

Name: _____
"Thirteen Days"

Date: _____

U.S. History II
Mr. Gardner

Characters

Kenny O'Donnell	JFK Advisor
John (Jack) F. Kennedy	U.S. President
Robert (Bobby) Kennedy	U.S. Attorney General (JFK's brother)
Robert McNamara	U.S. Secretary of Defense
General Maxwell Taylor	U.S. Joint Chief of Staff
Adlai Stevenson	U.S. Ambassador to the United Nations

1. Which option(s) is the military pressing for?
2. Why do you think JFK continues his appointments and his appearances throughout the country?
3. Do the Soviets admit to having placed offensive weapons in Cuba?
4. Why do you think the U.S. government wants to keep the news out of the papers?
5. Which person suggests negotiations?
6. Can the U.S. military guarantee hitting all the missiles in Cuba?
7. Why does Kenny tell the U-2 pilot not to get shot down?
8. According to the U-2 pilot, what made the marks on his plane?
9. What does the military want to do if the Soviet ships refuse to stop for the quarantine?
10. If the missiles are launched from Cuba, how long would it take to hit D.C.?
11. What examples were shown in the film that depicted the fear the American public had?

12. Explain the quote, “We were eyeball to eyeball and the other fellow just blinked.”
13. What deal did RFK and JFK come up with while meeting alone in the Oval Office?
14. What evidence does Adlai Stevenson use in the UN meeting?
15. Does the military and Secretary of Defense McNamara get along?
16. What is the problem with firing warning shots or flares on a ship?
17. What supposed offer does Khrushchev make through Formin, the secret spy?
18. How did Khrushchev and the secret spy supposedly meet?
19. What is the problem with the supposed letters from Khrushchev?
20. What happened to the U-2 pilot, Major Anderson?
21. What problem does Kenny see with trading Soviet missiles in Cuba and U.S. missiles in Turkey?
22. What final agreement do the Soviet diplomat and RFK make?

LESSON PLAN

Course Title: U.S. History II Hon **Grade Level:** Juniors
Title of Unit: The Kennedy and Johnson Years, 1961-1969
Title of Lesson: JFK Cold War Containment and his Foreign Policy
Projected Length: 5 Days **Date:** September 16, 2010

GOALS/DISPOSITIONS/HABITS OF MIND (*Linked to **Massachusetts Curriculum Frameworks** (MACF)*)

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 sources and, with a map of the world, locate the areas of Cold War conflict between the U.S. and the Soviet Union.

STUDENT OUTCOMES/OBJECTIVES

The student will be able to

Understand the goals and the outcome of the Bay of Pigs invasion

Identify events that led to the Berlin Crisis and the Cuban Missile Crisis

Describe the goals of the Alliance for Progress and the Peace Corps

THE LESSON:

Day 1

1. Initiating Activity:

Students will be asked to think about the way the United States pursues relationships with other countries. They will be asked to list what they think should be the goals of the United States foreign policy.

2. Lesson Core:

PowerPoint lecture on JFK's foreign policy (see attached slides)

3. Closing Activity and/or Assessment:

Ticket to Leave: Students write down one thing they learned from the lesson today before they leave the classroom.

HOMEWORK ASSIGNMENT:

Students will complete the appropriate section review questions from their textbook.

Day 2

1. Initiating Activity:

Students will be asked to think of ways in which United States foreign policy changed after World War II. In particular, how did the worsening relationship between the Soviet Union and the United States impact decisions that were made in Washington?

2. Lesson Core:

Five Paragraph Essay on JFK's Inaugural Address

Watch JFK's inaugural address. Hand out transcripts of JFK's inaugural address to students to read on their own. Read the transcript a second time but have students read it out loud. Students then pick out 3 points of interest from the transcript. Students then write for five minutes on each point of interest (2, 3, 4). Students then make a connection to all 3 points of interest (5). Finally, students should make an assertion about the 3 points of interest (1). Students should end with the beginnings of a five paragraph essay. The essay will be due at the end of the unit. (see attached grading rubric)

HOMEWORK ASSIGNMENT:

Students will work on their five paragraph essay which will be due at the end of the unit.

