

What caused the Cuban Missile Crisis to be resolved peacefully?

An Inquiry Lesson

David Davis



What caused the Cuban Missile Crisis to be resolved peacefully?

Overview

The Cuban Missile Crisis was one of the most important issues of the Cold War. Russian leader Nikita Khrushchev sent missiles to Cuba in response to the installation of missiles by the United States in Turkey. Once the U.S. was aware of this there were a few courses of action that could be taken. The chosen action was to blockade any further weapons coming into Cuba. This started negotiations that would eventually end with the removal of missiles from Cuba and Turkey and a promise from the U.S. that they would not invade Cuba. These negotiations were very tense, and the threat of war was felt by all involved parties. Although the negotiations only last a short time in October of 1962, the impact of this crisis is important today. So, what caused the Cuban Missile Crisis to be resolved peacefully?

Rational

An important skill in history and social studies is to be able to draw conclusions from multiple sources. This is the nature of an inquiry lesson. The Cuban Missile Crisis is one of the more important times during the Cold War. The U.S. and U.S.S.R. were on the brink of war, but the efforts of John F. Kennedy and Nikita Khrushchev brought a more peaceful end to the conflict. Looking into the negotiations will allow students to decide which side showed more willingness to put an end to the issue.

Objectives

During this lesson students will be working on the following standards from the Wisconsin Model of Academic Standards:

1. Analyze primary and secondary sources related to a historical question to evaluate their relevance, make comparisons, integrate new information with prior knowledge, and come to a reasoned conclusion. (WMAS B.12.2)
2. Recall, select, and explain the significance of important people, their work, and their ideas in the areas of political and intellectual leadership, inventions, discoveries, and the arts, within each era of Wisconsin, United States, and world history. (WMAS B.12.8)
3. Compare examples and analyze why governments of various countries have sometimes sought peaceful resolutions to conflicts and sometimes gone to war. (WMAS B.12.11)
4. Identify a historical or contemporary event in which a person was forced to take an ethical position, such as a decision to go to war, the impeachment of a president, or a presidential pardon, and explain the issues involved. (WMAS B.12.15)

Other objectives:

1. Communicate ideas and opinions with others and develop tentative hypotheses based on the historical evidence.
2. Be able to compose a well-organized essay considering all of the information that will be presented.

Grade Level:

This lesson is aimed at student in a 12th grade U.S. History class. Due to the difficulty in the language of some of the primary documents used, younger students may have a harder time understanding them. In order to make this lesson more accessible one could summarize documents using age appropriate

vocabulary. In addition, students could work in groups or as a class to evaluate the first sources and gradually work more independently.

Time:

This lesson should take about three and a half hours or roughly three or four class period. This is all dependent on the level of participation and understanding displayed by the students during the lesson.

Course

This lesson was constructed for a U.S. History course. It could be adapted to be used in a Political Science course when dealing with foreign policy or diplomacy. The students will learn about the history of the Cold War and how it ended. This is important to students because this crisis had a big impact on how the U.S. handled other crisis during the Cold War and had a part in shaping future diplomacy tactics.

Materials

1. Computer with internet access (History.com) with a projector/screen
2. Enough copies of the hypothesis/evidence sheet
3. 6 copies of the data sets
4. Whiteboard/Chalkboard

Procedure

1. Engagement
 - a. Engagement in the inquiry lesson will be done through a description of the events leading up to the crisis. Students will be told about the situation in Berlin and how hostilities with the Soviet Union have been going on for some time. Students will be informed about the arms race and the fear of nuclear that accompanied it. After the students have some sort of feeling of the events leading up to the Cuban Missile Crisis They will be given the political cartoon that has Kennedy and Khrushchev on the chest with the nuclear monster trying to break out. Students will look at this cartoon and try to analyze its meaning. This should engage the students because it does not give clues to the end of the crisis.
2. Elicit Hypotheses
 - a. The hypothesis worksheet will be distributed throughout the class. The students will be instructed that they will have to come up with possible hypotheses to the question: "How did the Cuban Missile Crisis come to an end?" The question will remain up on the board or the projector screen while students consider the possibilities. The students will fill out the worksheet on their own to start with. After the students have had a chance to come up with one or two hypotheses, then the students will be broken into groups of about five or six. They will compare their hypotheses, and then be instructed to come up with a few more as a group. Then as a class the students will compile a list of hypotheses. A volunteer will write each hypothesis on the board. After all of the hypotheses are up on the board the teacher will ask the students to come back together to come up with one more hypothesis per group. This hypothesis does not have to be completely rational, but should remain somewhat relevant. This activity asks students to try to think "out of the box." It will help to establish the process of creating and evaluating hypotheses.
3. Data Gathering and Data Processing

- a. The students will then be given the first data set, and a volunteer will read it out loud. They will go back to their groups to discuss the data set and how it either supports the hypotheses or undermines them. The students will record their evidence on the worksheet handed out earlier in class. As a class we will discuss the data set and how it tries to answer the question. Interpreting meaning from primary sources can sometimes be a struggle for students early in the lesson, so it is very important that the teacher closely monitors students as they interpret the first few data sets. Looking at the first data set as a class might work great for younger grades. Then the group hypothesis list will be revised accordingly. Then the teacher will ask if there are any new hypotheses that have come about due to the evidence in the first data set. Once this is complete, the second data set will be handed out, and the pattern will be repeated until the data sets are finished. The students should be able to use the later data sets more efficiently on their own, so less instruction and facilitation is needed from the teacher.
 - b. The first day of data sets should end not later than set number two. Data set three is a video and could be used to re-engage students on the second day of the lesson. Likewise, set seven is another political cartoon that is to be used at the beginning of the period to re-engage the students. The teacher should emphasize that this cartoon is merely presenting a perception of the President from the Cuban perspective. This is not meant to be on the same level of the data sets. Its intention is for re-engagement.
4. Conclusion
- a. After all of the data sets have been discussed and the hypotheses revised, the students will pick the one or two that they feel are most valid. The students will then write a persuasive paper as to why they feel this hypothesis is right. They should include the data sets as evidence to support their hypothesis. The students will be given the rubric for their writing assignment. They will be required to state their thesis or hypothesis in the first paragraph and then restated it in the conclusion. The middle of the essay is for them to support their argument (Instead of writing a long, in-depth essay, younger students could come up with a hypothesis and in a few sentences give their supporting evidence). Students must use a certain number of sources, and they must cite correctly. To ensure that this happens, the teacher must show the students what is expected. For this exercised a parenthetical reference to which data set is sufficient. The students will be given class time to work on their draft of this essay. At the end of the hour, they will get in groups and critique each other's arguments and writing according to the evidence and the rubric. The students will then take these drafts and revise them to hand in the next day. The day that the students are to hand in their essay they will receive the "Post-Conclusion Data Set." This data provides information that is not in the other data sets and may change the perception of some of the students. This document states that Kennedy possibly did not care too much about the missiles in Turkey because they were obsolete anyway. This is not hinted at in the other data sets. They will have the opportunity to take this new data into consideration and change their essay if need be. Student will discover that a conclusion is never set in stone. They will find out that theories can change even though it may seem very well supported.

Assessment

The students will be assessed formally and informally. The informal portion of the assessment will be with regards to participation both in the large group and in small groups. Participation will include the sharing of ideas that willingness to communicate with others. Students will not be penalized for participation that adds ideas that are not correct. The goal for participation is that students are able

to use higher order thinking skills. This could be seen when students put ethics or values in their answers. Adding dispositions to an argument will enhance a student's experience within the lesson. The formal assessment will include the essay. This is an opportunity for the students that may not have participated fully to get their ideas across. Both portions of the assessment will be taken into consideration while assessing this lesson. Students will receive the rubric back for their written work, and on the bottom of the rubric the student will get their participation grade and a total grade.

