purpose of this group? _____

8. What was the conclusion of the commission? _____
 9. Did this satisfy the American public? _____ What was the controversy? _____
(Draw from class discussion and prior knowledge...)
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-

Understanding the Question: The DBQ

1. Analyze “The JFK Assassination—How Did It Touch a Nation?”
Think on how did the death of a young president that was so tragic affect the lives of his fellow Americans?

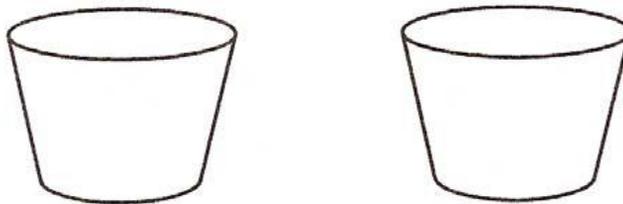
2. What resulted from his death? _____

3. What long lasting effect was evident even today? _____

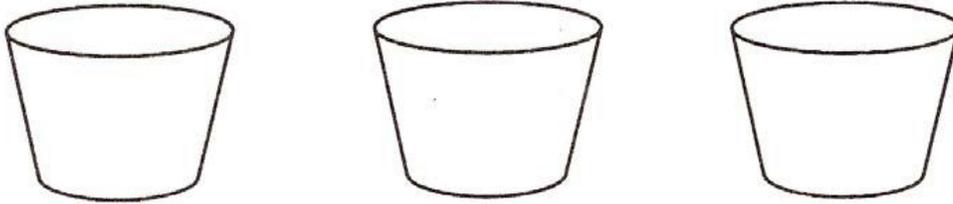
4. What questions still remains unanswered in Kennedy's death? _____

Pre-Bucketing

Directions: Consider the document titles and the information in the background essay along with our discussion, predict how you may organize your thoughts into two to three possible buckets:



OR



Document A:

The Warren Commission

President Lyndon B. Johnson appointed the President's Commission on the Assassination of President Kennedy, commonly called the Warren Commission, by Executive Order (E.O. 11130) on November 29, 1963. Its purpose was to investigate the assassination of President John Fitzgerald Kennedy on November 22, 1963, at Dallas, Texas. President Johnson directed the Commission to evaluate matters relating to the assassination and the subsequent killing of the alleged assassin, and to report its findings and conclusions to him.

The following members served on the Commission:

- Earl Warren, Chief Justice of the United States, former Governor and attorney general of California, Chair;
- Richard B. Russell, Democratic Senator from Georgia and chairman of the Senate Armed Services Committee, former Governor of Georgia, and county attorney in that State;
- John Sherman Cooper, Republican Senator from Kentucky, former county and circuit judge in Kentucky, and United States Ambassador to India;
- Hale Boggs, Democratic Representative from Louisiana and majority whip in the House of Representatives;
- Gerald R. Ford, Republican Representative from Michigan and chairman of the House Republican Conference;
- Allen W. Dulles, lawyer and former Director of the Central Intelligence Agency;
- John J. McCloy, lawyer, former President of the International Bank for Reconstruction and Development, and former United States High Commissioner for Germany.

On December 13, 1963, Congress passed Senate Joint Resolution 137 (Public Law 88-202) authorizing the Commission to subpoena witnesses and obtain evidence concerning any matter relating to the investigation. The resolution also gave the Commission the power to compel the testimony of witnesses by granting immunity from prosecution to witnesses testifying under compulsion. The Commission, however, did not grant immunity to any witness during the investigation.

The Commission acted promptly to obtain a staff to meet its needs. J. Lee Rankin, former Solicitor General of the United States, was sworn in as general council for the Commission on December 16, 1963. He was aided in his work by 14 assistant council who were divided into teams to deal with the various subject areas of the investigation. The Commission was also assisted by lawyers, Internal

Revenue Service agents, a senior historian, an editor, and secretarial and administrative personnel who were assigned to the Commission by Federal agencies at its request. Officials and agencies of the state of Texas, as well as of the Federal Government, fully cooperated with the Commission on its work.

The Commission reviewed reports by the Federal Bureau of Investigation, Secret Service, Department of State, and the Attorney General of Texas, and then requested additional information from federal agencies, Congressional committees, and state and local experts. The Commission held hearings and took the testimony of 552 witnesses. On several occasions, the Commission went to Dallas to visit the scene of the assassination and other places.

