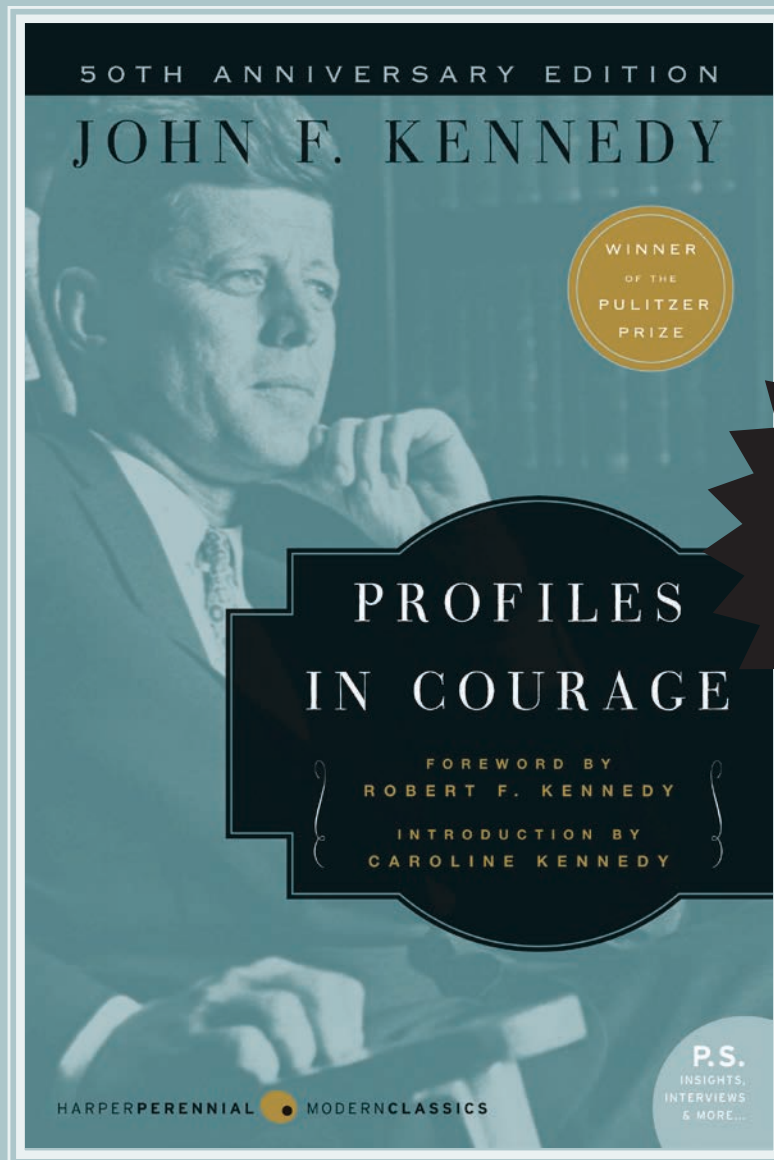


A TEACHER'S GUIDE TO



“This book is not just the stories of the past but a book of hope and confidence in the future.”

—FROM THE FOREWORD BY ROBERT F. KENNEDY

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Note to Teachers

In 1955, John F. Kennedy wrote, “A nation which has forgotten the quality of courage which in the past has been brought to public life is not as likely to insist upon or reward that quality in its chosen leaders today.” Kennedy knew the temptations and challenges of public service first-hand and his Pulitzer Prize-winning book, *Profiles in Courage*, is his message to America. It is a call for integrity, service, and courage born out of love for the country we share. In Kennedy’s words, “The stories of past courage can define that ingredient—they can teach, they can offer hope, they can provide inspiration.”

On the 60th anniversary of its publication, the time is right for educators and students to take another look at Kennedy’s *Profiles in Courage*, using the text as an entry point to discuss the qualities of leadership needed in our elected officials and to honor the courage of those who have taken politically courageous stands.

About This Guide

Profiles in Courage tells the stories of eight men of courage each of whom risked their political career to take a stand during crises in our Nation’s history. An introduction by Caroline Kennedy and foreword by Robert F. Kennedy provide context for the book and material for discussion. Teachers may choose to read the book in its entirety or to use each section of the text as a supplement to existing units in U.S. History or Government. For this reason, this guide is organized into chronological sections, providing a pre-reading activity, list of key terms, guided reading questions, and prompts for research and writing for each part of Kennedy’s book.

Before You Read

In the foreword to *Profiles in Courage*, Robert F. Kennedy notes: “It has been fashionable in many places to look down on politics, on those in Government.” Contrast this attitude with this quote from Lord Tweedsmuir, one of John F. Kennedy’s favorite authors: “Public life is the crown of a career, and to young men it is the worthiest ambition. Politics is still the greatest and most honorable adventure.” Facilitate a class discussion about politics and public service. Do they view politics as an “honorable” and “worthy ambition”? What qualities do students see in contemporary politicians? What qualities should a politician have? How should we define political courage? Can students identify any examples of historical or contemporary political courage?

CCSS.ELA-LITERACY.SL.11-12.1

Introduction, Foreword, Preface, Courage and Politics

Pre-reading Activity: In the introduction to the book, Caroline Kennedy writes of her father: “To me, his commanding legacy lives in the thousands of Americans he inspired to get involved in their communities, schools, neighborhoods, the Civil Rights Movement, and the Peace Corps.” In the book’s foreword, Robert F. Kennedy states that his brother “reflected what is best in the human being,” because he possessed, “conviction, courage, a desire to help others who need help, and a true and genuine love for his country.” Discuss John F. Kennedy’s life. What challenges and crises did he face before and during his presidency? How did he demonstrate courage? What do you consider his enduring legacy? The John F. Kennedy Presidential Library and Museum provides excellent resources for researching this subject: <http://www.jfklibrary.org/>

CCSS.ELA-LITERACY.SL.11-12.1 CCSS.ELA-LITERACY.11-12.W.7

Key Terms: Federalist, demagogue, isolationists, vivisectionists, totalitarian, constituent, insurgent

CCSS.ELA-LITERACY.L.11-12.4 CCSS.ELA-LITERACY.RH.11-12.4

GUIDED DISCUSSION QUESTIONS:

1. Caroline Kennedy begins the introduction with a famous quote from Kennedy’s inauguration speech: “Ask not what your country can do for you, ask what you can do for your country.” Discuss what this quote means to you.
CCSS.ELA-LITERACY.RI.11-12.2
2. Both Caroline and Robert Kennedy mention Andrew Jackson’s statement, “One man of courage makes a majority.” Explain the meaning of this paradox. CCSS.ELA-LITERACY.RI.11-12.2 CCSS.ELA-LITERACY.RH.11-12.2
3. What is the purpose of the Profile in Courage Award? Who is eligible for the award? CCSS.ELA-LITERACY.RI.11-12.1
4. Kennedy begins his book by talking about public perception of politics and politicians. Summarize his observations. Do you think his observations are still accurate? CCSS.ELA-LITERACY.RH.11-12.2 CCSS.ELA-LITERACY.RH.11-12.8
5. In his Preface, John F. Kennedy writes, “Perhaps if the American people more fully comprehend the terrible pressures which discourage acts of political courage, which drive a Senator to abandon or subdue his conscience, then they might be less critical of those who take the easier road—and more appreciative of those still able to follow the path of courage” (3-4). What three sources of political pressure does he go on to describe? CCSS.ELA-LITERACY.RH.11-12.2
CCSS.ELA-LITERACY.RI.11-12.2
6. What does Kennedy believe about the role of political parties? What challenge and danger do they face? (13)
CCSS.ELA-LITERACY.RH.11-12.1 CCSS.ELA-LITERACY.RI.11-12.1
7. Kennedy writes that according to most people, representing the will of their constituents is the primary responsibility of senator. Why does Kennedy reject this view? (15) CCSS.ELA-LITERACY.RI.11-12.3 CCSS.ELA-LITERACY.RH.11-12.3
8. What is Kennedy’s purpose for writing *Profiles in Courage*? What will the men he profiles have in common?
CCSS.ELA-LITERACY.RI.11-12.2 CCSS.ELA-LITERACY.RH.11-12.2

PROMPTS FOR RESEARCH AND WRITING

1. Caroline Kennedy writes: “Our country was transformed by the energy and dedication of a generation. Now it is up to us to redefine that commitment for our own time.” How can we embody the energy and service that John F. Kennedy inspired in his generation? What do we need to do for our country? Identify an area of public service that you feel is important and create a Public Service Announcement raising awareness of the volunteer opportunity.
CCSS.ELA-LITERACY.W.11-12.1a-e CCSS.ELA-LITERACY.W.11-12.4 CCSS.ELA-LITERACY.SL.11-12.4
CCSS.ELA-LITERACY.SL.11-12.5

2. In the Introduction, Caroline Kennedy quotes one of President Kennedy speeches: “Let us not be blind to our differences—but let us also direct attention to our common interests and to the means by which those differences can be resolved. And if we can not end our differences, at least we can help make the world safe for diversity.” (Note: the full text of this speech and an audio recording can be found here: <http://tinyurl.com/z7s6tvs>) What does it mean to “make the world safe for diversity”? Why is it important to protect diversity? **CCSS.ELA-LITERACY.SL.11-12.1**
CCSS.ELA-LITERACY.RI.11-12.5 CCSS.ELA-LITERACY.RI.11-12.6
3. Caroline Kennedy explains the Profile in Courage Award. More information on the award, including reflections by recipients Dan Ponder Jr. and John Lewis, can be found at in the resources at the end of the book. Compose an essay for submission in the high school Profile in Courage Essay Contest. More details on this contest can be found here: <http://tinyurl.com/3v897cn> **CCSS.ELA-LITERACY.W.11-12.4 CCSS.ELA-LITERACY.W.11-12.5**
CCSS.ELA-LITERACY.W.11-12.7
4. In his discussion of courage, Robert F. Kennedy quotes Dante: “the hottest places in hell are reserved for those who, in a time of great moral crisis, maintain their neutrality.” Compose an argumentation essay that takes a stand on controversial topic/ area of moral crisis. **CCSS.ELA-LITERACY.W.11-12.1a-e CCSS.ELA-LITERACY.W.11-12.4**
5. In 1963, Robert F. Kennedy noted, “We are a young country. We are growing and expanding until it appears that this planet will no longer contain us. We have problems now that people fifty, even ten years ago, would not have dreamed would have to be faced.” His comments are even more true today than they were when he wrote them. Identify an emerging problem that you think your generation needs to solve and compose a persuasive speech calling your peers to take action.
CCSS.ELA-LITERACY.W.11-12.1a-e CCSS.ELA-LITERACY.W.11-12.4
6. The Foreword was written shortly after the Cuban Missile Crisis and includes a quote from Bonar Law: “There is no such thing as inevitable war. If war comes it will be from failure of human wisdom.” Examine this quote in light of a historical or contemporary political crisis. What role did human wisdom (or the failure of human wisdom) play in avoiding or not avoiding conflict? **CCSS.ELA-LITERACY.W.11-12.2a-f CCSS.ELA-LITERACY.W.11-12.4**
CCSS.ELA-LITERACY.W.11-12.7
7. In his Introduction, John F. Kennedy cautions the reader that, “We should not be too hasty in condemning all compromise as bad morals” (4). What role should compromise play in politics? When is it good, and when is it bad? Debate this question as a class. **CCSS.ELA-LITERACY.SL.11-12.1**
8. In 1955, John F. Kennedy cautioned us about the influence of mass communications on politics: “For our everyday life is becoming so saturated with the tremendous power of mass communications that any unpopular or unorthodox course arouses a storm of protests” (17). What are the positive and negative effects of technology—especially social media—on political discourse in the 21st century? Does social media encourage or discourage acts of courage?
CCSS.ELA-LITERACY.W.11-12.2a-f CCSS.ELA-LITERACY.W.11-12.4
9. In the Introduction, Kennedy admonishes readers that courage is needed to, “keep alive the spirit of individualism and dissent which gave birth to this nation, nourished it as an infant and carried it through its severest tests upon the attainment of its maturity” (17). Consider his statement in light of Lin Manuel Miranda’s award-winning musical *Hamilton*. What does it mean to say that a spirit of “individualism and dissent” gave birth to our nation? How does *Hamilton* reflect this spirit? (Note: the cast recording of the music can be found on several music streaming platforms, like Spotify, and a PBS documentary about the show will air in October 2016). **CCSS.ELA-LITERACY.RI.11-12.7**
CCSS.ELA-LITERACY.RH.11-12.6

Part One: The Founding Fathers

Pre-reading Activity: Review the historical and contemporary duties and responsibilities of each of the branches of government. What is the role of the Legislative Branch? What, specifically, is the role of the Senate? How is the system of Checks and Balances intended to work?

Key Primary Sources and Documents can be found here: <http://tinyurl.com/o97fgea>

CCSS.ELA-LITERACY.RI.11-12.9 CCSS.ELA-LITERACY.RH.11-12.9

Key Terms: nonpartisan, partisan, hegemony, Jeffersonian, the Louisiana Purchase, impeachment, nationalist, heretic

CCSS.ELA-LITERACY.L.11-12.4 CCSS.ELA-LITERACY.RH.11-12.4

GUIDED READING & DISCUSSION QUESTIONS

- For the Founding Fathers, what was the original vision for the Senate? Why were they given a six-year term limit?
CCSS.ELA-LITERACY.RI.11-12.2 CCSS.ELA-LITERACY.RH.11-12.2
- In the late 18th century and early 19th century, what were the strengths and weaknesses of the Senate? How did it compare to the House of Representatives in terms of legislative power? **CCSS.ELA-LITERACY.RI.11-12.3 CCSS.ELA-LITERACY.RH.11-12.3**
- What qualities necessary for success in the Senate did John Quincy Adams lack? (28) **CCSS.ELA-LITERACY.RI.11-12.3 CCSS.ELA-LITERACY.RH.11-12.3**
- In what ways did John Quincy Adams's religious faith shape his ethics and political beliefs?
CCSS.ELA-LITERACY.RI.11-12.2 CCSS.ELA-LITERACY.RH.11-12.2
- What characteristic kept Adams from enjoying "peace of mind"? (32-33) **CCSS.ELA-LITERACY.RI.11-12.1 CCSS.ELA-LITERACY.RH.11-12.1**
- Describe the influence of John Quincy Adams's parents on his political beliefs and actions.
CCSS.ELA-LITERACY.RI.11-12.3 CCSS.ELA-LITERACY.RH.11-12.3
- On page 35, Kennedy writes of the "failure of John Quincy Adams to recognize the political facts of life." What political realities is Kennedy referring to in this statement? **CCSS.ELA-LITERACY.RI.11-12.2 CCSS.ELA-LITERACY.RH.11-12.2**
- What factors contributed to the unpopularity of John Quincy Adams among his colleagues and constituents?
CCSS.ELA-LITERACY.RI.11-12.3 CCSS.ELA-LITERACY.RH.11-12.3
- What caused the final split between Adams and the Federalist party? **CCSS.ELA-LITERACY.RI.11-12.3 CCSS.ELA-LITERACY.RH.11-12.3**
- What were the personal and political consequences of Adams's break with the Federalist party?
CCSS.ELA-LITERACY.RI.11-12.2 CCSS.ELA-LITERACY.RH.11-12.2

PROMPTS FOR RESEARCH AND WRITING

- Kennedy spends some time discussing Alexander Hamilton's efforts to ensure that senators remain free from constituent pressure. Research Hamilton's position on the role and power of the Senate. Use *The Federalist Papers* as your primary source: <http://tinyurl.com/px3yxtf>. **CCSS.ELA-LITERACY.RI.11-12.9 CCSS.ELA-LITERACY.RH.11-12.9 CCSS.ELA-LITERACY.W.11-12.9**
- Although the role that women were allowed to play in public political discourse was extremely limited, Abigail Adams was an extremely influential presence in the lives of both her husband and her son. Research Abigail Adams and compose a Profile in Courage-style sketch about her life and accomplishments. (Suggested Resource: *Ladies of Liberty: The Women Who Shaped*

Our Nation by Cokie Roberts) CCSS.ELA-LITERACY.RH.11-12.6 CCSS.ELA-LITERACY.W.11-12.4
CCSS.ELA-LITERACY.W.11-12.7

3. John Quincy Adams was criticized for failing to support the Federalist party. Research the Federalist party and compose a letter to Adams calling on him to change his position on the trade embargo from the perspective of an 18th-century Federalist. CCSS.ELA-LITERACY.W.11-12.3a-e CCSS.ELA-LITERACY.W.11-12.7
4. John Quincy Adams believed that “private interest must not be put in opposition to public good” (43). This belief caused him to vote for a trade embargo that would damage the interests of his own state in favor of a policy he saw as being in the best interest of the nation. Do you think Adams was right? Debate this question as a class. CCSS.ELA-LITERACY.RH.11-12.8
CCSS.ELA-LITERACY.RI.11-12.8 CCSS.ELA-LITERACY.SL.11-12.1

Part Two: Preservation of the Union

Pre-Reading Activity: This section of the book deals with the escalating tension between slave and free states. Since the political platforms of Republicans and Democrats were vastly different in the early 19th century than they are today, it may be helpful to review the history and evolution of both political parties as well as the history of slavery in America.

CCSS.ELA-LITERACY.RI.11-12.3

Key Terms: Fire-eaters, secession, Manifest Destiny, Whig, Missouri Compromise

CCSS.ELA-LITERACY.L.11-12.4 CCSS.ELA-LITERACY.RH.11-12.4

GUIDED READING & DISCUSSION QUESTIONS

1. Why was the admission of new states into the Union a contentious issue for senators from the North and South?
CCSS.ELA-LITERACY.RI.11-12.2 CCSS.ELA-LITERACY.RH.11-12.2
2. Explain the series of compromises that preserved the Union during the decade leading up to the Civil War.
CCSS.ELA-LITERACY.RI.11-12.3 CCSS.ELA-LITERACY.RH.11-12.3
3. What did John C. Calhoun believe about the sovereignty of states? What does this suggest about his position regarding secession? CCSS.ELA-LITERACY.RI.11-12.1 CCSS.ELA-LITERACY.RH.11-12.1
4. What state did Daniel Webster represent in the Senate? Was this a slave or a free state? CCSS.ELA-LITERACY.RI.11-12.1
CCSS.ELA-LITERACY.RH.11-12.1
5. What was Daniel Webster especially gifted at doing? CCSS.ELA-LITERACY.RI.11-12.1 CCSS.ELA-LITERACY.RH.11-12.1
6. According to Kennedy, what was “the flaw in Webster’s granite”? (60) CCSS.ELA-LITERACY.RI.11-12.1
CCSS.ELA-LITERACY.RH.11-12.1
7. Summarize Daniel Webster’s position on slavery. CCSS.ELA-LITERACY.RI.11-12.2 CCSS.ELA-LITERACY.RH.11-12.2
8. Why did Webster agree to support Henry Clay’s compromise? CCSS.ELA-LITERACY.RI.11-12.3
CCSS.ELA-LITERACY.RH.11-12.3
9. What were the immediate consequences of Daniel Webster’s act of courage? What were the long-term consequences?
CCSS.ELA-LITERACY.RI.11-12.3 CCSS.ELA-LITERACY.RH.11-12.3
10. What state did Thomas Hart Benton represent in the Senate? Was this a slave or a free state?
CCSS.ELA-LITERACY.RI.11-12.1 CCSS.ELA-LITERACY.RH.11-12.1
11. Why did Benton work to defeat the treaty for the annexation of Texas? How did his constituents respond to his position?
CCSS.ELA-LITERACY.RI.11-12.3 CCSS.ELA-LITERACY.RH.11-12.3

12. What issue led to Benton's break from his party? Why do you think Kennedy says, "he towered over his more famous colleagues in terms of sheer moral courage" (88)? **CCSS.ELA-LITERACY.RI.11-12.3 CCSS.ELA-LITERACY.RH.11-12.3**
13. What state did Sam Houston represent in the Senate? Was this a slave or a free state? **CCSS.ELA-LITERACY.RI.11-12.1 CCSS.ELA-LITERACY.RH.11-12.1**
14. Prior to becoming a Senator, what accomplishments had made Sam Houston famous? **CCSS.ELA-LITERACY.RI.11-12.1 CCSS.ELA-LITERACY.RH.11-12.1**
15. Why was Houston's support of the Missouri Compromise unpopular with his constituents? Why did he support this legislation? **CCSS.ELA-LITERACY.RI.11-12.3 CCSS.ELA-LITERACY.RH.11-12.3**
16. Kennedy writes: "The contradictions in the life of Sam Houston a century ago may seem irreconcilable today" (98). What contradictions is he referencing? **CCSS.ELA-LITERACY.RI.11-12.1 CCSS.ELA-LITERACY.RH.11-12.1**
17. According to Kennedy, what was Houston's "one basic, consistent quality"? (99) How did this quality manifest itself? **CCSS.ELA-LITERACY.RI.11-12.1 CCSS.ELA-LITERACY.RH.11-12.1**

PROMPTS FOR RESEARCH AND WRITING

1. Read Stephen Vincent Benét's short story, "The Devil and Daniel Webster" (The story can be found at Project Gutenberg: <http://tinyurl.com/m2twgix>) What characteristics of Daniel Webster are reflected in the short story? **CCSS.ELA-LITERACY.RL.11-12.7 CCSS.ELA-LITERACY.RL.11-12.9 CCSS.ELA-LITERACY.W.11-12.9**
2. Daniel Webster is considered one of the greatest speakers in Congressional history. Read one of his speeches and analyze Webster's use of rhetoric. (Dartmouth College has assembled a collection of documents related to Webster: <http://tinyurl.com/jyrk4ko>) **CCSS.ELA-LITERACY.RI.11-12.5 CCSS.ELA-LITERACY.RH.11-12.8 CCSS.ELA-LITERACY.RI.11-12.9 CCSS.ELA-LITERACY.RH.11-12.9**
3. Daniel Webster's decision to accept compromise in an attempt to preserve the Union has been both lauded and criticized by historians. Do you think he made the right choice? Debate this question as a class. **CCSS.ELA-LITERACY.SL.11-12.1**
4. Sam Houston fought to keep Texas in the Union, but to this day a Texas succession movement remains. Research the history and current state of the Texas Nationalist Movement. Why do some Texans still want to secede? Should a state be allowed to vote to leave the Union? **CCSS.ELA-LITERACY.RI.11-12.8 CCSS.ELA-LITERACY.RH.11-12.7**
5. Kennedy begins this section with the statement: "Great crises produce great men, and great deeds of courage" (51). What political crises face our country and world today? What acts of courage are needed? Can you think of any men or women who are rising to this challenge? **CCSS.ELA-LITERACY.W.11-12.4 CCSS.ELA-LITERACY.RH.11-12.2 CCSS.ELA-LITERACY.RI.11-12.2**

Part Three: Reconstruction

Pre-reading Activity: Because *Profiles in Courage* includes sections about political acts of courage leading up to and following the Civil War, teachers may want to show a film that deals explicitly with the Civil War. Suggested films include *Glory* (1989), *Lincoln* (2012), *Gone with the Wind* (1939), *The Civil War* by Ken Burns, and *Free State of Jones* (2016)

CCSS.ELA-LITERACY.RI.11-12.7 CCSS.ELA-LITERACY.RH.11-12.7

Key Terms: sectionalism, logrolling, Reconstruction, tariff, Huguenot, carpetbagger

CCSS.ELA-LITERACY.L.11-12.4 CCSS.ELA-LITERACY.RH.11-12.4

GUIDED READING & DISCUSSION QUESTIONS

- Kennedy begins this section with the statement, “The end of the costly military struggle between North and South did not restore peace and unity on the political front” (111). Summarize the conflicts that arose after the end of the war.
CCSS.ELA-LITERACY.RI.11-12.2 CCSS.ELA-LITERACY.RH.11-12.2
- Whose interests did Senators in the late 19th century primarily represent? What factors led to the Senate’s decline in power and prestige? CCSS.ELA-LITERACY.RI.11-12.1 CCSS.ELA-LITERACY.RH.11-12.1
- What state did Edmund G. Ross represent in the Senate? CCSS.ELA-LITERACY.RI.11-12.1
CCSS.ELA-LITERACY.RH.11-12.1
- According to the Constitution, what is required to override a Presidential veto? What is required to impeach the President?
CCSS.ELA-LITERACY.RI.11-12.8
- What was the reason for bringing an impeachment hearing against President Johnson? CCSS.ELA-LITERACY.RI.11-12.1
CCSS.ELA-LITERACY.RH.11-12.1
- What did Edmund G. Ross do to earn the epithet, “the man who saved the President”? What were his reasons for opposing his party? CCSS.ELA-LITERACY.RI.11-12.2 CCSS.ELA-LITERACY.RH.11-12.2
- Describe the political pressures that Ross and other senators endured. CCSS.ELA-LITERACY.RI.11-12.1
CCSS.ELA-LITERACY.RH.11-12.1
- What were the immediate consequences of Ross’s actions? What were the long-term consequences of his actions?
CCSS.ELA-LITERACY.RI.11-12.3 CCSS.ELA-LITERACY.RH.11-12.3
- What state did Lucius Lamar represent in the Senate? CCSS.ELA-LITERACY.RI.11-12.1
CCSS.ELA-LITERACY.RH.11-12.1
- Why was it surprising that Lucius Lamar would deliver a eulogy for Charles Sumner? CCSS.ELA-LITERACY.RI.11-12.3
CCSS.ELA-LITERACY.RH.11-12.3
- Why would the eulogy have the potential to upset Lamar’s constituents? CCSS.ELA-LITERACY.RI.11-12.3
CCSS.ELA-LITERACY.RH.11-12.3
- Explain what Kennedy means by calling Lamar “violently pro-Southern” (145). CCSS.ELA-LITERACY.RI.11-12.4
CCSS.ELA-LITERACY.RH.11-12.4
- In what ways did Mississippi suffer after the end of the Civil War? What did Lamar believe would be necessary to help Mississippi recover? (147-8) CCSS.ELA-LITERACY.RI.11-12.1 CCSS.ELA-LITERACY.RH.11-12.1
- What was controversial about the Hayes-Tilden Presidential contest? What position did Lamar take in the controversy? Why did his position anger his constituents? CCSS.ELA-LITERACY.RI.11-12.3 CCSS.ELA-LITERACY.RH.11-12.3

15. Explain the “free silver” controversy. What position did Lamar take on this issue? Why did he take this position? How did his constituents respond to his act of political courage? **CCSS.ELA-LITERACY.RI.11-12.3**
CCSS.ELA-LITERACY.RH.11-12.3
16. What actions did Lamar take to reconcile with his constituents? Were they successful? **CCSS.ELA-LITERACY.RI.11-12.1**
CCSS.ELA-LITERACY.RH.11-12.1

PROMPTS FOR RESEARCH AND WRITING

1. Kennedy notes that in the late 18th century, “too many of the nation’s talented men found fame and fortune more readily available in the world of high finance and industry, rather than the seemingly dull and unnoticed labors of government” (112). Does his observation apply to contemporary politics? Compose an argumentation paper outlining the reasons why public service currently does or does not appeal to the nation’s best and brightest. **CCSS.ELA-LITERACY.W.11-12.1a-e**
CCSS.ELA-LITERACY.W.11-12.4
2. Kennedy praises Edmund G. Ross for opposing the impeachment of Andrew Johnson while acknowledging that some historians have questioned Ross’s motives. This criticism has grown since Kennedy’s lifetime. What do historians now believe about Ross? What do you think motivated his actions? Does motivation matter when judging whether or not someone acted with courage? Debate these issues as a class. **CCSS.ELA-LITERACY.RH.11-12.6** **CCSS.ELA-LITERACY.RH.11-12.7**
CCSS.ELA-LITERACY.SL.11-12.1
3. Kennedy makes the following statement about Lucius Lamar’s eulogy for Sumner: “Few speeches in American political history have had such an immediate impact”(141). Read the full text of Lamar’s speech (<http://tinyurl.com/hb8pkbn>) and analyze Lamar’s use of rhetoric. What made this speech so effective? **CCSS.ELA-LITERACY.RI.11-12.5**
CCSS.ELA-LITERACY.RH.11-12.8 **CCSS.ELA-LITERACY.RI.11-12.5** **CCSS.ELA-LITERACY.RH.11-12.6**
4. Lucius Lamar dealt with anger over his stance on the free silver policy by delivering persuasive speeches explaining his position to his constituents who opposed him. Choose a controversial contemporary topic and compose a persuasive speech that clearly articulates the reasons for your position. You should compose your speech specifically for an audience that does not agree with your position. **CCSS.ELA-LITERACY.W.11-12.1a-e** **CCSS.ELA-LITERACY.W.11-12.4**
5. This section ends with a quote from Lucius Lamar: “The liberty of this country and its great interests will never be secure if its public men become mere menials to do the biddings of their constituents instead of being representatives in the true sense of the word, looking to the lasting prosperity and future interests of the whole country” (162). Do you agree with Lamar’s statement? Debate this issue as a class. **CCSS.ELA-LITERACY.RH.11-12.8** **ELA-LITERACY.SL.11-12.1**
6. After re-election to the Senate, Lucius Lamar went on to, “become Chairman of the Senate Democratic Caucus, then Secretary of the Interior and finally Justice of the Supreme Court of the United States” (162). Research the continued legacy of Lamar. Did he continue to demonstrate political courage in his positions as Secretary of the Interior and Supreme Court Justice? **CCSS.ELA-LITERACY.W.11-12.7** **CCSS.ELA-LITERACY.RH.11-12.9**

Part Four: The 20th Century

Pre-reading Activity: The Seventeenth Amendment changed the way that senators are elected. Research the reform movement that led to the passage of the Amendment. Why was it necessary? How did the Senate change as a result of its passage? At what point in our history did the first women and people of color get elected to serve in the Senate? How diverse is the Senate today?

CCSS.ELA-LITERACY.RH.11-12.9 CCSS.ELA-LITERACY.RI.11-12.8 CCSS.ELA-LITERACY.RI.11-12.9

Key Terms: muckraker, pragmatism, isolationist, *ex post facto*, constitutionalism, reactionary

CCSS.ELA-LITERACY.L.11-12.4 CCSS.ELA-LITERACY.RH.11-12.4

GUIDED READING & DISCUSSION QUESTIONS

1. In the 20th century, in what field did the Senate experience increasing power? How did this make the Senate a “more significant body, in terms of the actual consequences of its decisions”? (168) CCSS.ELA-LITERACY.RI.11-12.5 CCSS.ELA-LITERACY.RH.11-12.1
2. Why did George Norris oppose Speaker Joe Cannon? What was courageous about his resolution to change the way that the Rules Committee members are selected? CCSS.ELA-LITERACY.RI.11-12.5 CCSS.ELA-LITERACY.RH.11-12.1
3. What “twin tragedies” did George Norris dedicate his life to combating? What personal experiences caused him to care deeply about these two issues? (174-5) CCSS.ELA-LITERACY.RI.11-12.3 CCSS.ELA-LITERACY.RH.11-12.3
4. What was the Armed Ship Bill? Why did Norris oppose it? What actions did he take to ensure that the Armed Ship Bill would not pass? How did President Woodrow Wilson respond to its defeat? How did his constituents respond? CCSS.ELA-LITERACY.RI.11-12.3 CCSS.ELA-LITERACY.RH.11-12.3
5. How did Norris respond to criticism over his actions to defeat the Armed Ship Bill? How did his constituents respond? CCSS.ELA-LITERACY.RI.11-12.3 CCSS.ELA-LITERACY.RH.11-12.3
6. George Norris changed his political party affiliation in the middle of his political career. What factors led him to change parties? CCSS.ELA-LITERACY.RI.11-12.3 CCSS.ELA-LITERACY.RH.11-12.3
7. What does Kennedy identify as the source of both Robert A. Taft’s “personal tragedy” and “national greatness”? (193) CCSS.ELA-LITERACY.RI.11-12.1 CCSS.ELA-LITERACY.RH.11-12.1
8. Why did Taft’s support of, “education, housing, health and other welfare measures,” require political courage? (194) CCSS.ELA-LITERACY.RI.11-12.2 CCSS.ELA-LITERACY.RH.11-12.2
9. According to Kennedy, what three qualities made Taft an unusual leader? (195) CCSS.ELA-LITERACY.RI.11-12.2 CCSS.ELA-LITERACY.RH.11-12.2
10. What characteristics caused Taft to be known as a man, “born to integrity”? (195) CCSS.ELA-LITERACY.RI.11-12.2 CCSS.ELA-LITERACY.RH.11-12.2
11. What reasons did Taft have for his opposition to the Nuremberg Trials? Why were people outraged by his opposition to hanging the convicted Nazi leaders? CCSS.ELA-LITERACY.RI.11-12.2 CCSS.ELA-LITERACY.RH.11-12.2
12. According to Kennedy, how is the role of the President different from the role of a senator in terms of the political courage the role requires? (213) CCSS.ELA-LITERACY.RI.11-12.1 CCSS.ELA-LITERACY.RH.11-12.1
13. Kennedy closes the chapter *Other Men of Political Courage* with a story about John Adams. What act of courage by Adams does Kennedy praise? How does this story reflect the themes in the stories of other men who he profiles? CCSS.ELA-LITERACY.RI.11-12.2 CCSS.ELA-LITERACY.RH.11-12.2
14. Why does Kennedy say that a politician must love himself in order to act with political courage? CCSS.ELA-LITERACY.RI.11-12.3 CCSS.ELA-LITERACY.RH.11-12.3

15. Does Kennedy believe that a politician must be right in order to be courageous? Do you agree or disagree with his position?
CCSS.ELA-LITERACY.RI.11-12.2 CCSS.ELA-LITERACY.RH.11-12.8
16. According to Kennedy, what characteristics do most of the senators he profiled have in common? (221)
CCSS.ELA-LITERACY.RI.11-12.2 CCSS.ELA-LITERACY.RH.11-12.2
17. According to Kennedy, what is his book *not* intended to do? (221-2) **CCSS.ELA-LITERACY.RI.11-12.2 CCSS.ELA-LITERACY.RH.11-12.2**
18. What types of issues does Kennedy believe truly test a Senator's political courage? **CCSS.ELA-LITERACY.RI.11-12.2 CCSS.ELA-LITERACY.RH.11-12.2**
19. What does Kennedy believe constitutes "true Democracy"? (223) **CCSS.ELA-LITERACY.RI.11-12.1 CCSS.ELA-LITERACY.RH.11-12.1**

PROMPTS FOR RESEARCH AND WRITING

1. Kennedy writes: "For, at the turn of the [20th] century, the route to fame and power for men of ability and talent had been in industry, not politics. And as a result, the attitude of the public toward the political profession had too often been characterized by apathy, indifference, distrust, and even amusement" (165). Is his statement applicable to public attitudes about politics at the turn of the 21st century as well? Explain your answer using specific examples as evidence to support your position. **CCSS.ELA-LITERACY.RH.11-12.8 CCSS.ELA-LITERACY.W.11-12.2a-f CCSS.ELA-LITERACY.W.11-12.4**
2. Kennedy acknowledges that the Seventeenth Amendment, "almost immediately made the Senate more responsive to popular will," but goes on to say that, "its efforts were not as far reaching...as the reformers had hoped" (167). Research your state's senators. Do you think that your senators vote in ways that reflect the will of their constituents, or do they respond to other interests? Support your position with specific examples and evidence. **CCSS.ELA-LITERACY.RH.11-12.7 CCSS.ELA-LITERACY.W.11-12.2a-f CCSS.ELA-LITERACY.W.11-12.7**
3. One of George Norris's notable achievements is his involvement in the Tennessee Valley Authority. Research the work that was done in the early part of the 20th century to bring electricity and water to rural areas of the country. Why were these areas without electricity? Was there opposition to the creation of the TVA? Do you believe that the Federal Government has a responsibility to ensure access to public utilities for all citizens? **CCSS.ELA-LITERACY.W.11-12.7 CCSS.ELA-LITERACY.RH.11-12.9 CCSS.ELA-LITERACY.RI.11-12.7**
4. George Norris wrote, "It is possible for a man in public life to separate his religious beliefs from his political activities" (188). Do you agree or disagree with his position? Debate this issue as a class. **CCSS.ELA-LITERACY.RH.11-12.8 CCSS.ELA-LITERACY.SL.11-12.1**
5. George Norris was an advocate for religious tolerance, believing that people of different faiths should work together: "It is our duty as patriots to cast out this Un-American doctrine and rebuke those who have raised the torch of intolerance. All believers of any faith can unite and go forward in our political work to bring about the maximum amount of happiness for our people" (190). How important is religious tolerance for our Nation? What causes people of different faiths to have a hard time uniting and working together? What can be done to move forward? **CCSS.ELA-LITERACY.RH.11-12.8 CCSS.ELA-LITERACY.SL.11-12.1**
6. In writing about Robert A. Taft, Kennedy notes, "A man who can inspire bitter enemies as well as intensely devoted followers is best judged after many years pass, enough years to permit the sediment of political and legislative battles to settle, so that we can assess our times more clearly" (196). Keeping this cautionary advice in mind, choose a contemporary political figure and compose an argumentation essay predicting how they will be judged by history. **CCSS.ELA-LITERACY.RH.11-12.9 CCSS.ELA-LITERACY.W.11-12.1a-e CCSS.ELA-LITERACY.W.11-12.4 CCSS.ELA-LITERACY.W.11-12.7**
7. In opposing the outcome of the Nuremberg Trials, Taft stated, "About this whole judgement there is the spirit of vengeance, and vengeance is seldom justice" (199). Do you agree or disagree with Taft's position on Nuremberg? As a class, debate this question and the question of whether or not there is a difference between vengeance and justice. **CCSS.ELA-LITERACY.RH.11-12.8 CCSS.ELA-LITERACY.SL.11-12.1**

8. In 1910, Senator Albert Beveridge of Indiana said, “A party can only live by growing. Intolerance of ideas [brings its] death” (206). Choose a political party and examine the challenges it is currently facing. What does the party need to do in order to grow and survive? How will the party need to adapt once your generation is the dominant generation?
CCSS.ELA-LITERACY.RH.11-12.9 CCSS.ELA-LITERACY.W.11-12.1a-e CCSS.ELA-LITERACY.W.11-12.4 CCSS.ELA-LITERACY.W.11-12.7
9. In the book’s final chapter, Kennedy acknowledges that, “In each of [the profiles] complexities, inconsistencies and doubts arise to plague us” (217). Choose one of the figures in *Profiles in Courage* and examine the complexities, inconsistencies, and doubts that are inspired by the profile. Do you ultimately agree or disagree with Kennedy’s assessment of the senator’s courage? Support your position with specific and correctly cited evidence. **CCSS.ELA-LITERACY.RH.11-12.8 CCSS.ELA-LITERACY.W.11-12.1a-e CCSS.ELA-LITERACY.W.11-12.4 CCSS.ELA-LITERACY.W.11-12.7**
10. Kennedy ends his book with a call to action, telling readers, “For, in a democracy, every citizen, regardless of his interest in politics, ‘holds office’; every one of us is in a position of responsibility; and, in the final analysis, the kind of government we get depends on how we fulfill those responsibilities” (224). With President Kennedy’s words in mind, what actions can you take to display political courage and responsibility in your own life? **CCSS.ELA-LITERACY.W.11-12.4**

Books by John F. Kennedy

[*A Nation of Immigrants*](#). Introduction by Edward M. Kennedy. Foreword by Abraham H. Foxman. Available in paperback.

[*Profiles in Courage*](#). Introduction by Caroline Kennedy. Foreword by Robert F. Kennedy. Available in hardcover, paperback, ebook, and audio editions.

Other Books of Interest

[*Counselor: A Life at the Edge of History*](#) by Ted Sorensen.

[*In Our Defense: The Bill of Rights in Action*](#) by Ellen Alderman and Caroline Kennedy.

[*Kennedy: The Classic Biography*](#) by Ted Sorensen.

[*The Making of the President 1960*](#) by Theodore H. White.

Resources

[John F. Kennedy Presidential Library and Museum](#)

[Profiles in Courage Essay Contest](#)

About This Guide's Author

Amy Jurskis is the author of numerous teaching guides, including *The Immortal Life of Henrietta Lacks* by Rebecca Skloot and *Go Set a Watchman* by Harper Lee. She holds a B.A. in English from the University of Georgia and a MAT from Agnes Scott College. She currently serves as English Department Chair at Oxbridge Academy.

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