

Teaching American History For All

A series of lessons incorporating literacy strategies for
Mt Diablo Unified School District
5th, 8th, and 11th grade teachers,
in partnership with
University Of California, Berkeley
History-Social Science Project

11th Grade Lesson: The Cuban Missile Crisis

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11th Grade Lesson: “Cuban Missile Crisis”

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Teaching American History Grant Focus Question:

How did definitions of citizenship change from the 17th century to the 20th century?

11th Grade Yearlong Focus Question:

How have the powers of the United States federal government expanded or been limited since the Civil War?

Unit Focus:

Cold War; Cuban Missile Crisis

Unit Focus Question:

How effective was U.S. foreign policy throughout the Cold War?

Unit Working Thesis:

U.S foreign policy throughout the Cold War was very effective due to the ability of the U.S to contain communism, avoid nuclear conflict, and emerge as the sole superpower.

Lesson Focus Question and / or Writing Prompt Question:

How effective was the United States in its handling of the Cuban Missile Crisis?

Lesson Working Thesis:

The United States was extremely effective in its handling of the Cuban Missile Crisis because the U.S showed its strength and resolve in standing up to the Soviet Union, avoided an escalation of force, and had Soviet missiles removed from Cuba.

Reading Strategy:

- Keep it or Junk it- excerpt from Danzer, Gerald et al. *The Americans: Reconstruction to the 21st Century*. Evanston, Illinois: McDougal Littell Inc., 2006, p.676.
- Passage Level Deconstruction- primary source; President Kennedy addresses the nation(title); October 22, 1962

Writing Strategy:

- U.S. Options Decision Making Matrix
- 5-paragraph Essay Outline

Suggested Amount of Time:

Approximately 4 days

Textbook:

Danzer, Gerald et al. *The Americans: Reconstruction to the 21st Century*. Evanston, Illinois: McDougal Littell Inc., 2006, p.676.

Other Resources:

Kennedy, J.F. Address on the Cuban Missile Crisis, October 22, 1962. Modern History Sourcebook. July 1998. August 12, 2008. <http://www.fordham.edu/halsall/mod/1962kennedy-cuba.html>

Context of the lesson in the unit:

Students should have prior knowledge of previous Cold War conflicts, such as the Berlin Crisis.

Concept of citizenship embedded in the lesson:

By resolving the Cuban Missile Crisis American's citizenship rights were preserved.

Lesson Procedure:**Prior knowledge needed**

- Origins of the Cold War
- Early Cold War Struggles (Berlin Blockade)

Introduction:

Step one: Notes/discussion on Cuban Revolution, Castro, and Bay of Pigs

Step two: Set the Stage for the CMC; Soviet missiles detected by U-2

Writing Strategy I: Categorizing and Analyzing Evidence

Step one: Pose the question, "What were the options for the United States in order to resolve the conflict?"

Step two: Handout the "U.S options decision making matrix"

Step three: Students will brainstorm possible solutions (in pairs)

Step four: Teacher/students will follow-up with class discussion to add to the chart

Step five: Students will answer the lesson focus question: "If you were an advisor to President Kennedy which course of action would you recommend?"

Reading Strategy I: Primary Source

Step one: Pass out Kennedy's address to the nation; October 22, 1962

Step two: Read speech and/or show video clip as students follow along. You could use the entire speech or selected portions depending on the amount of class time and the class level.

Step three: Pass out the "Kennedy Speech Graphic Organizer" to the students.

Step four: Students will work in pairs to fill out both columns of the graphic organizer

Step five: Students/teachers will have a class discussion about the findings in the graphic organizer

Step six: Students will answer the lesson focus question: "Which of Kennedy's proposals would have the greatest impact on resolving the Cuban Missile Crisis?"

Reading Strategy II: "Keep it or Junk it"

Step one: Students will turn to page 676 in *The Americans*, McDougal Littell, or pass out the handout of the passage

Step two: In groups of 3, students will go through the document and circle/underline key words

Step three: Teacher asks students to send up a representative to write their key words on the board

Step four: As a class, we discuss which words to keep on the list and which to junk

Step five: Individually, students use the list of key words to choose the best ones to answer the focus question; "How was the Cuban missile crisis finally resolved?"

Writing Strategy II: 5-paragraph Essay Outline

Step one: Pass out 5-paragraph essay outline

Step two: Students will complete the outline in response to the unit focus question: "How effective was the U.S in its handling of the Cuban Missile Crisis?"

Step three: Students will write a 5-paragraph essay (optional)

History-Social Science Content Standards:

11.9.3: Students analyze U.S. foreign policy since World War II. Trace the origins and geopolitical consequences (foreign and domestic) of the Cold War and containment policy, including ... the Cuban Missile Crisis.

Historical and Social Sciences Analysis Skills:

Chronological and Spatial Thinking

1. Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.

Historical Research, Evidence, and Point of View

3. Students evaluate major debates among historians concerning alternative interpretations of the past, including an analysis of authors' use of evidence and the distinctions between sound generalizations and misleading oversimplifications.
4. Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.

Historical Interpretation

3. Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.
4. Students understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions.

Reading/Language Arts Content Standards:

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately.

- 1.1 Trace the etymology of significant terms used in political science and history.
- 1.3 Discern the meaning of analogies encountered, analyzing specific comparisons as well as relationships and inferences.

2.0 Reading Comprehension (Focus on Informational Materials)

Students read and understand grade-level-appropriate material. They analyze the organizational patterns, arguments, and positions advanced. The selections in *Recommended Literature, Kindergarten Through Grade Twelve* illustrate the quality and complexity of the materials to be read by students. In addition, by grade twelve, students read two million words annually on their own, including a wide variety of classic and contemporary literature, magazines, newspapers, and online information.

Structural Features of Informational Materials

2.1 Analyze both the features and the rhetorical devices of different types of public documents (e.g., policy statements, speeches, debates, platforms) and the way in which authors use those features and devices.

Comprehension and Analysis of Grade-Level-Appropriate Text

- 2.2 Analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and word choice in the text.
- 2.4 Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations.
- 2.5 Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject.

Writing

1.0 Writing Strategies

Students write coherent and focused texts that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students' awareness of the audience and purpose and progression through the stages of the writing process.

Organization and Focus

- 1.2 Use point of view, characterization, style (e.g., use of irony), and related elements for specific rhetorical and aesthetic purposes.
- 1.3 Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.

Name _____ Per _____

U.S Options Decision Making Matrix- Student Handout

OPTIONS	PRO	CON
APPEASEMENT (DO NOTHING)		
NEGOTIATE		
SELECTED AIR STIKES OF MISSILE SITES		
INVADE CUBA		
NUKE CUBA		

Lesson focus question: If you were an advisor to President Kennedy which course of action would you recommend?

Name _____ Per. _____

U.S Options Decision Making Matrix- Teacher Key

OPTIONS	PROS	CONS
APPEASEMENT	No immediate loss of life	U.S looks very weak nuclear Weapons still in Cuba U.S security threatened
NEGOTIATE	No loss of life	Still might not take out the missiles Soviets could use this as a stall tactic to weaken U.S position
SELECTED AIR STIKES OF MISSILE SITES	U.S. gets rid of missiles (hopefully) Show of U.S strength no civilian deaths limited escalation	Might not get all of the missiles Soviets still might retaliate
INVADE CUBA, OVERTHROW FIDEL CASTRO	Castro and communism eliminate Makes U.S look strong	Escalation of tension and force with Soviet Union WWIII Deaths of innocent Cubans
NUKE CUBA	Cuban missile crisis over Cuba no longer communist	Escalation of tension and force with Soviet Union WWIII Death of innocent Cubans

Lesson focus question: If you were an advisor to President Kennedy which course of action would you recommend?