The Commission presented its Report, in which each member concurred, to the President on September 24, 1964. The publication of the Report was soon followed by the publication of the 26 volumes of the Commission's Hearings. The Commission then transferred its records to the National Archives to be permanently preserved under the rules and regulations of the National Archives and applicable federal law.

In the [National Archives](#), the records of the Warren Commission comprise Record Group 272: Records of the President's Commission on the Assassination of President Kennedy. The record group contains about 363 cubic feet of records and related material. Approximately 99 percent of these records are currently open and available for research. The records consist of investigative reports submitted by the Federal Bureau of Investigation, the Secret Service, and the Central Intelligence Agency; various kinds of documents such as income tax returns, passport files, military and selective service records, and school records relating to Lee Harvey Oswald and Jack Ruby; transcripts of testimony, depositions, and affidavits of witnesses, correspondence; manuals of procedures of federal agencies; administrative memorandums; records relating to personnel; fiscal records; agenda, proceedings, and minutes of Commission meetings and minutes of staff meetings; exhibits; tape records, newspaper and press clippings, and films; indexes; drafts and printer's proofs of the Report and Hearings of the Commission; a chronology of events in the lives of Oswald, Ruby, and others, 1959-1963; records relating to the interrogation and trial of Jack Ruby; and other records. Most of these records relate to the period of the investigation of President Kennedy's assassination, November 1963 to September 1964, but some records of earlier and a few later dates are included.

The Kennedy family donated the autopsy X-rays and photographs to the National Archives under an agreement dated October 29, 1966. The agreement limits access to these materials to

- persons authorized to act for a Committee of Congress, a Presidential commission, or any other official agency of the federal government having authority to investigate matters relating to the assassination of President Kennedy or
- recognized experts in the field of pathology or related areas of science and technology whose applications are approved by the designated Kennedy family representative.

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Document Analysis:

1. What was the purpose of the Warren Commission?
2. What reports did the Commission review?
3. What did it mention about Lee Harvey Oswald and Jack Ruby?

4. What did the Kennedy family donate to the National Archives in 1966?

Document B: Photos of Oswald with Rifle



These photos claimed to be taken in the backyard of Oswald's home - show Oswald holding a rifle in his hands. Many researchers think that these are assembled photos as Oswald did believe.

Oswald was confronted with the photographs at 6 p.m. on Saturday (November 23, 1963) by Capt. Fritz: »...He said the picture was not his, that the face was his face, but that this picture had been made by someone superimposing his face, the other part of the picture was not him at all and that he had never seen the picture before...[He] said that he knew all about photography, that he had done a lot of work in photography himself, that the small picture was a reduced picture of the large picture, and had been made by some person unknown to him. He further stated that since he had been photographed here at the City Hall and that people had been taking his picture while being transferred from my office to the jail door that someone had been able to get a picture of his face and that with that, they had made this picture. He told me that he understood photography real well, and that in time, **he would be able to show that it was not his picture, and that it had been made by someone else.**« (1) (Bolds added)

Two major features support this accusation. One is his size. According to various sources including the autopsy report (2), Oswald was 5 feet 9 inches (175 cm) tall. The Warren Report states the rifle as 40.2 inches (102 cm) long (3). Let's add one inch to Oswald's height to account for his shoes - that makes him 70 inches (178 cm) high in the photographs. The 40.2-inch rifle would then be **57.4 per cent** of Oswald's height.

In the full-page reproduction on the cover of »Life« on February 21, 1964, Oswald's height measures 12.75 inches (32.4 cm), the rifle 7.75 inches (19.7 cm) (4). That's **61 %**. If the rifle is actually 40.2 inches,

the man's height should be 13.5 inches (34.3 cm) instead of 12.75. Alternatively, the rifle should be 7.3 inches (18.5 cm) - not 7.75! Thus

1. the man in the photograph is only 64 inches (162 cm) - 5 inches (12.7 cm) shorter than Oswald! - or
2. the rifle is actually 42.6 inches (108 cm) long - 2.4 inches (6.1 cm) longer than the Mannlicher-Carcano.

However, this is not conclusive. It presupposes the absence of distortions in the photograph. It may not be significant or valid if the picture gives a false perspective. Much more significant is the failure of the investigators and (FBI) experts to utilize comparative measurements of that sort in assessing the authenticity of the photograph.

The second feature of the photograph is the inconsistency in the direction of the shadows. Commission Exhibit CE 746-A clearly shows the shadow of the man's body falling behind him and to his right whereas the shadow under his nose falling in dead center and not to the right. CE 746-C - an enlarged section of this photograph - confirms this. There, one can see even more clearly a triangle with the apex at the middle of his upper lip.

The FBI attempted to demonstrate that the rifle was the 40.2-inch Carcano by having an agent pose with the rifle in the same posture as Oswald and with the same direction of sunlight. Indeed, in the re-enactment photograph the shadow of the agent's body falls behind him and to his right as it is in CE 746-A. Consequently, we should be able to conclude from the shadow under the nose whether it corresponds to the shadow under Oswald's nose. **But the agent's face and head have been blacked out completely** (5). FBI Expert Shaneyfelt was asked to explain this: »I blanked out the head because it was one of the employees of the FBI, and I felt it was desirable to blank out the head because it was not pertinent.« (6)

It should be noted that in a re-enactment photograph taken in the backyard at the Neely Street address by the Dallas Police, the face of the stand-in has **not** been blacked out, although it has no greater pertinence than that of the FBI agent (7). (In that photograph no attempt was made to duplicate lightning. Therefore it does not help us in evaluating the original photograph.)

Sources: from the Warren Commission:

- (1) - WCR p. 608-609
- (2) - CE 1981
- (3) - WCR p. 81
- (4) - Sylvia Meagher: Accessories after the fact, p. 208.
- A (5) - CE 748
- (6) - WCH IV, p. 281
- (7) - CE 712

Document Analysis:

1. What did Oswald say about the photos?

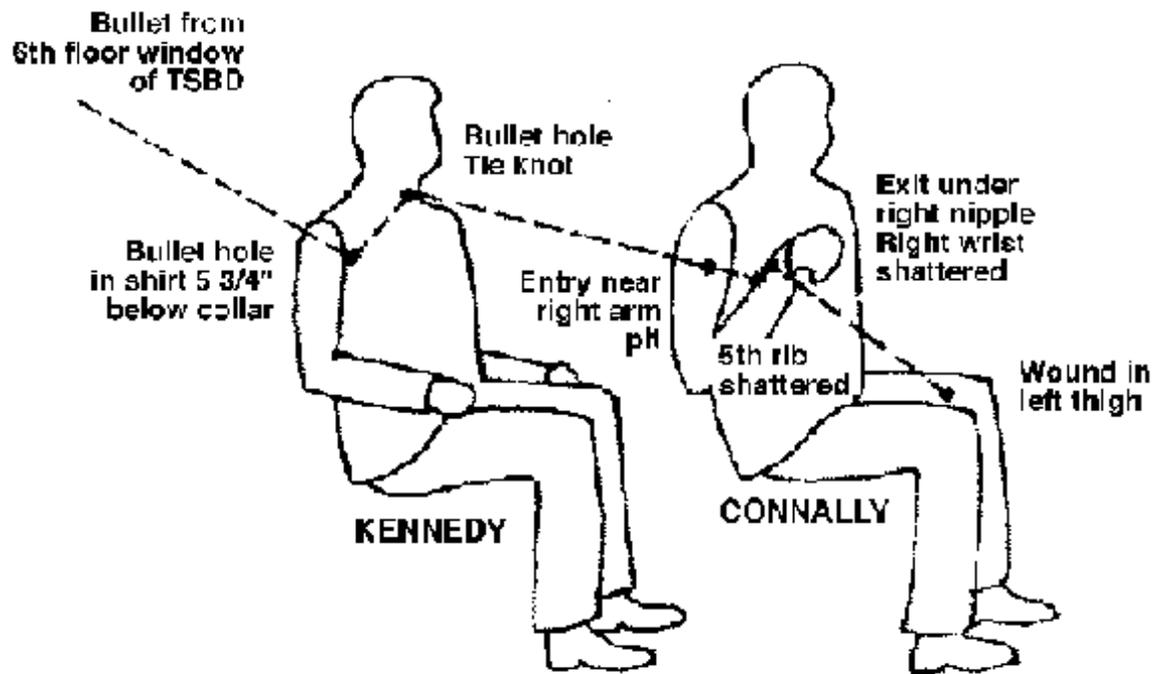
2. How was this photo possibly not reliable?

3. Do you think Oswald was fairly represented in the questioning? Explain:

4. What were the results of this questioning and findings?

Document C: Media Library: The Magic Bullet Theory—one diagram and 2 photos

The mysterious path of the bullet according to the Warren Commission.



Media Library: The Magic Bullet



The Magic Bullet from different views

The Magic Bullet is the bullet that is claimed to have caused seven wounds on Kennedy and Conally. Initially this bullet had not been found. But mysteriously, it appeared later in the Parkland Memorial Hospital - you can see - in an almost pristine condition.

Document Analysis:

1. Describe the path of the bullet from the 6th floor of TSBD.
2. Do you feel this was an accurate account of how the bullet hit both men?
3. How many wounds did the magic bullet cause in the two men?

4. What was the doubt about its appearance?

Document D:

Media Library: Texas Schoolbook Depository



The TSBD just 30 seconds after the assassination (arrow on sniper's nest)

From this building, Oswald was claimed to have shot at President Kennedy (arrow on sniper's nest). Yet many witnesses reported to see men with rifles at the sniper's nest and at the opposite end of the sixth floor. The Commission denied this assumption

Document Analysis:

1. What was the time element the photo was taken after the assassination?

2. What was the claim made concerning the sniper's nest and the arrow shown?

3. **What did many witnesses report seeing?**

4. **What was the Commission's decision on this?**

5. **Why do you think the men in the Commission deny the scene's information?**

Document E:

The Motorcade Route

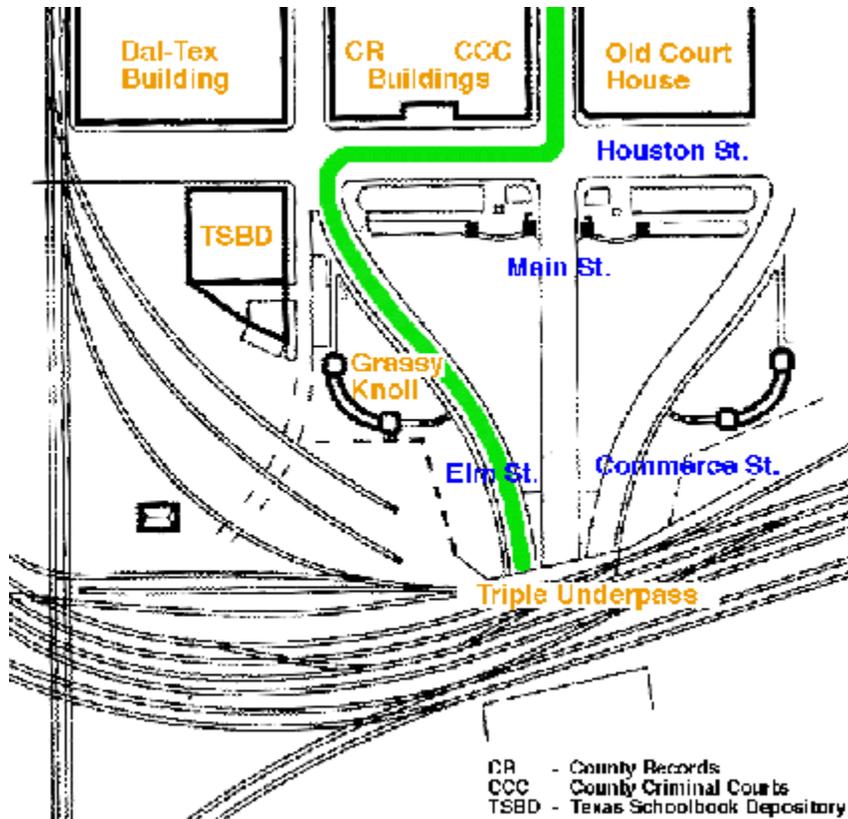
This is a map of Dealey Plaza. The motorcade route followed the green line. There are direct signs indicating that the route was initially - even still on the day of the assassination - planned to lead via Main Street and not via Houston and Elm Street. The »Dallas Morning Star« had published on November 22nd, 1963, a plan of the route which led on Main Street. The Warren Commission claimed in its report that it is impossible to go on Main Street and on to Stemmons Freeway, and therefore the motorcade had to go via Houston and Elm. But Traffic Patrolman Joe Marshall Smith testified that he knew nothing that would have prevented the motorcade from going directly down Main Street and on to the Stemmons Freeway

(see WCH7 p. 538).

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16:00:38 CET

1.



As evidence that the real motorcade route was known at Friday morning, the Commission presented the above mentioned »Dallas Morning Star« issue. But the five columns where the picture had to appear were completely blanked out.

Why did this become so important?

It was essential for the Commission to prove that Oswald had a prior knowledge about the motorcade route. In fact, if Oswald would not have known at the evening of November 21, 1963, that the route passed the Texas School Book Depository Building (TSBD) then he simply could not have planned to shoot Kennedy from the TSBD.

That mentioned evening, Oswald was driven home by his fellow worker Buell Wesley Frazier to Irving, Texas, where his wife and children lived. This visit was unexpected and therefore, at the first glance, highly suspicious. The Commission believes that he retrieved his rifle and took it next morning back to Dallas. But that presupposes Oswald's knowledge of Kennedy's visit and the motorcade. The Commission demonstrated that he could have been aware of the route as early as November 19. But nothing in the testimonies indicates »that he really did!«

Most of the TSBD employees did learn at Friday morning that the motorcade would pass the building (see [WCH3 p. 178, 209](#)). Even FBI agent Hosty, who participated in the advance preparation of the Dallas visit, »...never realized that the motorcade would pass the Texas School Book Depository Building« until Thursday evening. (see [WCR p. 441](#)).

There is a very serious doubt about Oswald's prior knowledge of the route. James Jarman, Jr., testified about the morning of Friday,

»...he [Oswald] was standing up in the window and I went to the window also, and he asked me where the people gathering around on the corner for, and I told him that the President was supposed to pass that morning, and he asked me did I know which way he was coming, and I told him, yes; he probably come down Main and turn on Houston and then back again on Elm. Then he said, "Oh, I see," and that was all.« (see [WCH3 p. 200](#))

Furthermore, Jarman, asked whether it was he or Oswald who initiated the conversation, testified: »He asked me.« (see [WCH3 p.209](#))

But Oswald himself did not mention this conversation after his arrest, according to relevant testimony and documents. He did not cite it as support of his innocence, although he did offer other facts of allegations. This is the crucial point! Why did Oswald ask Jarman about the motorcade in a way which suggested that he did not know it would pass the Book Depository?

One is: he really did not know that the motorcade was about to pass the building. The consequences that are implied by this are irrefutable: **He did not plan or execute the assassination.**

The other possibility is that Oswald already knew the answer to his questions, and his conversation was a "plant" to divert suspicion in the event that such suspicion of him arose after he did the fatal shots. But if that is true - why then he did not mention the "plant" for the very purpose that led him to set it up, to indicate his innocence when he was arrested and accused for the assassination?

On the other hand, Oswald left an abundant trail of incriminating evidence. An assassin, intelligent enough in preparing a »plant« that he even did not know the motorcade route in advance, would not be so careless as to carry incriminating documents in his wallet or leave photographs of himself holding the murder rifle where the police could easily find them.

You may attack either of the two assumptions; certainly there are ample arguments to be made in each one. But the Warren Commission simply did not mention these facts. They just cite Jarman as it has no meaning at all. It seems that the Commission members just did discount the possibility that Oswald really did not know the motorcade route, and his question came from an innocent curiosity.

But without an answer to why Oswald himself never confronted the police with the fabrication of his conversation with Jarman (designed for that very purpose) leaves serious doubts and the thoughts that Oswald was completely innocent.

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Document Analysis:

- 1. Was the motorcade route planned and released before that Friday a.m.?**
- 2. Who knew in the early Friday morning of the motorcade route?**

3. **Where was Oswald the night before and what were the suspicions?**
4. **What was the incriminating evidence?**
5. **What were the two assumptions?**

Document F:

Media Library: Moorman Photo (The Badge Man)



This well-known Polaroid picture was being taken at the moment of the assassination by Mary Moorman who stood on the south side of Elm Street. Blow-ups show two figures behind the fence next to the Grassy Knoll resembling a man with a rifle (The Black Dog Man) and a police officer (The Badge Man). The two men never have been found.

Document Analysis:

- 1. Photographs present what type of information in this case?**
- 2. Why did people identified have names that were only describing each appearance?**
- 3. The Black Dog Man resembles what according to the reading?**
- 4. Were either found to be questioned?**
- 5. What significance does this give to the plot?**

Document G: Overview from Michael Griffith's JFK Assassination Web Page and the Conclusion of what has been learned:

(This website has many collections. Mr. Griffith is one like the rest of us who have questioned and wonder what the real truth was...this is all part of how it touched us as a nation.)

Intention

I seek not only the killers of President Kennedy, I seek the persons who killed Camelot - who killed the confidence and faith of the American people in their government and institutions. I seek elementary justice - for both the accused assassin and for the United States of America. (Jim Marrs)

In 1992, I first learned some of the facts about the assassination of John Fitzgerald Kennedy and about the countless doubts. Oliver Stone's "JFK" turned out to be the milestone I needed to take interest in the events of November 22, 1963. I couldn't believe that there have been so many mistakes in the official investigation and so many doubts and unknown facts coming from so many people.

I decided to learn more about the assassination and I read "On The Trail of The Assassins" by Jim Garrison. Reading it twice, then three times I started to believe that the FBI, the CIA and the Secret Service were involved in planning, executing and disguising the assassination. Yet, it is hard to believe that these official institutions killed their own President. I have not found any theory based on all the facts and witnesses, any theory which explains why the FBI, CIA and Secret Service protected the real assassins and hid their knowledge, which explains why they stopped any trial to find out what had happened on November 22, 1963. In my opinion, the theory of Jim Garrison can explain all the details.

But these pages are not dedicated to tell only the one side, the theory of the former District Attorney of New Orleans. They are intended to be a source of all facts about the assassination which are available. They are intended to be a reference for everyone who is really interested in this topic, and they are intended to wake the interest of anybody who believes that no one is above the law.

When it smells like it, feels like it and looks like it, you call it what it is: fascism! (Jim Garrison in "JFK")

The United States lost their innocence since the assassination. The Vietnam War reached a new climax, Robert F. Kennedy and Martin Luther King were killed - under the eyes of Hundreds of people. The Watergate affair shows definitely, that this is not a pure fictitious theory.

As a start, I provide you the complete **Warren Commission Report**, its **Hearings** and a few pictures and films. But since there is a capacity limit for me on this server, I ask you to help me in finding documents in the Web and to mail me their URL.

When ends the coincidence and when starts conspiracy? Think yourself

and decide! But...

To sin by silence when we should protest makes cowards out of men. (Ella Wheeler Wilcox)

The Assassination: An Overview

During his electoral battle tour in the south of the States, John F. Kennedy visited Dallas (Texas) on November 22, 1963. On his arrival at 1140 hours, he was warmly welcomed by the people of Dallas. Kennedy, Governor John Connally and their wives sat down in the limousine of the President which led the motorcade through the town.



Zapruder frame 335: The fatal head shot

When the motorcade arrived in Dealey Plaza at 1230 hours, it turned right from Main to Houston Street and just seconds later it took the 120 degree turn into Elm Street passing the Schoolbook Depository Building.

Just when the limousine passed the Stemmons Freeway sign, Mrs. Connally heard a kind of gunshots. When she turned looking at the President, she saw him taking his hand to his throat covering a shooting wound. The next second Governor Connally felt an ache in his back which he recognized as a shot. He later said:

...there were either two or three people involved or more in this or someone was shooting with an automatic rifle.

Just seconds later he could hear the third shot. Mrs. Kennedy who then believed she listened to firecrackers from the motorcade, heard at this moment "terrible noises" and turned to Kennedy. She saw her husband being wounded by a headshot. This was the last and final, fatal shot at Dealey Plaza.

The reaction of the Secret Service Agents was quite slow. The most of them spent the evening before in "The Cellar" bar that was owned by an acquaintance of Jack Ruby.

45 minutes later, Lee Harvey Oswald was arrested in charge of murder to police officer J.D. Tippit. After hours of interrogation where no lawyer was present and no protocol was made, Oswald was accused of murder to John F. Kennedy. On November 24, 1963, a Sunday morning, he was supposed to be handed over to the State Prison. In the garage of the police building, he was shot by Jack Ruby in front of hundreds of journalists and millions of TV watchers.

