

NAVAL HISTORY STEM-H LESSON PLAN

TEACHER HELP GUIDE

LESSON PLAN: The Hottest Days of the Cold War – The Cuban Missile Crisis

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INSTRUCTIONAL GOAL: At the completion of this unit, students should understand the impact of technology on the Cuban Missile Crisis, as well as the nuclear threat presented during the standoff between the United States and the Soviet Union as part of the Cold War.

BACKGROUND: The United States Navy played an integral role in the Cuban Missile Crisis of 1962. On the 50th anniversary of this key historical event during the Cold War, students will gain a better understanding of the causes, events, and outcomes of the “hottest days” in Cold War history. Students will view the same photos as President Kennedy and his executive committee, determining their own opinions about whether or not actions were necessary. Similarly, students will listen to Kennedy’s address to the US public, followed by reading and evaluating Premier Khrushchev’s response to Kennedy’s requests. Students will then chart the events of the Cuban Missile Crisis. Students will then work both individually and in teams representing the three Navy branches, compiling research on specific ships, planes, or submarines of their choice from the crisis. Finally, students will end with a formative assessment of their choice through artistic or written impression.

RESOURCES:

<http://research.archives.gov/description/193899> - President Kennedy’s speech to public (text), October 22, 1962

<http://www.jfklibrary.org/Asset-Viewer/sUVmCh-sB0moLfrBcaHaSg.aspx> - President Kennedy’s speech to public (audio), October 22, 1962

<http://www.loc.gov/exhibits/archives/x2jfk.html> - letter from Khrushchev to President Kennedy, October 24, 1962

<http://www.jfklibrary.org/Asset-Viewer/67jJ6PtRTEmn5JmghiFYA.aspx> - President Kennedy’s speech to public (audio), November 2, 1962

*photos and letter are included with activity sheets

Additional links and resources for teacher and students:

<http://www.youtube.com/user/coldwargallery/videos> - video on Cuban Missile Crisis

<http://www.navsourc.org/> - website for research, specifically photos of ships and submarines

<http://www.archives.gov/research/arc/topics/navy/> - website for research, specifically photos

<http://www.archives.gov/publications/prologue/2002/fall/cuban-missiles.html> - reference information for teachers

<http://www.archives.gov/research/alic/reference/military/cuban-missile-crisis.html> - additional links and resources from the National Archives

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<http://www.jfklibrary.org/Asset-Viewer/Archives/JFKPOF-TPH-30-2.aspx> - phone conversations on October 22, 1962 between President Kennedy and others, including former President Dwight D Eisenhower

<http://www.history.navy.mil/faqs/faq90-5.htm> - Navy's overview of Cuban Missile Crisis

<http://history.state.gov/milestones/1961-1968/CubanMissile> - additional overview of Cuban Missile Crisis

http://www.navy.mil/navydata/our_ships.asp - overview of ship types

<http://www.nvr.navy.mil/class.htm> - Navy ship classifications

<http://www.wikihow.com/Understand-US-Military-Aircraft-Designations> - military aircraft classifications

STANDARDS:

- ***South Carolina Social Studies Standards (All applicable standards are listed here. However, the main focus is around 7th grade standards.)***
 - SC 5-5.1: Explain the causes and the course of the Cold War between the Union of Soviet Socialist Republics (USSR) and the United States, including McCarthyism, the spread of communism, the Korean Conflict, Sputnik, the Berlin Wall, the Cuban Missile Crisis, and the Vietnam War.
 - SC 7-5.4: Analyze the political and technological competition between the Soviet Union and the United States for global influence, including the Korean Conflict, the Berlin Wall, the Vietnam War, the Cuban missile crisis, the “space race,” and the threat of nuclear annihilation.
 - SC 7-6.5: Explain the significance and impact of the information, technological, and communications revolutions, including the role of television, satellites, computers, and the Internet.
 - SC 8-7.1: Compare the social and economic impact of World War II and the Cold War on South Carolina with its impact on the rest of the United States, including the increases in the birth rate; the emergence of the consumer culture; the expanding suburbanization, highway construction, tourism and economic development; the continuing growth of military bases and nuclear power facilities; and the increases in educational opportunities.
 - MWH- 8.3: Illustrate the impact of the Cold War on developing and newly independent countries, including Soviet, United States, and Chinese involvement in the domestic and foreign affairs of countries such as Egypt, Iran, Iraq, Vietnam, Korea, Chile, Cuba, Guatemala, and the Congo.
 - USHC-7.5: Analyze the impact of the Cold War on national security and individual freedom, including the containment policy and the role of military alliances, the effects of the “Red Scare” and McCarthyism, the conflicts in Korea and the Middle East, the Iron Curtain and the Berlin Wall, the Cuban missile crisis, and the nuclear arms race.
- Common Core Standards
 - Reading Standards for Informational Text Grade 7-1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
 - Reading Standards for Informational Text Grade 7-3: Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

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- Reading Standards for Informational Text Grade 7-4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
- Reading Standards for Informational Text Grade 7-6: Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
- Writing Standards 7-3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- Writing Standards 7-4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Writing Standards 7-6: Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
- Writing Standards 7-7: Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
- Writing Standards 7-8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- Writing Standards 7-9: Draw evidence from literary or informational texts to support analysis, reflection, and research.
- Speaking and Listening Standards 7-1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 7 topics, texts, and issues*, building on others' ideas and expressing their own clearly.

INSTRUCTIONAL PROCEDURES FOR LESSON AND ACTIVITIES:

- Day 1 (50 minute class period):
 - Silent Graffiti: Teacher will write the words "Cuban Missile Crisis" on the white or interactive board. Each student, beginning with volunteers, will write something on the board. Students are only allowed to communicate on the board. They can write comments, questions, etc. in response to original phrase or to fellow student comments. After sufficient time, teacher reviews comments for further explanations. This preassessment enables teacher to gauge learner understandings and/or misconceptions.
 - Vocabulary Instruction: Teacher will instruct students to define words using textbook or teacher supplied definition. Next, students will then create a nonlinguistic representation of the word, such as a symbol or basic drawing. Unfamiliar terms may include: quarantine, reconnaissance, ballistic, nuclear.
 - Think/Pair/Share: Teacher will present the following questions: Think of the past alliances we've studied, specifically those of WWI, WWII, and those developed immediately following WWII. How have those alliances been beneficial to alliance members? How have they been detrimental? Are alliances good or bad? Why? Do alliance members benefit equally from relationship? Do alliances pose threats for non-members?
- Day 2 (50 minute class period):
 - Reconnaissance Photo Analysis/Role Play: Teacher will divide students into predetermined groups (depending on individual teacher/student needs and goals). Then, he/she will distribute copies of reconnaissance photos taken leading up to the Cuban Missile Crisis. Students will analyze photos, and then evaluate the photos to determine what if any threat is evident. Groups will have to weigh options

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of possible responses to Cuba and the Soviet Union. Groups will complete sheet to justify their choice. (*Activity 1*) Groups will select one representative to advise President Kennedy on appropriate actions. (Teacher can select student representative if desired.)

- Class discussion: Each group representative will advise President Kennedy (teacher) as to actions they feel necessary. Teacher will facilitate debate and possible outcomes of appeasement or ultimatum.
- Journal Entry/Exit Slip: Students will assume the role of President Kennedy and write what actions they would take if the decision was theirs.
- Day 3 (50 minute class period):
 - Primary Source Document/President Kennedy's Address to US Public, October 22, 1962: Students will read along with teacher as he/she reads aloud President Kennedy's speech to US public on October 22, 1962. A link to an audio recording of President Kennedy reading his speech is listed under resources, if preferred. Teacher will facilitate short class discussion of student opinions after hearing the video, noting if opinions remained constant or if they changed.
 - Premier Khrushchev's Response to Kennedy/Primary Source Document Text Annotations & Analysis: Teacher will divide students into small groups and distribute poster sized copies of Khrushchev's response letter and different colored wet erase markers. (Laminate poster sized letters for reuse and conservation of paper.) Teacher will model text annotating process, reminding students to read through the letter once without comments. On second and subsequent readings, students should write questions, comments, underline and then define unfamiliar terms, etc. In this activity, students should communicate only on the poster. Following the text annotation, groups will then begin discussing what actions President Kennedy should take. Groups will complete response guide (*Activity 2*) to better prepare advice to President Kennedy.
 - Class Discussion: Teacher will facilitate class discussion of group advice, followed by sharing of what actions President Kennedy actually took.
- Days 4-6 (50 minute class period):
 - Series of Events Chain (*Activity 3*): Teacher will lecture and/or present slide show, sharing events of Cuban Missile Crisis. Students will use graphic organizer to take notes on events.
 - Individual Research/Group Project: Students will research the Navy's role in the course of the Cuban Missile Crisis. Teacher will create centers within the classroom to represent each branch of the Navy and will provide further research materials (computers with internet, books, pamphlets, etc.). Students will choose one branch: air, surface, or submarine. Students will move to that center and then work individually to research (using research guide – *Activity 4*) one specific ship, plane, or submarine that participated with the reconnaissance or quarantine missions of the Cuban Missile Crisis. Naval branches will publish their research findings, highlighting their branches' contribution in the crisis, with specific information from each individual student. (Teacher can select "chief of naval operations" for each branch or allow students to select.)
 - Teacher discussion/reflection (*optional*): Teacher will present the following questions for reflection/discussion: How did each division affect the other? Did they work independently or cooperatively? How do you know? What proof can you point to? Which would you have preferred to be a part of and why?

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- **Assessment:**

- Artistic (Student Choice):
 - Create a story board, detailing events of Cuban Missile Crisis. Story board should have captions in addition to drawings. It should also include the following people, terms, and events through accurate images and/or captions: JFK, Khrushchev, Castro, quarantine, missile, reconnaissance, Cuba, United States, and the Soviet Union.
 - Create a political cartoon to illustrate the quarantine set forth by President Kennedy. This should include a written explanation of the cartoon (who, what), as well as the point of view taken in the drawing.
- Writing (Student choice): All choices should include appropriate use of at least 2 vocabulary words given at beginning of unit. (I.e. acrostic poem could have following phrase: “*ballistic* missiles belonging to the Soviets were being assembled in Cuba”)
 - RAFT (Role, Audience, Format, Topic): Students will assume to role of a student living in 1962 and write a letter (format) to the editor (audience) of their local newspaper to praise or condemn President Kennedy’s response (topic) to Soviet nuclear threat. Teacher can chose word maximums as needed for student audience.
 - Word Cloud: Students will use online technologies to create a word cloud to review the Cuban Missile Crisis.
 - Acrostic Poem: Students will create an acrostic poem. Teacher can chose to differentiate this activity as needed. For average to advanced learners, I would require students to write at least a phrase for each letter.