

#9605



GREAT AMERICAN SPEECHES: 80 YEARS OF POLITICAL ORATORY: PROGRAM FOUR

FILMS FOR THE HUMANITIES & SCIENCES, 1995

Grade Levels: 10-13+

45 minutes



DESCRIPTION

Contains speeches by two great American orators, John F. Kennedy and Martin Luther King Jr. Highlights Kennedy's inaugural address and his "Ich bin ein Berliner" speech, as well as King's "I Have a Dream" oration at the Lincoln Memorial in 1963. Archival footage and commentary capture the historical flavor of the early 1960s.

ACADEMIC STANDARDS

Subject Area: United States History - Era 9 - Postwar United States (1945 to early 1970s)

- ★ Standard: Understands domestic policies in the post-World War II period
 - Benchmark: Understands characteristics of the Kennedy presidency (e.g., the role of the media in the election of 1960; Kennedy's commitment to liberalism and his ideas about citizenship, rights, and responsibilities). (See Instructional Goal #2.)
- ★ Standard: Understands the struggle for racial and gender equality and for the extension of civil liberties
 - Benchmark: Understands the development of the civil rights movement (e.g., the Supreme Court case *Brown v. Board of Education* and its significance in advancing civil rights; the resistance to civil rights in the South between 1954 and 1965; how the "freedom ride," "civil disobedience," and "non-violent resistance" were important to the civil rights movement; Martin Luther King Jr.'s "I Have a Dream" speech in the context of major events). (See Instructional Goal #3.)



Subject Area: Language Arts - Media

- ★ Standard: Understands the characteristics and components of the media
 - Benchmark: Understands how the type of media affects coverage of events or issues (e.g., how the same event is covered by the radio, television, and newspapers; how each medium shapes facts into a particular point of view; how limitations and advantages of various media affect coverage of events). (See Instructional Goals #2 and 3.)

Subject Area: Civics - How Does the Government Established by the Constitution Embody the Purposes, Values, and Principles of American Democracy?

- ★ Standard: Understands what is meant by "the public agenda," how it is set, and how it is influenced by public opinion and the media
 - Benchmark: Understands the ways in which television, radio, the press, newsletters, and emerging means of communication influence American politics; and understands the extent to which various traditional forms of political persuasion have been replaced by electronic media (See Instructional Goal #1.)

INSTRUCTIONAL GOALS

1. To introduce ways in which television and radio influence American politics.
2. To depict how John F. Kennedy's speeches in the United States and in Germany influenced domestic and international politics.
3. To describe how Martin Luther King Jr.'s speaking ability galvanized the civil rights movement.

VOCABULARY

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|------------------------|-------------------------|
| 1. billy club | 11. keynote address |
| 2. censor | 12. mass |
| 3. cessation | 13. massive |
| 4. civil rights | 14. militant |
| 5. civility | 15. mortal |
| 6. conscience | 16. municipal workers |
| 7. eradicate | 17. nuclear weapon test |
| 8. inaugural address | 18. sacrifice |
| 9. injustice | 19. tear gas |
| 10. insufficient funds | 20. virtue |

BEFORE SHOWING

1. Review John F. Kennedy's presidency and Martin Luther King Jr.'s role in the civil rights movement.
2. Survey the local community regarding memorable lines from Kennedy and King speeches.

AFTER SHOWING

► **Discussion Items and Questions**

1. What part of the 1961 inaugural address written by Ted Sorenson was from Kennedy? What does JFK say to citizens of America? To citizens of the world?
2. What two cold war crises enveloped the nation? How did JFK address these? How was this speech different from the customary cold war lashing? Why did this speech get more attention overseas than at home?



3. Why was JFK received in Germany as a hero? What was the significance of the line *Ich bin ein Berliner*? How did he define and compare communism and democracy? What was the crowd's response?
4. How did JFK's speech in Berlin contradict his speech at American University?
5. Why did Martin Luther King Jr. first receive national attention? What did he inspire others to do? What did non-violent protesters encounter?
6. What was Martin Luther King Jr. saying to non-violent protesters in his address at Brown Chapel? How did he define being dead?
7. What was Kennedy's response to the planned civil rights march on Washington? What did organizers of the march do in response to Kennedy's concerns?
8. What was the significance of the following references in King's keynote address?
 - a. Abraham Lincoln
 - b. the Emancipation Proclamation
 - c. the Constitution
 - d. the Declaration of Independence
 - e. banking terms
9. According to the "I Have a Dream" speech, what were King's goals? When will he be satisfied? Where does he want freedom to ring? What will happen if we let freedom ring? What are his dreams?
10. What civil rights victory followed King's address?

► Applications and Activities

1. Research the speakers including time period, background, and personal information. Consider using the Speech Archives and Trivia sections of the video's website. (See Related Resources.)
 - a. John F. Kennedy
 - b. Martin Luther King Jr.
2. Investigate the profession of speech writing. Consider the role, demand, and training required for the job. List well-known speechwriters both present and past.
3. Create speeches for the following occasions using previous speeches as models.
 - a. John F. Kennedy in Germany on the anniversary of the Berlin Wall coming down
 - b. Martin Luther King Jr. on the steps of the Lincoln Memorial on the anniversary of the march on Washington or on Martin Luther King Day

RELATED RESOURCES



- [Great American Speeches: 80 Years of Political Oratory: Program One #9607](#)
- [Great American Speeches: 80 Years of Political Oratory: Program Three #9606](#)
- [Great American Speeches: 80 Years of Political Oratory: Program Two #9608](#)



World Wide Web

The following Web sites complement the contents of this guide; they were selected by professionals who have experience in teaching deaf and hard of hearing students. Every effort was made to select accurate, educationally relevant, and "kid safe" sites. However, teachers should preview them before use. The U.S. Department of Education, the National Association of the Deaf, and the Captioned Media Program do not endorse the sites and are not responsible for their content.

- **GREAT AMERICAN SPEECHES: 80 YEARS OF POLITICAL ORATORY**

GREAT AMERICAN SPEECHES

80 Years of Political Oratory

<http://www.pbs.org/greatspeeches/>

This official website for the video includes an extensive speech archive, American History Challenge scored on-line, and trivia regarding selected speakers from the series. Students can write political speeches, evaluate their skill for reading a speech off a teleprompter, and critique a political speech. The teacher section provides lesson plans specifically related to the video.

- **THE AMERICAN PRESIDENCY: A GLORIOUS BURDEN**

<http://americanhistory.si.edu/presidency/home.html>

This Smithsonian subsite has extensive materials regarding presidential campaigns and presidencies. With extensive teacher's guides for middle school through high school students, this site includes lesson plans, on-line interactive lessons, and a thorough list of related links.



A comprehensive site that explores the effect of media throughout history. Includes an interactive timeline and on-line timeline quiz, in addition to resources for the classroom and an extensive listing of links.

- **THE MEDIA HISTORY PROJECT**

<http://www.mediahistory.umn.edu/index2.html>

- **CIVITAS INTERNATIONAL**

<http://www.civnet.org/>

This searchable site promotes civic education. It has resources for students and teachers including curricular materials, documents (copies of documents and speeches), and related links.



CIVNET