Reflection and Self-Assessment

This lesson is geared for an 12th grade classroom. It requires that student take evidence and evaluate it. This is something that students at this level should be able to do. It certainly is not out of their reach. If some of the text seems difficult, it will be easy for the teacher to create summaries for the data sets that can be read to supplement the data set. The Cuban Missile Crisis is an important episode in the Cold War; therefore, it is an essential part of a United States history course that can be a part of any curriculum in the country.

Pass Standards

1. Higher Order Thinking

Students are required to take the data sets and construct a hypothesis from them. The meaning that they take away from the sources will not always be a literal one. This is a display of high order thinking. Since the data sets take up most of the lesson and students will have to manipulate them in order to show support for or contradict hypotheses, this lesson receives a 4 for this standard.

2. Deep Knowledge

Students are asked to think about the Cuban Missile Crisis into the context of the Cold War. This is a way that deep knowledge is displayed. Students must be aware of the events that are surrounding the Missile Crisis in order to create a reasoned hypothesis. They must also take the knowledge given at the beginning of the lesson and combine it with the data sets to show support for their argument. Students are also asked to work in groups to discuss the data sets and possible hypotheses. This sustained conversation and construction of a reasoned conclusion gives this lesson a score of 4 for this standard.

3. Substantive Conversation

When students break into groups, they are asked to discuss the data in terms of the focus question. They are to use the data to either show support for or contradict the hypotheses that they came up with. The group work will include exchanges between students. When coming back to the larger group the discussion may be more teacher led, but there is still the opportunity for students to comment on the remarks of others; therefore, the score for this standard would be either a 4 or a 5 depending of the work of the individual groups.

4. Connections to the World Beyond the Classroom

The students will be given information that will consider different points of view. This is important when considering current issues in politics. Students will learn tools that will help them read sources and decipher meaning from them. This is a skill that will transcend the classroom if the students find value in it. The topic at hand is important in the history of the United States. This lesson should receive either a 3 or a 4 depending on the connections that the students are able to make between this lesson and the necessity of using these skills when considering a newspaper article.

5. Ethical Valuing

There is an underlying ethical value at the heart of this lesson and it is in regards to the avoidance of war. Kennedy and Khrushchev try different tactics in order to resolve the conflict without the use of weapons. This issue is something that leaders are faced with when something as severe as this conflict was. Student will look at the ways in which war was avoided

through diplomacy. Diplomacy is something that students should be familiar with. It was used effectively in this instance to ensure the security of the countries involved as well as the rest of the world. These considerations would allow for students to interject values and beliefs as well as critique the values of others during this lesson. Because certain issues in this lesson are debatable, this lesson receives a 4 on this standard.

6. Integration

This lesson integrates in two ways: interdisciplinary and knowledge and skills. Interdisciplinary integration comes in because this is primarily a history lesson, but political science is also a focus due to diplomacy. Students are also required to know some geography in order to realize the threat that the missiles in Cuba and Turkey presented. The knowledge and skills that are integrated into this lesson will allow for students to read a passage from either a newspaper or another source and evaluate its meaning. This is something that will help them become better citizens when considering such things like a voting. Students will rely on one source for information will not allow them to get the full story. This lesson receives a 4 for this standard because the interdisciplinary integration focuses more on a social understanding while the knowledge and skills learned will make them better citizens.

General Improvements and Changes

This lesson is constructed in such a way that students will be able to look at primary and secondary documents to make conclusions. Most of the documents give the point of view of the United States. This is a weakness of this lesson. If more sources could be found from the Cuban or Soviet point of view, it would strengthen the pool of data. One of the data sets is especially long, but the information within the document all seemed important, so it was not cut down. This is by far the longest, so students should not be too overwhelmed by the data. Also, the beginning of each new class period will include either a video segment or a political cartoon which will hopefully be successful in re-engaging the interest and attention of the students. The documents used in this data set are somewhat difficult, so the use of them for younger students may not be appropriate. If this were to be used in middle school, it would be necessary to supplement them with a summary or a discussion before the students were broken into smaller groups. Overall this lesson is tailored in a way that it should effectively reach its intended audience.

