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Lesson Plan: Cuban Missile Crises

Grade Level: High School; AP United States History

Time Period: two class periods

Wisconsin Standards:

B.12.1 Explain different points of view on the same historical event, using data gathered from various sources, such as letters, journals, diaries, newspapers, government documents, and speeches

B.12.2 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

B.12.3 Recall, select, and analyze significant historical periods and the relationships among them

B.12.5 Gather various types of historical evidence, including visual and quantitative data, to analyze issues of freedom and equality, liberty and order, region and nation, individual and community, law and conscience, diversity and civic duty; form a reasoned conclusion in the light of other possible conclusions; and develop a coherent argument in the light of other possible arguments.

B.12.8 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 major era of Wisconsin, United States, and world history.

B.12.11 Compare examples and analyze why governments of various countries have sometimes sought peaceful resolution to conflicts and sometimes gone to war

Objectives

Ss will:

- understand the Cuban Missile Crises in October 1962.
- understand how the United States and the Soviet union came to the brink of all out war.

Essential Question(s)

Does the evidence you see warrant notifying the president?

Materials:

Surveillance photographs of Cuban missile sites, map prepared for President Kennedy showing the range of the ballistic missiles in Cuba, President Kennedy's October 22, 1962, address to the nation. (Available at the John F. Kennedy Library and Museum website, www.jfklibrary.org/speeches)

Procedures:

Review with students the arms race that emerged after WWII. Have students generate a list of vocabulary words that go with the Cold War.

Have students keep a timeline of important dates and events. 1949, 1952, 1953, ballistic missiles, October 1962.

Tell students that today they are CIA analyst in 1962.

Hand out surveillance images one at a time.

Give students time to take notes on what they think they see

Ask students the following three questions for each photo: What are the origins and purpose of these images? What is the value of the image? Do they represent an immediate threat to the United States?

After each photo as students the essential question, does the evidence you see warrant notifying the president?

Finally have students analyze President Kennedy's October 22, 1962 radio/television address to the nation making the case for military action against Cuba.

Students should consider the following questions as they analyze the speech: What audiences does the president address? What country (ies) pose a threat according to Kennedy? How is the degree of danger described? (cite specific examples) how does he make the case for the proposed action? What specific evidence is presented? How does Kennedy outline America's responsibility for reacting to these dangers? (Cite speech where appropriate) how does Kennedy include the world community? How does he discuss liberty and freedom? Are there references to past dangers faced by America (cite specifics). Why does he use these examples?

Follow up/Review: In class analysis of two cartoons featuring Kennedy and Khrushchev.

Assessment: objective Questions pertaining to the Cuban missile crises on the chapter 20 test. DBQ questions in reference to Kennedy Khrushchev political cartoon.

Extension: Students may research the American history for other presidential examples of military action. Lyndon Johnson-Vietnam, GHW Bush-Gulf War, GWBush- Iraq War.

B.12.15 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

Handouts attached