The Warren Commission - constituted one week later - declared after months of investigation:

1. Lee Harvey Oswald was the only assassin and acted on his own.
2. He shot from the 6th floor of the Schoolbook Depository Building which was behind the President's limousine at the time of the assassination.
3. He used the found Italian Mannlicher-Carcano rifle.
4. Oswald shot police officer Tippit.

The crowd of witnesses in Dealey plaza saw things differently from this official version of the Warren Commission, e.g.:

1. Many witnesses reported that shots were fired from the Grassy Knoll, not the Texas School Book Depository
2. Witnesses stated that a cloud of smoke was visible in the area of the Grassy Knoll
3. Even before the motorcade arrived, men with rifles were seen by people in downtown Dallas
4. There were unexplained reports of witnesses encountering mysterious Secret Service men in Dealey Plaza.



The moment when the first bullet struck

In later years, Dallas Police Chief Jesse Curry admitted to newsmen:

We don't have any proof that Oswald fired the rifle, and never did.

Nobody's yet been able to put him in that building with a gun in his hand.

Oswald told Dallas Police he was eating lunch on the first floor of the Depository in what was called the "Domino Room" at the time of the assassination, and there is some evidence to back up his statement.

The third wounded man doesn't fit into the version of the Warren Commission, too: James Tague. He stood near the Triple Underpass ahead of the motorcade and was wounded by a passing bullet. Because the first shot wounded Kennedy's throat, the second Connally's back, and the third was the headshot, there must have been a fourth shot. This made the Warren Commission changing their version and creating the "Magic Bullet" theory. This bullet was supposed to cause the seven wounds of Kennedy and Conally. This Commission Exhibit #399 was found later in an almost pristine condition(!) at Parkland Memorial.

One of the most known evidences is the film which Abraham Zapruder took directly next from the Grassy Knoll that day. It shows the assassination in full length. There, one can also see the opened umbrella of the Umbrella Man despite the shining sun and cloudless sky.

More photos show two suspicious men behind the fence at the Grassy Knoll - one with a rifle - who have been called "Black Dog Man" and "Badge Man" because of the unknown identity. The Warren Commission never mentioned these men and never made any effort to find them.

In the three-year period which followed the murders of President Kennedy and Lee Harvey Oswald, 18 material witnesses died - six by gunfire, three in motor accidents, two by suicide, one from a cut throat, one from a karate chop to the neck, three from heart attacks and two from natural causes. In the late 1970s, the House Select Committee on Assassinations felt compelled to look into the matter. The Committee was unable to come to any conclusion regarding the growing number of deaths. However, an objective look at both the number and the causes of death balanced against the importance of the person's connection to the case, raises concern.

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Last
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Sat, 4
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Document Analysis:

1. From the following quote found above by Jim Marrs:

I seek not only the killers of President Kennedy, I seek the persons who killed Camelot - who killed the confidence and faith of the American people in their government and institutions. I seek elementary justice - for both the accused assassin and for the United States of America. (Jim Marrs)

From this, who was Camelot? _____

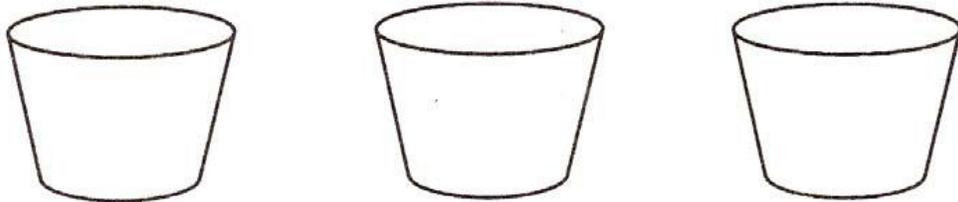
2. Considering the same quote, why would the confidence and faith of the American people in their government and institutions be affected by all that happened?

3. The main question for the DBQ was how did Kennedy's assassination touch the nation. What have you concluded?
4. In the account above, how did the United States lose its innocence considering the assassinations that followed years later and the wars and events as well?
5. From the following overview, what were facts that Americans questioned concerning Oswald and Ruby?
6. What would be your opinion concerning who was really responsible?
7. From your interviews did any bring up a possible conspiracy and questions still unanswered?