Transcendent Teaching and Learning Issues

The nature of inquiry is something that should be in every history curriculum. History is filled with the causal nature of things. This lesson displays this very well because it asks students to look at primary and secondary documents in order to determine a cause. It also is set up in a way that students may interpret the data in different ways. This idea is also at the center of inquiry. Two people do not have to come away with the same meaning from a document.

Creating this lesson was a challenge, but when working as a teacher it will only be more difficult. The amount of time that was consumed by this project was surprising. The amount of possible data sets that could be used in this lesson are uncountable. When searching for the Cuban Missile Crisis on the internet millions of things come up, but there are only a few that are credible and reliable. This was one of the main challenges. Picking the right sources for this lesson was probably the hardest part. Once the data sets were in place, the rest of the lesson just fell into place. All that said, this lesson is something that is worthwhile for both the teacher and the student because the skills and knowledge involved will be used in many other areas. The ability to look at a document and come to a conclusion is a very important skill to have in order to be a well informed citizen.

Engagement Cartoon

Look at the following cartoon. Consider the information that you have just heard. How does this cartoon fit in? What clues does it give to how the Cuban Missile Crisis ends? After looking over the cartoon, fill out the hypothesis worksheet.



Data Set One

60. Letter From President Kennedy to Chairman Khrushchev

Washington, October 22, 1962.

DEAR MR. CHAIRMAN: A copy of the statement I am making tonight concerning developments in Cuba and the reaction of my Government thereto has been handed to your Ambassador in Washington./1/ In view of the gravity of the developments to which I refer, I want you to know immediately and accurately the position of my Government in this matter.

In our discussions and exchanges on Berlin and other international questions, the one thing that has most concerned me has been the possibility that your Government would not correctly understand the will and determination of the United States in any given situation, since I have not assumed that you or any other sane man would, in this nuclear age, deliberately plunge the world into war which it is crystal clear no country could win and which could only result in catastrophic consequences to the whole world, including the aggressor.

At our meeting in Vienna and subsequently, I expressed our readiness and desire to find, through peaceful negotiation, a solution to any and all problems that divide us. At the same time, I made clear that in view of the objectives of the ideology to which you adhere, the United States could not tolerate any action on your part which in a major way disturbed the existing over-all balance of power in the world. I stated that an attempt to force abandonment of our responsibilities and commitments in Berlin would constitute such an action and that the United States would resist with all the power at its command.

It was in order to avoid any incorrect assessment on the part of your Government with respect to Cuba that I publicly stated that if certain developments in Cuba took place, the United States would do whatever must be done to protect its own security and that of its allies.

Moreover, the Congress adopted a resolution expressing its support of this declared policy./2/ Despite this, the rapid development of long-range missile bases and other offensive weapons systems in Cuba has proceeded. I must tell you that the United States is determined that this threat to the security of this hemisphere be removed. At the same time, I wish to point out that the action we are taking is the minimum necessary to remove the threat to the security of the nations of this hemisphere. The fact of this minimum response should not be taken as a basis, however, for any misjudgment on your part.

I hope that your Government will refrain from any action which would widen or deepen this already grave crisis and that we can agree to resume the path of peaceful negotiations.

Sincerely,

JFK/3/

Letter available from http://www.state.gov/www/about_state/history/volume_vi/exchanges.html and was accessed on 10/15/08.

Data Set Two

61. Telegram From the Embassy in the Soviet Union to the Department of State

Moscow, October 23, 1962, 5 p.m.

1042. Policy. Embtel 1041./1/ Embassy translation follows of Khrushchev's letter of October 23 to President. Kuznetsov informed me letter would not be published "for time being."

Begin Text. Mr. President.

I have just received your letter, and have also acquainted myself with text of your speech of October 22 regarding Cuba.

I should say frankly that measures outlined in your statement represent a serious threat to peace and security of peoples. United States has openly taken path of gross violation of Charter of United Nations, path of violation of international norms of freedom of navigation on high seas, path of aggressive actions both against Cuba and against Soviet Union.