Day 3, 4, 5

1. Initiating Activity:

Students will be asked if it is possible for a Hollywood movie about an historical event to be historically accurate.

2. Lesson Core:

Students will begin to watch *Thirteen Days* (145 minute runtime), a film about the Cuban Missile Crisis. There will be a 22 question worksheet that students will complete while watching the film (see attached). At the conclusion of the film, issues about the historical accuracy of the film will be discussed.

HOMEWORK ASSIGNMENT:

Students will work on their five paragraph essay that is due at the end of the unit.

Closing Activity and/or Assessment:

At the end of the unit there will also be an exam (see attached).

The Wareham High School Writing Rubric

Skill	Advanced Proficient 4	Proficient 3	Needs Improvement 2	Failing 1	No Evidence 0
Purpose	<ul style="list-style-type: none"> • Effectively addresses the topic. • Effectively demonstrates a thorough understanding of relevant concepts 	<ul style="list-style-type: none"> • Adequately addresses the topic. • Adequately demonstrates a thorough understanding of relevant concepts 	<ul style="list-style-type: none"> • Inadequately addresses the topic. • Inadequately demonstrates an understanding of relevant concepts 	<ul style="list-style-type: none"> • Fails to adequately address the topic • Fails to demonstrate an understanding of relevant concepts 	
Topic Development	<ul style="list-style-type: none"> • Effective and logical progression of ideas • Effective transitions. • Effective use of evidence to make logical points 	<ul style="list-style-type: none"> • Adequately logical progression of ideas • Adequate transitions. • Adequate use of evidence to make logical points 	<ul style="list-style-type: none"> • Inadequate progression of ideas • Inadequate transitions. • Inadequate use of evidence to make points 	<ul style="list-style-type: none"> • Fails to make logical points due to poor progression of ideas, lack of evidence or transitions. 	
Clarity	<ul style="list-style-type: none"> • Effectively employs word choice and sentence structure to make a clear point 	<ul style="list-style-type: none"> • Adequately employs word choice and sentence structure to make a clear point 	<ul style="list-style-type: none"> • Inadequately employs word choice and sentence structure and to make a point that is clearly understood. 	<ul style="list-style-type: none"> • Fails to make a clear point due to poor word choice or sentence structure 	
Audience Awareness	<ul style="list-style-type: none"> • Effectively uses language appropriate to the topic/assignment • Effectively uses language appropriate to the academic environment. 	<ul style="list-style-type: none"> • Adequately uses language appropriate to the topic/assignment • Adequately uses language appropriate to the academic environment. 	<ul style="list-style-type: none"> • Does not adequately use language appropriate to the topic/assignment • Does not adequately use language appropriate to the academic environment. 	<ul style="list-style-type: none"> • Fails to use language appropriate to the topic/assignment • Fails to use language appropriate to the academic environment 	
Mechanics	<ul style="list-style-type: none"> • Effectively and correctly uses the rules and conventions of standard English Grammar • Effective use of vocabulary • No spelling errors 	<ul style="list-style-type: none"> • Adequately uses the rules and conventions of standard English Grammar • Adequate use of vocabulary • Few spelling errors 	<ul style="list-style-type: none"> • Inadequate use of the rules and conventions of standard English Grammar • Inadequate use of vocabulary • Frequent spelling errors 	<ul style="list-style-type: none"> • Fails to use correctly the rules and conventions of standard English Grammar • Fails to use an adequate vocabulary • Multiple spelling errors 	

This rubric meets the following Wareham High School expectations:

10/6/2010

C1, C2, C3, I1, I2, I3, I4

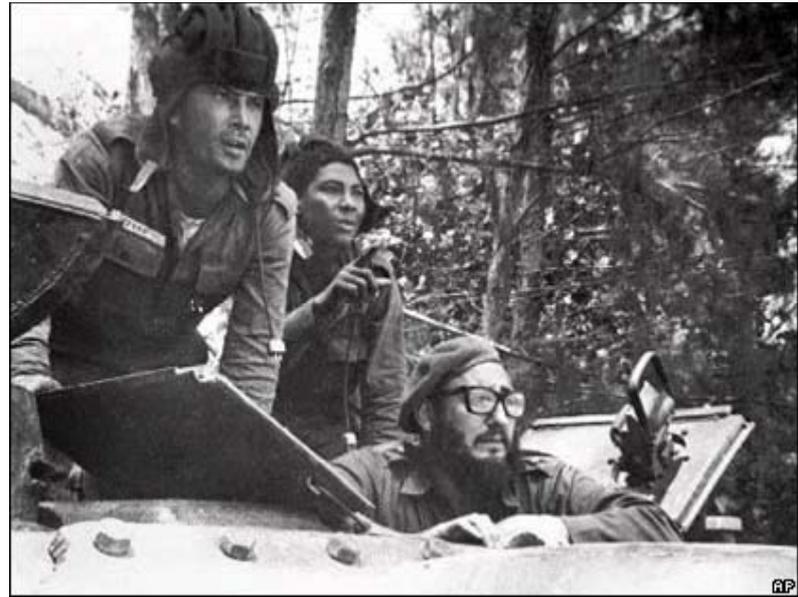
Foreign Policy in the Early 1960s

Section 3

- Understand the goals and the outcome of the Bay of Pigs invasion
- Identify events that led to the Berlin Crisis and the Cuban Missile Crisis
- Describe the goals of the Alliance for Progress and the Peace Corps
- Summarize Cold War conflicts in which Johnson became involved

The Bay of Pigs Invasion

- U.S. unhappy with Fidel Castro taking power in Cuba 1959 & making friends with Soviets
- Central Intelligence Agency (CIA) trains Cuban defectors to invade
- Invasion proves to be both military & diplomatic disaster
- U.S. loses credibility



The Berlin Crisis

- Division of Berlin planned as temporary
 - Soviets wanted it to be permanent to reduce East Germans fleeing to West Germany
- JFK increased funding to military & expanded armed forces
- Soviets built a wall to separate Communist & non-Communist sections

The Berlin Crisis



The Cuban Missile Crisis

- 10/16/62 photos taken from U.S. spy plane of Cuba
 - Show Soviet missile bases
- U.S. & Soviet response brought superpowers to brink of nuclear war



The Cuban Missile Crisis

- JFK authorized a naval "quarantine" around Cuba
 - Demanded Soviets stop construction of missile bases
- Soviet ships headed to Cuba suddenly turned around
 - Threat of nuclear war avoided



Cuban Missile Crisis

- Soviets agreed to remove missiles from Cuba
- U.S. agreed to end quarantine, stay out of Cuba & remove missiles from Turkey
- U.S. & Soviets establish "hot line" to communicate quickly
- U.S., Soviets & Great Britain sign Limited Test Ban Treaty

The Alliance for Progress

- JKF feared Communist movements would attract support in poor nations
- Alliance would help build Western-allied stable governments
- Latin Americans viewed Alliance as a tool of the U.S. to stop communism

The Peace Corps

- JFK established Peace Corps to help people work together peacefully to solve problems
- Volunteers work side by side with local citizens in poorer nations



Johnson's Foreign Policy

- Supposed Communist backed rebels attacked the military-backed government of Dominican Republic
- U.S. Marines sent in to install new provisional government
- Conflict between Communist North Vietnam & non-Communist South Vietnam
- U.S. involvement deepened

Assessment

Kennedy established the Alliance for Progress in the Western Hemisphere to

- a) replace the Monroe Doctrine.
- b) discourage the spread of communism.
- c) promote pro-Communist revolutionary movements in Latin America.
- d) end American involvement in South Vietnam.

Assessment

Which of the following best describes the major guiding principle behind the foreign policies of Kennedy and Johnson?

- a) to keep European nations out of Latin America
- b) to stifle Asian trade to benefit European trade
- c) to make peace with the Soviet Union
- d) to stop the spread of communism