Bucketing—Getting ready to pull your answers together and to write the essay:

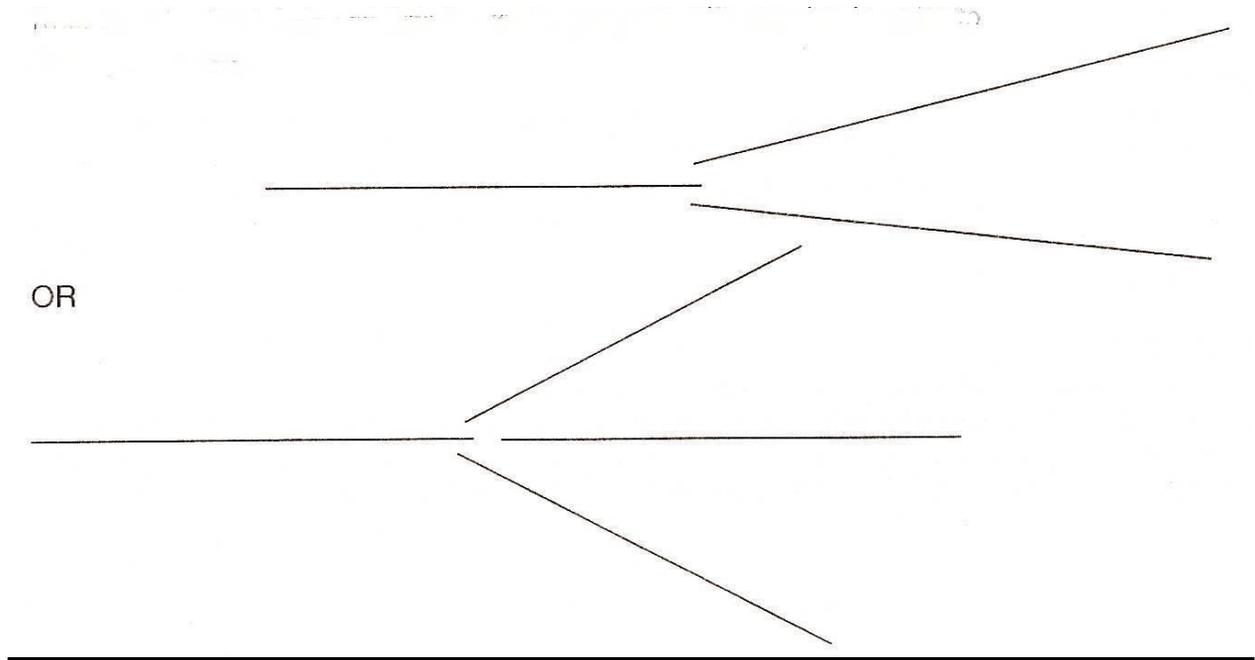
Return to all the documents and put them into your buckets below. Write labels for each bucket underneath each. Place the document letters (A, B,C, D, E, F, and G) in the buckets where they belong. It is okay to put a particular document in more than one bucket which is called multi-bucketing. Make sure you have a good reason to do this. Your buckets become your main body paragraphs.

OR



Thesis Development and Roadmap

On the diagram of what we call the chicken foot below, write your thesis and your roadmap. Your thesis would be your opinion and answers the DBQ question. The roadmap is created from your bucket labels and lists the topic areas you will examine in order to prove your thesis.



From Thesis to Essay Writing

DBQ Essay Outline Guide

Working Title:

Paragraph #1

Grabber – Something to get the reader's attention.

Background – Summarize important background information on your topic.

Stating the question and key terms defined.

Thesis and roadmap – State your point, and the 2 or 3 key principles of how you will make that point clear to the reader.

Paragraph #2

Baby Thesis for bucket #1:

Evidence: supporting detail from the documents with document citation.

Argument: connecting your evidence to your thesis.

Paragraph #3

Baby Thesis for bucket #2:

Evidence: supporting detail from the documents with document citation.

Argument: connecting your evidence to your thesis.

Paragraph #4

Baby Thesis for bucket #3:

Evidence: supporting detail from the documents with document citation.

Argument: connecting your evidence to your thesis.

Paragraph #5

Conclusion: Restatement of the main idea along with your personal insight or a “creative wrinkle”.