Statement of Government of United States America cannot be evaluated in any other way than as naked interference in domestic affairs of Cuban Republic, Soviet Union, and other states. Charter of United Nations and international norms do not give right to any state whatsoever to establish in international waters control of vessels bound for shores of Cuban Republic.

It is self-understood that we also cannot recognize right of United States to establish control over armaments essential to Republic of Cuba for strengthening of its defensive capacity.

We confirm that armaments now on Cuba, regardless of classification to which they belong, are destined exclusively for defensive purposes, in order to secure Cuban Republic from attack of aggressor.

I hope that Government of United States will show prudence and renounce actions pursued by you, which could lead to catastrophic consequences for peace throughout world.

Viewpoint of Soviet Government with regard to your statement of October 22 is set forth in statement of Soviet Government, which is being conveyed to you through your Ambassador in Moscow.

N. Khrushchev. *End Text.*

Original of letter being airpouched today.

Kohler

Data Set Three

“Declassified: Castro: Cuban Missile Crisis”

<http://www.history.com/video.do?name=militaryhistory&bcpid=1681694250&bclid=1683773340&bctid=1643975208>

This is a video clip from the History Channel that gives Castro’s view of what was going on. Students should see throughout the data sets that Castro is sort of left out of the discussions. Cuba’s location plays an important role in the issue, but Cuban leaders have little if any say in the matter. This clip voices Castro’s concerns about invasion during the conflict, and offers another point of view. The clip is two minutes and six seconds long.

Data Set Four

51. Memorandum for the Files

Washington, October 23, 1962.

SUBJECT

Executive Committee Meeting on 23 October 1962 6:00 p.m. All members present plus Counsel for Defense Department

1. Committee reviewed the blockade proclamation and approved it. It was signed by the President at 6:00 p.m.
2. The President instructed McNamara to review all details of instructions to the Fleet Commanders regarding procedures to be followed in the blockade. There was an extended discussion of actions to be taken under various assumed Soviet resistance activities such as (a) failing to stop, (b) refusing right to board, (c) ships turning around, heading in another direction, etc.
3. Discussion of the effect on U.S. industry by chartering and preempting the use of 20 or 30 American ships. Gilpatric reported that this would have little or no effect on the American economy. McCone questioned these findings; however Gilpatric said that this had been thoroughly studied and McCone's concerns as expressed at the morning meeting were unfounded. The Attorney General stated that it was within the law to use foreign bottoms, however decision was made to preempt U.S. bottoms and not worry about the consequences because they would not be serious.
4. The President urged that Norstad be retained at SHAPE during the period of crisis, perhaps until 1 February 63. He indicated Lemnitzer might be used as CINCEUR with Norstad remaining as SACEUR. Bundy stated that this is complicated as the two posts are so co-mingled that they really must be held by one man. Taylor raised question that if this was done it would hurt Lemnitzer's prestige. The President said that he felt that Norstad was so experienced and so capable and his judgment so sound, as evidenced by today's cable,^{1/} copy of which I have not seen, that he would take the risk of NATO country criticisms, he did not think that Lemnitzer would be hurt, and he wished Norstad to remain. Defense to take under advisement and report within 24 hours.
5. In the prolonged discussion of report on Civil Defense problems, the President seemed particularly concerned over the situation if we should launch attacks which might result in four or five missiles being delivered on the United States. DOD spokesmen stated that the area covered by the 1100-mile missiles involved 92 million people. They felt that fall-out space was available though not equipped for about 40 million. The President asked what emergency steps could be taken. Replied that many arrangements could be made without too much publicity, such as repositioning food, actually obtaining space, putting up shelter signs, etc. I got the conclusion that not very much could or would be done; that whatever was done would involve a great deal of publicity and public alarm.

Prior to the departure of Secretary McNamara at approximately 7:00 o'clock, McCone (who had not been called upon for an intelligence appraisal) stated to the President that he felt certain intelligence should be reported to the meeting prior to the departure of Secretary McNamara as some items observed by the Intelligence Community might prove of great significance.

John A. McCone/2/

Director

/2/Printed from a copy that bears this typed signature.

Data Set Five

52. Telegram From the Department of State to the Embassy in the Soviet Union

Washington, October 23, 1962, 6:51 p.m.

You should deliver following letter addressed by the President to Chairman Khrushchev immediately.
This replaces message contained Deptel/1/

/1/Not printed

"Dear Mr. Chairman:

I have received your letter of October twenty-third. I think you will recognize that the steps which started the current chain of events was the action of your Government in secretly furnishing offensive weapons to Cuba. We will be discussing this matter in the Security Council. In the meantime, I am concerned that we both show prudence and do nothing to allow events to make the situation more difficult to control than it already is.

I hope that you will issue immediately the necessary instructions to your ships to observe the terms of the quarantine, the basis of which was established by the vote of the Organization of American States this afternoon, and which will go into effect at 1400 hours Greenwich time October twenty-four.

Sincerely, JFK"

Rusk

Data Set Six

63. Letter From Chairman Khrushchev to President Kennedy

Moscow, October 24, 1962.

DEAR MR. PRESIDENT: I have received your letter of October 23, have studied it, and am answering you.

Just imagine, Mr. President, that we had presented you with the conditions of an ultimatum which you have presented us by your action. How would you have reacted to this? I think that you would have been indignant at such a step on our part. And this would have been understandable to us.

In presenting us with these conditions, you, Mr. President, have flung a challenge at us. Who asked you to do this? By what right did you do this? Our ties with the Republic of Cuba, like our relations with other states, regardless of what kind of states they may be, concern only the two countries between which these relations exist. And if we now speak of the quarantine to which your letter refers, a quarantine may be established, according to accepted international practice, only by agreement of states between themselves, and not by some third party. Quarantines exist, for example, on agricultural goods and products. But in this case the question is in no way one of quarantine, but rather of far more serious things, and you yourself understand this.

You, Mr. President, are not declaring a quarantine, but rather are setting forth an ultimatum and threatening that if we do not give in to your demands you will use force. Consider what you are saying! And you want to persuade me to agree to this! What would it mean to agree to these demands? It would mean guiding oneself in one's relations with other countries not by reason, but by submitting to arbitrariness. You are no longer appealing to reason, but wish to intimidate us.

No, Mr. President, I cannot agree to this, and I think that in your own heart you recognize that I am correct. I am convinced that in my place you would act the same way.

Reference to the decision of the Organization of American States cannot in any way substantiate the demands now advanced by the United States. This Organization has absolutely no authority or basis for adopting decisions such as the one you speak of in your letter. Therefore, we do not recognize these decisions. International law exists and universally recognized norms of conduct exist. We firmly adhere to the principles of international law and observe strictly the norms which regulate navigation on the high seas, in international waters. We observe these norms and enjoy the rights recognized by all states.

You wish to compel us to renounce the rights that every sovereign state enjoys, you are trying to legislate in questions of international law, and you are violating the universally accepted norms of that law. And you are doing all this not only out of hatred for the Cuban people and its government, but also because of considerations of the election campaign in the United States. What morality, what law can justify such an approach by the American Government to international affairs? No such morality or law can be found, because the actions of the United States with regard to Cuba constitute outright banditry or, if you like, the folly of degenerate imperialism. Unfortunately, such folly can bring grave suffering to the peoples of all countries, and to no lesser degree to the American people themselves, since the United States has completely lost its former isolation with the advent of modern types of armament.

Therefore, Mr. President, if you coolly weigh the situation which has developed, not giving way to passions, you will understand that the Soviet Union cannot fail to reject the arbitrary demands of the United States. When you confront us with such conditions, try to put yourself in our place and consider how the United States would react to these conditions. I do not doubt that if someone attempted to dictate similar conditions to you--the United States--you would reject such an attempt. And we also say--no.

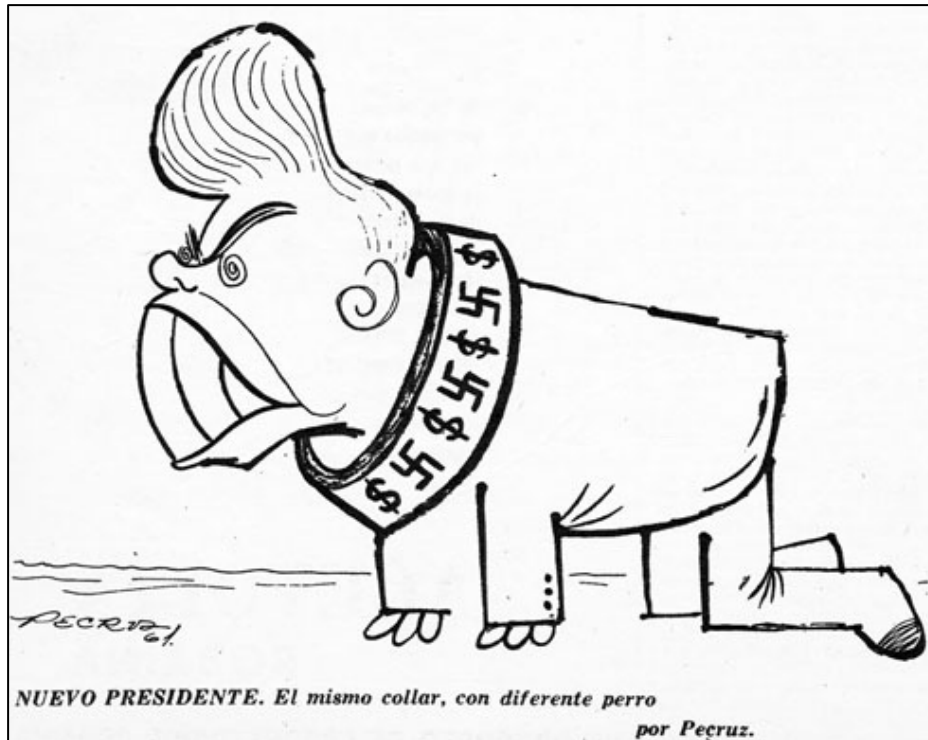
The Soviet Government considers that the violation of the freedom to use international waters and international air space is an act of aggression which pushes mankind toward the abyss of a world nuclear-missile war. Therefore, the Soviet Government cannot instruct the captains of Soviet vessels bound for Cuba to observe the orders of American naval forces blockading that Island. Our instructions to Soviet mariners are to observe strictly the universally accepted norms of navigation in international waters and not to retreat one step from them. And if the American side violates these rules, it must realize what responsibility will rest upon it in that case. Naturally we will not simply be bystanders with regard to piratical acts by American ships on the high seas. We will then be forced on our part to take the measures we consider necessary and adequate in order to protect our rights. We have everything necessary to do so.

Respectfully,

N. Khrushchev

Data Set Seven

The Following is from a Cuban artist from 1961. The text reads, "New President, the same collar with a different dog."



Data Set Eight

66. Letter From Chairman Khrushchev to President Kennedy [Excerpt]

Moscow, October 27, 1962.

I think it would be possible to end the controversy quickly and normalize the situation, and then the people could breathe more easily, considering that statesmen charged with responsibility are of sober mind and have an awareness of their responsibility combined with the ability to solve complex questions and not bring things to a military catastrophe.

I therefore make this proposal: We are willing to remove from Cuba the means which you regard as offensive. We are willing to carry this out and to make this pledge in the United Nations. Your representatives will make a declaration to the effect that the United States, for its part, considering the uneasiness and anxiety of the Soviet State, will remove its analogous means from Turkey. Let us reach agreement as to the period of time needed by you and by us to bring this about. And, after that, persons entrusted by the United Nations Security Council could inspect on the spot the fulfillment of the pledges made. Of course, the permission of the Governments of Cuba and Turkey is necessary for the entry into those countries of these representatives and for the inspection of the fulfillment of the pledge made by each side. Of course it would be best if these representatives enjoyed the confidence of the Security Council as well as yours and mine--both the United States and the Soviet Union--and also that of Turkey and Cuba. I do not think it would be difficult to select people who would enjoy the trust and respect of all parties concerned.

Full letter available from http://www.state.gov/www/about_state/history/volume_vi/exchanges.html and was accessed on 10/15/08.

Data Set Nine

“History Features: Cuban Missile Crisis Ends”

<http://www.history.com/video.do?name=militaryhistory&bcpid=1681694250&bclid=1683773340&bctid=1644563268>

This is a video clip from the History Channel that is from the end of the confrontations. It says that the Soviets are removing missiles from Cuba. There is no mention of the missiles in Turkey. The clip signifies the end of the crisis and gives an interesting view to its conclusion. This clip is 48 seconds long.

Post-Conclusion Data Set

The following is part of an article titled "The Cuban Missile Crisis: Evolving Historical Perspectives" by William J. Medland. It can be found in *The History Teacher*, Vol. 23, No. 4 (Aug., 1990), pp. 433-447. It was accessed on JSTOR on 10/15/08. This specific selection can be found on pages 439-440.

Perhaps the most significant revelation at the Hawk's Cay Conference came not in the discussions from the participants but in a letter written by Dean Rusk to Jim Blight which was read by McGeorge Bundy. The letter refers to the issue of the removal of American Jupiter missiles emplaced in Turkey. Barton Bernstein and others have questioned whether President Kennedy was sufficiently brave to accept the political consequences of a public pledge to remove the Jupiter missiles in Turkey in order to get the Russian missiles out of Cuba without the use of force.⁴² According to the Rusk letter, Kennedy was prepared to use the necessary diplomatic machinery for a public trade. Rusk states:

It was clear to me that President Kennedy would not let the Jupiters in Turkey become an obstacle to the removal of the missile sites in Cuba because the Jupiters were coming out in any event. He instructed me to telephone the late Andrew Cordier, then at Columbia University, and dictate to him a statement which would be made by U Thant, the Secretary General of the United Nations, proposing the removal of both the Jupiters and the missiles in Cuba. Mr. Cordier was to put that statement in the hands of U Thant only after further signal from us. That step was never taken and the statement I furnished to Mr. Cordier has never seen the light of day. So far as I know, President Kennedy, Andrew Cordier and I were the only ones who knew of this particular step.⁴³

Rusk's statement indicates that President Kennedy at the height of the crisis indeed was prepared to suffer the political consequences inherent in a trade of the Jupiter missiles in order to bail himself out of the missile crisis.⁴⁴

Name _____

What caused the Cuban Missile Crisis to come to an end?

Hypotheses	Supporting Evidence	Contradicting Evidence

**Things to keep in mind when looking at the data sets. Who is writing the document and why?
Is there possible bias in it?**

Essay Rubric

What caused the Cuban Missile Crisis to come to an end?

Student Name: _____

CATEGORY	4 - Above Standards	3 - Meets Standards	2 - Approaching Standards	1 - Below Standards	Score
Thesis Statement	Hypothesis is clearly stated and well explained.	Hypothesis is clearly stated, and explained somewhat.	Hypothesis is not clearly stated or hypothesis is not explained.	Hypothesis is not clearly explained and is not explained.	
Support for Position	Includes 5 or more pieces of evidence that support the hypothesis.	Includes 4 pieces of evidence that support the hypothesis.	Includes 3 pieces of evidence that support the hypothesis.	Includes 2 or fewer pieces of evidence that support the hypothesis.	
Sources	All sources used for quotes, statistics and facts cited correctly.	Most sources used for quotes, statistics and facts are cited correctly.	Has some issue with using citations.	Citations are not used at all.	
Closing paragraph	The conclusion is strong and leaves the reader solidly understanding the writer's position. Effective restatement of the position statement begins the closing paragraph.	The conclusion is recognizable. The writer's position is restated within the first two sentences of the closing paragraph.	The writer's position is restated within the closing paragraph, but not near the beginning.	There is no conclusion - the paper just ends.	

Total Points _____