President Kennedy's Address on the Cuban Crisis; October 22, 1962

Good evening my fellow citizens:

This Government, as promised, has maintained the closest surveillance of the Soviet Military buildup on the island of Cuba. Within the past week, unmistakable evidence has established the fact that a series of offensive missile sites is now in preparation on that imprisoned island. The purpose of these bases can be none other than to provide a nuclear strike capability against the Western Hemisphere.

Upon receiving the first preliminary hard information of this nature last Tuesday morning at 9 a.m., I directed that our surveillance be stepped up. And having now confirmed and completed our evaluation of the evidence and our decision on a course of action, this Government feels obliged to report this new crisis to you in fullest detail.

The characteristics of these new missile sites indicate two distinct types of installations. Several of them include medium range ballistic missiles capable of carrying a nuclear warhead for a distance of more than 1,000 nautical miles. Each of these missiles, in short, is capable of striking Washington, D.C., the Panama Canal, Cape Canaveral, Mexico City, or any other city in the southeastern part of the United States, in Central America, or in the Caribbean area.

Additional sites not yet completed appear to be designed for intermediate range ballistic missiles--capable of traveling more than twice as far--and thus capable of striking most of the major cities in the Western Hemisphere, ranging as far north as Hudson Bay, Canada, and as far south as Lima, Peru. In addition, jet bombers, capable of carrying nuclear weapons, are now being uncrated and assembled in Cuba, while the necessary air bases are being prepared.

This urgent transformation of Cuba into an important strategic base--by the presence of these large, long range, and clearly offensive weapons of sudden mass destruction--constitutes an explicit threat to the peace and security of all the Americas, in flagrant and deliberate defiance of the Rio Pact of 1947, the traditions of this Nation and hemisphere, the joint resolution of the 87th Congress, the Charter of the United Nations, and my own public warnings to the Soviets on September 4 and 13. This action also contradicts the repeated assurances of Soviet spokesmen, both publicly and privately delivered, that the arms buildup in Cuba would retain its original defensive character, and that the Soviet Union had no need or desire to station strategic missiles on the territory of any other nation.

The size of this undertaking makes clear that it has been planned for some months. Yet only last month, after I had made clear the distinction between any introduction of ground-to-ground missiles and the existence of defensive anti-aircraft missiles, the Soviet Government publicly stated on September 11, and I quote, "the armaments and military equipment sent to Cuba are designed exclusively for defensive purposes," that, and I quote the Soviet Government, "there is no need for the Soviet Government to shift its weapons . . . for a retaliatory blow to any other country, for instance Cuba," and that, and I quote their government, "the Soviet Union has so powerful rockets to carry these nuclear warheads that there is no need to search for sites for them beyond the boundaries of the Soviet Union." That statement was false.

Only last Thursday, as evidence of this rapid offensive buildup was already in my hand, Soviet Foreign Minister Gromyko told me in my office that he was instructed to make it clear once again, as he said his government had already done, that Soviet assistance to Cuba, and I quote, "pursued solely the purpose of contributing to the the defense capabilities of Cuba," that, and I quote him, "training by Soviet specialists of Cuban nationals in handling defensive armaments was by no means offensive, and if it were otherwise," Mr. Gromyko went on, "the Soviet Government would never become involved in rendering such assistance." That statement also was false.

Neither the United States of America nor the world community of nations can tolerate deliberate deception and offensive threats on the part of any nation, large or small. We no longer live in a world where only the actual firing of weapons represents a sufficient challenge to a nation's security to constitute maximum peril. Nuclear weapons are so destructive and ballistic missiles are so swift, that any substantially increased possibility of their use or any sudden change in their deployment may well be regarded as a definite threat to peace.

For many years both the Soviet Union and the United States, recognizing this fact, have deployed strategic nuclear weapons with great care, never upsetting the precarious status quo which insured that these weapons would not be used in the absence of some vital challenge. Our own strategic missiles have never been transferred to the territory of any other nation under a cloak of secrecy and deception; and our history--unlike that of the Soviets since the end of World War II--demonstrates that we have no desire to dominate or conquer any other nation or impose our system upon its people. Nevertheless, American citizens have become adjusted to living daily on the Bull's-eye of Soviet missiles located inside the U.S.S.R. or in submarines.

In that sense, missiles in Cuba add to an already clear and present danger--although it should be noted the nations of Latin America have never previously been subjected to a potential nuclear threat.

But this secret, swift, and extraordinary buildup of Communist missiles--in an area well known to have a special and historical relationship to the United States and the nations of the Western Hemisphere, in violation of Soviet assurances, and in defiance of American and hemispheric policy--this sudden, clandestine decision to station strategic weapons for the first time outside of Soviet soil--is a deliberately provocative and unjustified change in the status quo which cannot be accepted by this country, if our courage and our commitments are ever to be trusted again by either friend or foe.

The 1930's taught us a clear lesson: aggressive conduct, if allowed to go unchecked and unchallenged ultimately leads to war. This nation is opposed to war. We are also true to our word. Our unswerving objective, therefore, must be to prevent the use of these missiles against this or any other country, and to secure their withdrawal or elimination from the Western Hemisphere.

Our policy has been one of patience and restraint, as befits a peaceful and powerful nation, which leads a worldwide alliance. We have been determined not to be diverted from our central concerns by mere irritants and fanatics. But now further action is required--and it is under way; and these actions may only be the beginning. We will not prematurely or unnecessarily risk the costs of worldwide nuclear war in which even the fruits of victory would be ashes in our mouth--but neither will we shrink from that risk at any time it must be faced.

Acting, therefore, in the defense of our own security and of the entire Western Hemisphere, and under the authority entrusted to me by the Constitution as endorsed by the resolution of the Congress, I have directed that the following initial steps be taken immediately:

First: To halt this offensive buildup, a strict quarantine on all offensive military equipment under shipment to Cuba is being initiated. All ships of any kind bound for Cuba from whatever nation or port will, if found to contain cargoes of offensive weapons, be turned back. This quarantine will be extended, if needed, to other types of cargo and carriers. We are not at this time, however, denying the necessities of life as the Soviets attempted to do in their Berlin blockade of 1948.

Second: I have directed the continued and increased close surveillance of Cuba and its military buildup. The foreign ministers of the OAS, in their communique of October 6, rejected secrecy in such matters in this hemisphere. Should these offensive military preparations continue, thus increasing the threat to the hemisphere, further action will be justified. I have directed the Armed Forces to prepare for any eventualities; and I trust that in the interest of both the Cuban people and the Soviet technicians at the sites, the hazards to all concerned in continuing this threat will be recognized.

Third: It shall be the policy of this Nation to regard any nuclear missile launched from Cuba against any nation in the Western Hemisphere as an attack by the Soviet Union on the United States, requiring a full retaliatory response upon the Soviet Union.

Fourth: As a necessary military precaution, I have reinforced our base at Guantanamo, evacuated today the dependents of our personnel there, and ordered additional military units to be on a standby alert basis.

Fifth: We are calling tonight for an immediate meeting of the Organ of Consultation under the Organization of American States, to consider this threat to hemispheric security and to invoke articles 6 and 8 of the Rio Treaty in support of all necessary action. The United Nations Charter allows for regional security arrangements--and the nations of this hemisphere decided long ago against the military presence of outside powers. Our other allies around the world have also been alerted.

Sixth: Under the Charter of the United Nations, we are asking tonight that an emergency meeting of the Security Council be convoked without delay to take action against this latest Soviet threat to world peace. Our resolution will call for the prompt dismantling and withdrawal of all offensive weapons in Cuba, under the supervision of U.N. observers, before the quarantine can be lifted.

Seventh and finally: I call upon Chairman Khrushchev to halt and eliminate this clandestine, reckless and provocative threat to world peace and to stable relations between our two nations. I call upon him further to abandon this course of world domination, and to join in an historic effort to end the perilous arms race and to transform the history of man. He has an opportunity now to move the world back from the abyss of destruction--by returning to his government's own words that it had no need to station missiles outside its own territory, and withdrawing these weapons from Cuba--by refraining from any action which will widen or deepen the present crisis--and then by participating in a search for peaceful and permanent solutions.

This Nation is prepared to present its case against the Soviet threat to peace, and our own proposals for a peaceful world, at any time and in any forum--in the OAS, in the United Nations, or in any other meeting that could be useful--without limiting our freedom of action. We have in the past made strenuous efforts to limit the spread of nuclear weapons. We have proposed the elimination of all arms and military bases in a fair and effective disarmament treaty. We are prepared to discuss new proposals for the removal of tensions on both sides--including the possibility of a genuinely independent Cuba, free to determine its own destiny. We have no wish to war with the Soviet Union--for we are a peaceful people who desire to live in peace with all other peoples.

But it is difficult to settle or even discuss these problems in an atmosphere of intimidation. That is why this latest Soviet threat--or any other threat which is made either independently or in response to our actions this week--must and will be met with determination. Any hostile move anywhere in the world against the safety and freedom of peoples to whom we are committed--including in particular the brave people of West Berlin--will be met by whatever action is needed.

Finally, I want to say a few words to the captive people of Cuba, to whom this speech is being directly carried by special radio facilities. I speak to you as a friend, as one who knows of your deep attachment to your fatherland, as one who shares your aspirations for liberty and justice for all. And I have watched and the American people have watched with deep sorrow how your nationalist revolution was betrayed-- and how your fatherland fell under foreign domination. Now your leaders are no longer Cuban leaders inspired by Cuban ideals. They are puppets and agents of an international conspiracy which has turned Cuba against your friends and

neighbors in the Americas--and turned it into the first Latin American country to become a target for nuclear war--the first Latin American country to have these weapons on its soil.

These new weapons are not in your interest. They contribute nothing to your peace and well-being. They can only undermine it. But this country has no wish to cause you to suffer or to impose any system upon you. We know that your lives and land are being used as pawns by those who deny your freedom.

Many times in the past, the Cuban people have risen to throw out tyrants who destroyed their liberty. And I have no doubt that most Cubans today look forward to the time when they will be truly free--free from foreign domination, free to choose their own leaders, free to select their own system, free to own their own land, free to speak and write and worship without fear or degradation. And then shall Cuba be welcomed back to the society of free nations and to the associations of this hemisphere.

My fellow citizens: let no one doubt that this is a difficult and dangerous effort on which we have set out. No one can see precisely what course it will take or what costs or casualties will be incurred. Many months of sacrifice and self-discipline lie ahead--months in which our patience and our will will be tested--months in which many threats and denunciations will keep us aware of our dangers. But the greatest danger of all would be to do nothing.

The path we have chosen for the present is full of hazards, as all paths are--but it is the one most consistent with our character and courage as a nation and our commitments around the world. The cost of freedom is always high--and Americans have always paid it. And one path we shall never choose, and that is the path of surrender or submission.

Our goal is not the victory of might, but the vindication of right- -not peace at the expense of freedom, but both peace and freedom, here in this hemisphere, and, we hope, around the world. God willing, that goal will be achieved.

Thank you and good night.

Kennedy, J.F. Address on the Cuban Missile Crisis, October 22, 1962. Modern History Sourcebook. July 1998. August 12, 2008.
<http://www.fordham.edu/halsall/mod/1962kennedy-cuba.html>

Name _____ Per _____

Kennedy's Speech Graphic Organizer (Passage Deconstruction)

	Paraphrase the action in your own words	Intended effect?
Action 1		
Action 2		
Action 3		
Action 4		
Action 5		
Action 6		
Action 7		

Lesson focus question: Which of Kennedy's proposals would have the greatest impact on resolving the Cuban Missile Crisis?

Kennedy's Speech Graphic Organizer (Passage Deconstruction)-Teacher KEY

	Paraphrase the action in your own words	Intended effect?
Action 1	All ships carrying weapons will be turned away from Cuba	To show American strength and resolve, while avoiding direct conflict. To halt weapons from coming into Cuba.
Action 2	Increased surveillance on Cuba. If military build-up continues in Cuba then America is justified to respond, possibly even militarily. The army has been instructed to prepare.	America is preparing for a possible military stand-off. Scare the Soviet Union/Cuba into listening to America...or else!
Action 3	If the United States is attacked from Cuba, blame will be put on the Soviet Union. Retaliation will be directed towards the Soviet Union.	To warn the Soviet Union. Pointing out that the Soviet Union has the power and responsibility (and will take the brunt of the consequences) for how the crisis will proceed.
Action 4	Increase soldiers at Guantanamo Bay and have military ready to defend	To show the Soviet Union that the U.S. is preparing to defend itself.
Action 5	Alliance among the countries of this hemisphere to ally against outside powers trying to influence or threaten. The Rio Treaty allows for the members of this hemisphere to defend themselves in the face of outside military presence	To show unity among countries in Western Hemisphere against the Soviet Union. To explicitly inform the Soviet Union that its presence is not welcome in the Western Hemisphere. There is also a group of countries that will defend each other in case of outside aggression.
Action 6	United Nations need to meet immediately and discuss this. America will ask the United Nations for weapons to be removed from Cuba under the supervision of the United Nations before the quarantine of Cuba would be ended	To isolate the Soviet Union. Put the pressure of the whole world against it. Offer a "neutral" UN to oversee removal of the missiles.
Action 7	Kennedy asking Khrushchev to stop being crazy and end this situation. Khrushchev should end this race for dominance and join in unity with the rest of the world. Remove the weapons from Cuba and leave your quest for world domination and join the quest for world peace.	An appeal for Khrushchev to look at the situation rationally and find a peaceful solution to the conflict.

Lesson focus question: Which of Kennedy's proposals would have the greatest impact on resolving the Cuban Missile Crisis?

Excerpt from Danzer, Gerald et al. *The Americans: Reconstruction to the 21st Century*. Evanston, Illinois: McDougal Littell Inc., 2006, p.676.

The first break in the crisis occurred when the Soviet ships stopped suddenly to avoid a confrontation at sea. Secretary of State Dean Rusk said, “We are eyeball to eyeball, and the other fellow just blinked.” A few days later, Khrushchev offered to remove the missiles in return for an American pledge not to invade Cuba. The United States also secretly agreed to remove missiles from Turkey. The leaders agreed, and the crisis ended.

Teacher Key for “Keep it or Junk it”

Students should have these words

Soviet ships

Stopped suddenly

A confrontation

Remove the missiles

American pledge

Invade Cuba

Secretly agreed

Remove missiles

Leaders agreed

Crisis ended

Students decide which words on the list would be the best to answer the lesson focus question (which will be written on the board).

Focus Question: How was the Cuban Missile Crisis finally resolved?

Answer: The Cuban Missile Crisis was finally resolved when Russia agreed to remove their missiles from Cuba, in exchange the United States agreed to remove their missiles from Turkey.

Name _____ Per _____

Five Paragraph Essay Outline

Focus Question: “How effective was the U.S in its handling of the Cuban Missile Crisis?”

Introductory Paragraph:

Topic Sentence: _____

Background: _____

(Explain the time period)

Explanation of the basics: _____

(Introduce your topic and the events leading to them)

Thesis Statement – Write this sentence out:

Body Paragraph #1

Topic sentence: _____

(Write this sentence out)

Evidence#1: _____

Specific Evidence: _____

Specific Evidence: _____

Analysis: _____

Body Paragraph #2

Topic sentence: _____

(Write this sentence out)

Evidence#2: _____

Specific Evidence: _____

Specific Evidence: _____

Analysis: _____

Body Paragraph #3

Topic sentence: _____

(Write this sentence out)

Evidence#3: _____

Specific Evidence: _____

Specific Evidence: _____

Analysis: _____

Concluding Paragraph:

Restate your thesis: _____

Explain your analysis and the importance of your main points:

Relate your topic to a larger historical concept:
