

Learning Unit: Cuban Missile Crisis

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Plymouth South High School

Teaching American History Grant

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Unit Overview

This learning unit is designed to effectively teach high school students of all learning levels about the Cuban Missile Crisis. In detail, it will explain the underlying causes and effects of arguably the most frightening moment of the Cold War between the United States and the Soviet Union. It is important for students to understand the magnitude of this crisis and to comprehend how brinkmanship nearly dragged the United States and the rest of the world into a nuclear holocaust.

Upon successful completion of this five (5) day learning unit, students will be able to:

- Describe the origins of the Cuban Missile Crisis by completing the notes, activities and participating in classroom discussions
- Understand the role of brinkmanship played in the Cuban Missile Crisis through primary document (political cartoon and video) analysis
- Explain in detail the events of the Cuban Missile Crisis through extensive note taking, participating in classroom discussion and activities and primary document (political cartoon and video) analysis
- Analyze the short term and long term impacts of the Cuban Missile Crisis for both the United States and the Soviet Union through extensive note taking, participating in classroom discussion and activities, and primary document (political cartoon and video) analysis

Through differentiated instruction, along with other necessary accommodations, this learning unit can be taught to students of all learning levels. Moreover, it is aligned closely with the Massachusetts History and Social Sciences Curriculum Frameworks. The specific frameworks from the US History II curriculum which this learning unit covers are as follows:

USII 18. Analyze the factors that contributed to the Cold War and describe the policy of containment as America's response to Soviet expansionist policies.

USII 19. Analyze the source, and with a map of the world, locate the areas of the Cold War (E. and F.).

USII 20.summarize the diplomatic and military policies of Presidents Eisenhower, Kennedy, Johnson and Nixon.

This learning unit will benefit students by helping them develop a greater understanding of the Cold War through a variety of means. They will be able to take what they have learned from this unit and can apply it to future discussions and activities when learning about the later events of the Cold War.

Lesson Type: A & I and E & R

Date:

Expected Number of Students 18 – 35

Grade Level: 11

Title: Origins of the Cuban Missile Crisis – Cuban Revolution

Objectives: Students will be able to

- Locate Cuba and other key locations in the region by completing the opening map activity.
- Explain the cause and effect of the Cuban Revolution (1959) on the Cold War by taking notes and participating in the class discussion
- Describe the American response to the Cuban Revolution by analyzing the political cartoon distributed to the class

Learning Standards to which the lesson refers:

USII 18. Analyze the factors that contributed to the Cold War and describe the policy of containment as America’s response to Soviet expansionist policies.

USII 19. Analyze the source, and with a map of the world, locate the areas of the Cold War (E. and F.).

USII 20.summarize the diplomatic and military policies of Presidents Eisenhower, Kennedy, Johnson and Nixon.

Materials Need for the Lesson: Textbooks, Political Cartoon, Map of Caribbean

INSTRUCTIONAL ACTIVITIES (Means of Presenting)

Anticipatory Set: (Est. time: 15 min.)

Motivation or Lead-in: To start, students will complete a brief map activity to start the learning unit. They will receive a map of the Caribbean as they walk into the room and will identify key locations that served a major role in the Cuban Missile Crisis. Once complete, the class will review their answers together.

Communicate Objectives: Verbal

Context/Prerequisites: Students can apply Cold War information they learned from previous lessons to the activities and discussions that will take place.

Benefits/Relevance: In this lesson, students will be able to describe the origins of the Cuban Missile Crisis by learning about the Cuban Revolution and the rise of communism in Fidel Castro's Cuba.

Introduce Information/Concepts/Examples: (7 - 10 minutes)

Students will take notes on the following:

- Batista Regime
- Fidel Castro and the Cuban Revolution
- U.S. Attitudes, Relations and Fears

Guided Practice and Feedback: (15 minutes)

In groups of four (4), students will analyze the political cartoon, "What You Need, Man, Is a Revolution Like Mine" by Ed Valtman of *The Hartford Times*. While discussing this cartoon, students should answer the following questions:

1. What is Castro trying to do in this cartoon?
2. How does this cartoon represent U.S. fears towards communism? What is the United States most fearful of?
3. How does the cartoonist portray Castro? Cubans? Explain.

Evaluation/Closure: (Est. time 5 min)

Students will reconvene as a class and discuss their responses to the questions.

Enrichment/Remediation/Indep. Practice:

HW: You are a member of a CIA task force that is charged with the task of proposing an elaborate plan to President Eisenhower to weaken Fidel Castro's hold on power in Cuba. How are you going to accomplish this? Create a list of ideas that you will submit to the President. Be creative and good luck!

'WHAT YOU NEED, MAN, IS A REVOLUTION LIKE MINE.'



Ed Vulliamy 51
THE HARTFORD TIMES

Lesson Type: A & I and E & R

Date:

Expected Number of Students 18 – 35

Grade Level: 11

Title: JFK and Cuba: Bay of Pigs Disaster and Operation Mongoose

Objectives: Students will be able to

- Describe in detail the severe failures of the Kennedy Administration to remove Fidel Castro through extensive note taking and primary document analysis
- Explain the consequences of the failures of the Bay of Pigs Invasion and Operation Mongoose through extensive note taking, participating in class discussion and the launch activity for today
- Specifically account for the impact the blunders of the Kennedy Administration by completing the graphic organizer and primary document analysis

Learning Standards to which the lesson refers:

USII 18. Analyze the factors that contributed to the Cold War and describe the policy of containment as America’s response to Soviet expansionist policies.

USII 19. Analyze the source, and with a map of the world, locate the areas of the Cold War (E. and F.).

USII 20.summarize the diplomatic and military policies of Presidents Eisenhower, Kennedy, Johnson and Nixon.

Materials Need for the Lesson: Political Cartoon

INSTRUCTIONAL ACTIVITIES (Means of Presenting)

Anticipatory Set: (Est. time: 5 - 7 min.)

Motivation or Lead-in: Using their homework from the previous night, the students will formulate groups of four (4) and share their CIA proposals to the President. While sharing their proposals, the instructor should pose the question to the students, “Are these plans realistic?” After five (5) minutes, the instructor should reconvene the class and create a collective list to be used later on in class. The instructor should tell the students that the list will be saved for a later discussion so they can eagerly anticipate its relevance to the discussion later on in the lesson.

Communicate Objectives: Verbal

Context/Prerequisites: Students must have their homework from the previous night.

Benefits/Relevance: In this lesson, students will be able to describe the blunders of the Kennedy Administration to remove Fidel Castro from power in Cuba. They will also come to understand why Cuban/Soviet relations grew so quickly as a result of these blunders, ultimately leading to the Cuban Missile Crisis.

Introduce Information/Concepts/Examples: (7 - 10 minutes)

Students will take notes on the following:

- Bay of Pigs
- Operation Mongoose
- Cuban/Soviet Relations

Guided Practice and Feedback: (15 minutes)

In groups of four (4), students will analyze the political cartoon, “Cuban Cigar: Bay of Pigs Invasion Blows Up in Kennedy’s Face” by Leslie Gilbert Illingworth. While discussing this cartoon, students should answer the following questions:

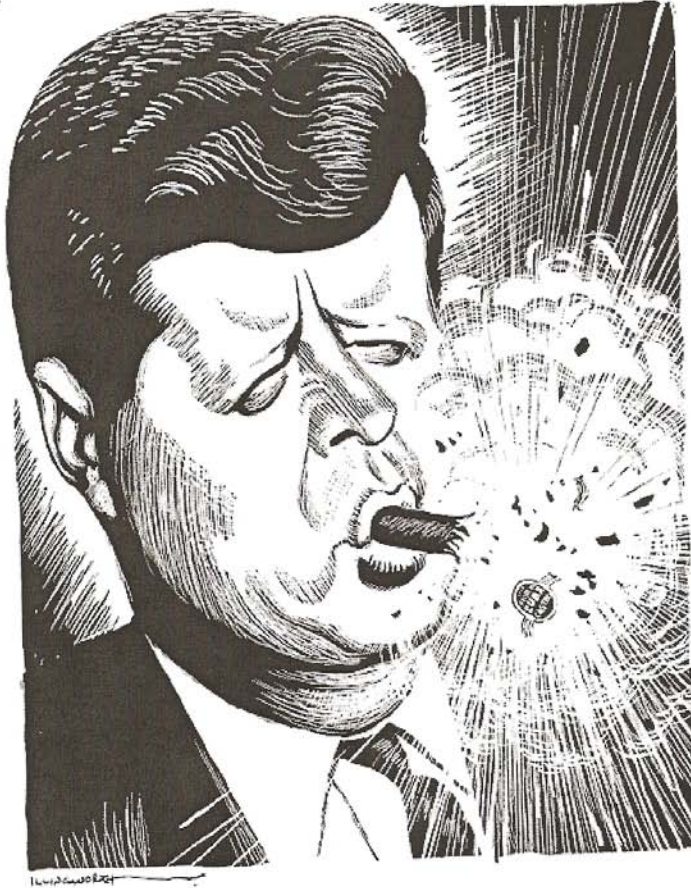
- 1) What does the cigar that exploded in Kennedy’s face symbolize?
- 2) Is the cartoonist supportive or critical of the Kennedy Administration? Explain your position.
- 3) What kind of “blowback” effect do you think the failure of the Bay of Pigs Invasion and Operation Mongoose will have on the Cold War? Be specific.

Evaluation/Closure: (Est. time 5 min)

Students will reconvene as a class and discuss their responses to the questions.

Enrichment/Remediation/Indep. Practice:

HW: Students will be given a cause and effect graphic organizer that will be used to help them have a greater understanding of the circumstances leading into tomorrow’s lesson on the Cuban Missile Crisis. This assignment should be completed before the students arrive the following day.



Walter Fust

US History II

Lesson Type: A & I and E & R

Date:

Expected Number of Students 18 – 35

Grade Level: 11

Title: Cuban Missile Crisis

Objectives: Students will be able to

- Describe the events of the Cuban Missile Crisis in detail through extensive note taking and through primary document analysis (Kennedy's Address to the Nation and cartoon analysis)
- Explain the role of brinkmanship during the Cuban Missile Crisis by closely watching Kennedy's Address to the Nation
- Understand the implications of the Cuban Missile Crisis on the United States, the Soviet Union, and their leaders through extensive note taking and primary document analysis (cartoon)

Learning Standards to which the lesson refers:

USII 18. Analyze the factors that contributed to the Cold War and describe the policy of containment as America's response to Soviet expansionist policies.

USII 19. Analyze the source, and with a map of the world, locate the areas of the Cold War (E. and F.).

USII 20.summarize the diplomatic and military policies of Presidents Eisenhower, Kennedy, Johnson and Nixon.

Materials Need for the Lesson: Political Cartoons, Graphic Organizer, Map of the Caribbean

INSTRUCTIONAL ACTIVITIES (Means of Presenting)

Anticipatory Set: (Est. time: 3 - 5 min.)

Motivation or Lead-in: Quick Review: What is the arms race and what the objective of the United States and the Soviet Union?

Communicate Objectives: Verbal

Context/Prerequisites: Students will use their graphic organizers from the previous day's lesson to help them understand the events of the Cuban Missile Crisis.

Benefits/Relevance: Students, through primary document analysis and discussion, will have a greater understanding of the concept of brinkmanship and how it nearly dragged the United States and the Soviet Union into a nuclear war.

Introduce Information/Concepts/Examples: (25 minutes)

Part I: Students will take notes on the following:

- U – 2 Spy plane discovery
- President Kennedy Addresses the Nation

Part II: JFK Address to the Nation

- Discussion Question: What are Kennedy’s main talking points?
- Discussion Question: What does Kennedy threaten?
- Discussion Question: What Cold War policy is Kennedy pursuing in his statement to the nation?
- Discussion Question: What does Kennedy ask Soviet Premier Khrushchev to do?

Part III: Students will take notes on the following:

- Brinkmanship
- Resolving the Crisis
- Effects of the Cuban Missile Crisis

Guided Practice and Feedback: (5 - 7 minutes)

Activity – “Brilliant or Dangerous”? As political analysts for a national news station, provide an analysis of Kennedy’s conduct during the Cuban Missile Crisis. What grade would you give him and why? Complete the worksheet provided to justify the grade you think he deserves.

Evaluation/Closure: (Est. time 7- 10 min)

As a class, take a poll of the student’s ratings of President Kennedy to determine what overall grade he earned. Ask the students to briefly explain their position and justify the grade they gave him.

Enrichment/Remediation/Indep. Practice:

Review the notes for the learning unit for tomorrow’s activity.

Name: _____

Date: _____

Mr. Fust

Per: _____

Activity: Brilliant or Dangerous?

Directions: To recap the Cuban Missile Crisis, fill out the evaluation form for President Kennedy's conduct during the conflict with the Soviet Union. What grade would you give him? Complete the work sheet below and provide the necessary information needed to justify the grade gave him. Have fun (30)!

Area of Evaluation	Grade	Justification
Diplomacy	Grade: _____	
Military Actions as Commander-in-Chief	Grade: _____	
Domestic Actions	Grade: _____	

Overall Grade: _____

Justification:

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US History II

Lesson Type: A & I and E & R

Date:

Expected Number of Students 18 – 35

Grade Level: 11

Title: Cuban Missile Crisis – Cartoon Carousel

Objectives: Students will be able to

- Effectively review the information learned throughout the learning unit by participating in the “Cuban Missile Crisis Cartoon Carousel”
- Write an effective DBQ on the Cuban Missile Crisis by participating in the “Cuban Missile Crisis Cartoon Carousel”

Learning Standards to which the lesson refers:

USII 18. Analyze the factors that contributed to the Cold War and describe the policy of containment as America’s response to Soviet expansionist policies.

USII 19. Analyze the source, and with a map of the world, locate the areas of the Cold War (E. and F.).

USII 20.summarize the diplomatic and military policies of Presidents Eisenhower, Kennedy, Johnson and Nixon.

Materials Need for the Lesson: Political Cartoons

INSTRUCTIONAL ACTIVITIES (Means of Presenting)

Anticipatory Set: (Est. time: 3 - 5 min.)

Motivation or Lead-in: Recap: What were the causes of the Cuban Missile Crisis? How would you describe the stance taken by the Kennedy Administration? What were the lasting effects of the Cuban Missile Crisis?

Communicate Objectives: Verbal

Context/Prerequisites: Students will need to have completed the tasks in the previous lessons and prepared themselves by reviewing the information and concepts pertaining to the Cuban Missile Crisis.

Benefits/Relevance: Through participation in the “Cuban Missile Crisis Cartoon Carousel”, students will possess a greater understanding the Cuban Missile Crisis and be prepared for the DBQ quiz to be given the next day.

Introduce Information/Concepts/Examples: (0 minutes)

None

Guided Practice and Feedback: (30 minutes)

Students will be divided into three (3) groups and each will be given a different cartoon. Each group will have 10 minutes to analyze and discuss the cartoon they have been given. While analyzing the cartoon, the students should answer the following questions (see the worksheet provided),

1. Who are the main characters shown in the cartoon? What are they doing?
2. To what specific events of the Cuban Missile Crisis is the cartoonist depicting? Explain in detail.
3. Does the cartoonist openly support a specific side? How do you know this? Explain.
4. What is the main message or point the cartoonist is trying to convey to the reader? How do you know this?

After ten (10) minutes, the students will rotate the cartoons around the room and will repeat the process until each group has had the opportunity to analyze and discuss all cartoons.

Evaluation/Closure: (10 min)

After analyzing and discussing each cartoon, the class will reconvene and each group will report upon one of the cartoons. When completed, the students will use their worksheet that has their findings on their to help them prepare for the DBQ quiz tomorrow.

Enrichment/Remediation/Indep. Practice:

Review for the DBQ quiz tomorrow

Name: _____

Date: _____

Mr. Fust

Per: _____

Cuban Missile Crisis: Cartoon Carousel

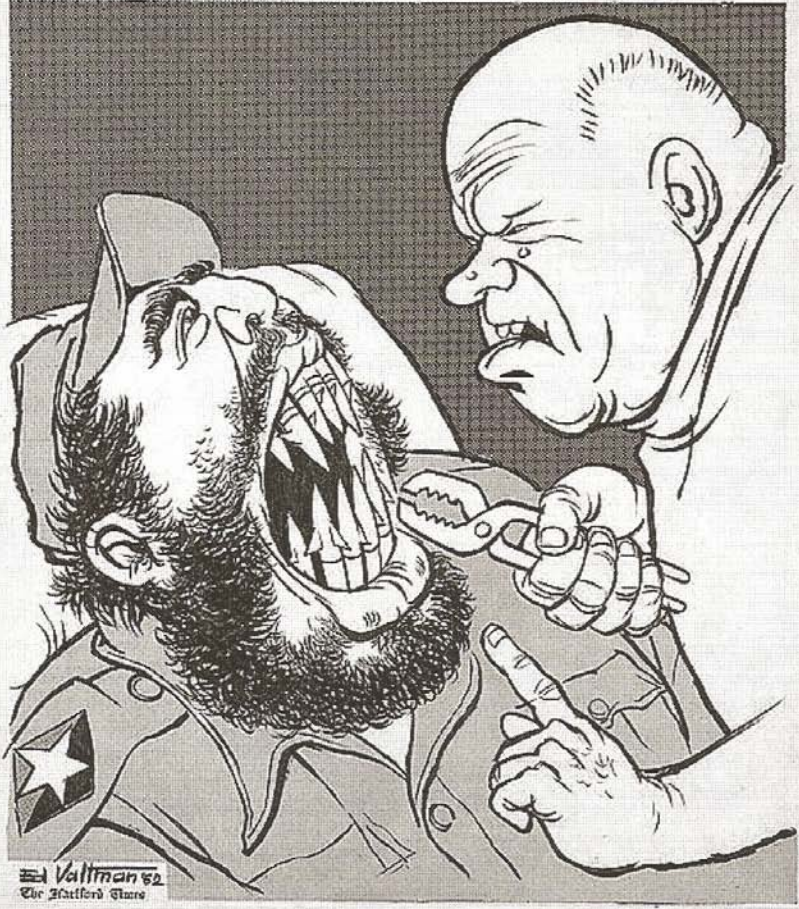
Directions: In your group, you will analyze and discuss each of the three (3) cartoons about the Cuban Missile Crisis. Your group will circulate each of the cartoons with the other two groups every 10 minutes. While analyzing and discussing each cartoon, respond to each question in the organizer below. This will be an essential review tool for your DBQ quiz for this chapter. Good luck (30 pts)!

1. "Retreat"
1. Who are the characters shown in the cartoon? What are they doing?
2. To what specific event of the Cuban Missile Crisis is the cartoonist

2. "This Hurts Me More Than It Hurts You!"
1. Who are the characters shown in the cartoon? What are they doing?
2. To what specific event of the Cuban Missile Crisis is the cartoonist depicting?

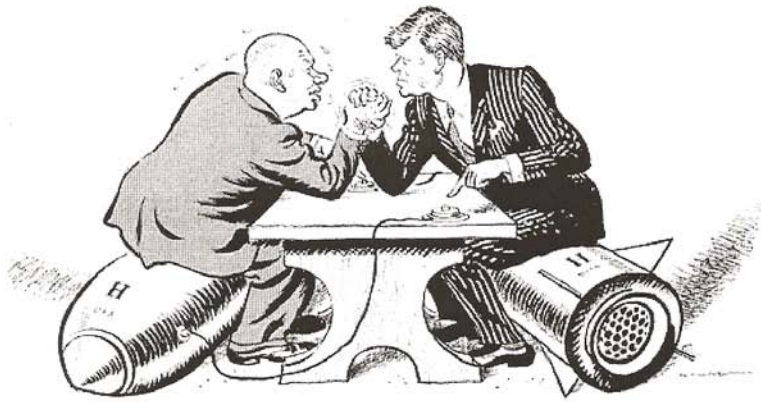
'THIS HURTS ME MORE THAN IT HURTS YOU!'

Oct. 30



Ed Vallman '52
The Stafford Star

1/10/52 S/S. JV





Hy Rosen, *The Times-Union* (Albany), 1962.

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US History II

Lesson Type: E & I and A & R

Date:

Expected Number of Students: 18 – 35

Grade Level: 11

Title: Cuban Missile Crisis: DBQ Quiz

Objectives: Students will be able to

- Formulate a cohesive response to the DBQ prompt in the form of a 5 paragraph essay, using each of the documents provided.

Learning Standards to which the Lesson Refers to:

USII 18. Analyze the factors that contributed to the Cold War and describe the policy of containment in as America’s response to Soviet expansionist policies.

USII 19. Analyze the source, and with a map of the world, locate the areas of the Cold War (E and F).

USII 20. summarize the diplomatic and military policies of Presidents Eisenhower, Kennedy, Johnson and Nixon.

Materials Needed for this Lesson: DBQ Quiz

Instructional Activities (Means of Presenting)

Anticipatory Set: None

Introduce Information/Concepts/Examples: None

Guided Practice and Feedback: None

Evaluation and Closure(45 minutes): DBQ Quiz

Enrichment/Remediation and Indep. Practice: None

Name: _____

Date: _____

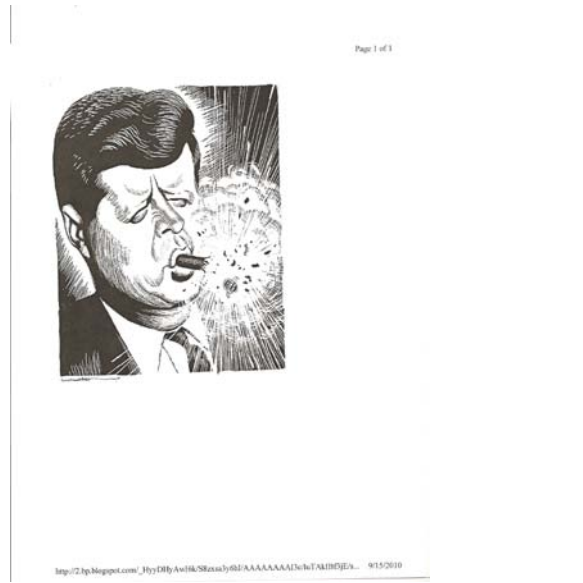
Mr. Fust

Per: _____

Cuban Missile Crisis: DBQ Quiz

Directions: Using the documents provided, give a cohesive 5 paragraph response to the statement below. Good luck (50 pts)!

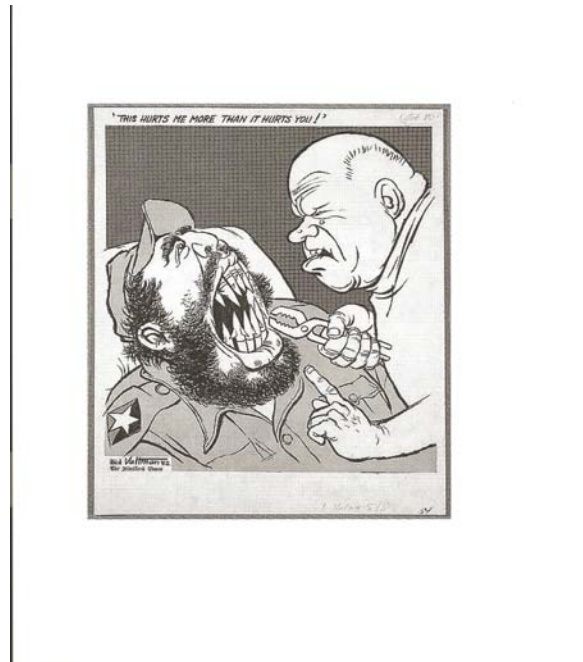
Statement: Describe the underlying causes of the Cuban Missile Crisis and its effects on the Cold War.



Doc A



Doc B



Doc C

Name: _____

Date: _____

DBQ Rubric

Category	4	3	2	1	0
Historical Accuracy _____ x4 = _____	Essay has no historical inaccuracies and the historical information is used masterfully to formulate a solid essay.	Essay has few historical inaccuracies and the historical information used to create a cohesive argument.	Essay has historical inaccuracies that distort the writer's main argument	Essay has too many historical inaccuracies that completely undermine the writer's main argument.	No paper.
Content _____ x4 = _____	Author masterfully aligns relevant historical information with the main argument.	Author aligns relevant historical information with the main argument, but the writer could provide a little more detail and analysis for a more complete argument.	Author adequately aligns relevant historical information with the main argument, but lacks the necessary detail and analysis to formulate a complete argument.	Content of the essay has little or no relevance to the topic, thus resulting in a flawed and incomplete argument	No paper.
Document Analysis _____ x 4.5 = _____	The author masterfully analyzes and incorporates all of the documents into the essay	The author provides strong analysis of the documents and incorporates them well into the essay. Few more details could be added to provide a more cohesive argument.	The author incorporates some, not all, of the documents and provides some analysis of them throughout the essay. However, the documents must be used more effectively.	The author does not provide an adequate analysis of the documents and fails to effectively use them to support his/her argument.	No paper.

Total _____/50

Comments: