**Secondary Social Studies Program Lesson Plan Template**

**Unit: The Cold War**

**Lesson Title: Cuban Missile Crisis**

**Lesson Type: Inquiry**

**NCSS Themes: (multiple)**

1. People, Places, and Environment: The lesson goes over the people and places involved in the Cuban Missile Crisis
2. Individuals, Groups, and Institutions: The lesson covers individuals and institutions important to the Cuban Missile Crisis
3. Power, Authority and Government: The lesson addresses this theme through discussion about the role government and power played on the Cuban Missile Crisis
4. Science, Technology, and Society: The lesson will go over key technological advancements that brought about the Cuban Missile Crisis

**Florida Sun Shine State Standards: (multiple)**

1. **SS.912.W.1:** Utilize historical inquiry skills and analytical processes.
2. **SS.912.W.8:** Recognize significant events and people from the post World War II and Cold War eras.
3. **SS.912.W.9.1:** Identify major scientific figures and breakthroughs of the 20th century, and assess their impact on contemporary life.

**Common Core State Standards: (focus on 1-2)**

* **LAFS.68.RH.1.2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
* **LAFS.68.RH.2.4:** Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
* **LAFS.68.RH.2.5**: Describe how a text presents information (e.g., sequentially, comparatively, causally).
* **LAFS.68.RH.2.6:** Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

**Objectives**:

By the end of this lesson, what are students expected to know, do, and feel:

1. Analyze different sources of historical material and primary source account of the Cuban Missile Crisis.
2. Identify important people and contributions to the Cuban Missile Crisis.
3. Locate the countries involved with the Cuban Missile Crisis.
4. Identify some of the causes that led to the Cuban Missile Crisis.
5. Identify why the crisis is so important to our history

**Materials/Equipment**

1. Primary source worksheet
2. Primary sources A-C
3. Video “Cuban Missile Crisis in 5 Minutes

\***NCSS Conference:** This lesson is based on the “*Oh, the Places You’ll Go… Teaching with Primary Sources”* by *Barbara Kirby, Sue Wise, TPS Eastern Region at Waynesburg University, Waynesburg, PA; Julie Maurer, Gotham Center for NYC History/CUNY Graduate Center, New York, NY; Michelle LeBlanc, Boston Public Library, Leventhal Map Center, Boston, MA*

**Procedures**

*Lesson Opener or Hook –* **Engage**

* Show political cartoon
  + Ask students to discuss what they see in the picture and what the artist might be trying to say.

*Activity One –* **YouTube Video (“Cuban Missile Crisis in 5 Minutes”)**

* Have students view YouTube video about the Cuban Missile Crisis.
* After watching the short video, I will have students answer the following questions:
  1. According to the video, why did te Russians pull the missiles out of Cuba?
  2. If you had been in JFK’s position, is there anything you would have done differently, and why?

*Activity Two –* **Primary Source Documents A-C and worksheet**

* Students will pair up and write a letter to each other playing JFK and Khrushchev trying to come to an agreement.
* Once the students are done, the teacher will pass out the source documents for the students to read and discuss.
* After reading the letters, I will have students answer the questions in the worksheet to test their understanding.

*Conclusion:*

* Each student will turn in a notecard stating one thing they learned in today’s lesson and one word they did not understand.

**Modifications**

I have made this lesson accessible to all students by providing them with dictionaries, giving clear instruction, and providing visual stimuli.

*ELL Strategies:* This lesson is accessible to ESOL students through the use of dictionaries, and images used throughout the lesson. The students will also be made to feel comfortable asking the teacher to repeat themselves or by coming to the teacher with questions. ESOL students will also be paired up with a bilingual student to help them through the source documents. Lastly, ESOL students will be allowed to use google translate whenever they feel the need.

**Technology:**

The use of technology in this lesson is solely in the classroom, so it is accessible to students of all Social-Economic backgrounds. I have incorporated pictures and videos through the use of technology.

Hook picture

*“Cuban Missile Crisis in 5 Minutes”*

<https://www.youtube.com/watch?v=QtDAQB1sA9k>

Document A:

Letter from Chairman Khrushchev to President Kennedy (Modified)

**Moscow, October 27, 1962.**

DEAR MR. PRESIDENT,

I understand your concern for the security of the United States...

You wish to ensure the security of your country, and this is understandable. But Cuba, too, wants the same thing; all countries want to maintain their security. But how are we, the Soviet Union, to [understand] the fact that you have surrounded the Soviet Union with military bases; surrounded our allies with military bases; placed military bases literally around our country; and stationed your missile armaments there? This is no secret. . . .Your missiles are located in Britain, are located in Italy, and are aimed against us. Your missiles are located in Turkey.

You are disturbed over Cuba. You say that this disturbs you because it is 90 miles by sea from the coast of the United States of America. But you have placed destructive missile weapons, which you call offensive, in Turkey, literally next to us. I therefore make this proposal: We are willing to remove from Cuba the [missiles] which you regard as offensive. Your representatives will make a declaration to the effect that the United States, for its part, …will remove its [missiles] from Turkey. We, in making this pledge, will promise not to invade Turkey...The United States Government will promise not to invade Cuba…The greatest joy for all peoples would be the announcement of our agreement. These are my proposals, Mr. President.

Respectfully yours,

N. Khrushchev

Source: *Letter from Soviet Chairman Kruschev to President Kennedy. U.S*., *Department of State*,

FOREIGN RELATIONS OF THE UNITED STATES, *1961-1963*, *Volume XI, Cuban Missile Crisis and Aftermath.*

Document B:

Letter from President Kennedy to Chairman Khrushchev (Modified)

**Washington, October 27, 1962**

Dear Mr. Chairman:

I have read your letter of Oct. 26th with great care and welcomed the statement of your desire to seek a prompt solution to the problem. As I read your letter, the key elements of your proposals...are as follows:

1) You would agree to remove these weapons from Cuba under appropriate United Nations observation and supervision; and halt the further introduction of such weapons systems into Cuba.

2) We, on our part, would agree...a) to remove promptly the [blockade] now in effect and (b) to give assurances against an invasion of Cuba, I am confident that other nations of the Western Hemisphere would be prepared to do likewise. There is no reason why we should not be able to complete these arrangements and announce them to the world within a couple of days. The effect of such a settlement on easing world tensions would enable us to work toward a more general arrangement regarding "other armaments", as proposed in your letter. But the first step, let me emphasize, is the cessation (end) of work on missile sites in Cuba . . . . The continuation of this threat by linking these problems to the broader questions of European and world security, would surely [be] a grave risk to the peace of the world. For this reason I hope we can quickly agree along the lines outlined in this letter and in your letter of October 26.

John F. Kennedy

Source: *Letter from President Kennedy to Chairman Kruschev.* New York Times*, Oct 27, 1962, pg. 30.*

Document C:

Russian Ambassador Cable to Soviet Foreign Ministry(Modified)

*Dobrynin’s (Russia’s Ambassador to the United States) cable to the Soviet Foreign Ministry, October 27, 1962.*

Late tonight Robert Kennedy (President Kennedy’s Attorney General) invited me to come see him. We talked alone.

Kennedy stated that, “The US government is determined to get rid of those bases [in Cuba]—up to, in the extreme case, of bombing them, since, I repeat, they pose a great threat to the security of the USA. In response I am sure the Soviets will respond and a real war will begin, in which millions of Americans and Russians will die. We want to avoid that in any way we can, I’m sure that the government of the USSR has the same wish.”

“The most important thing for us is to get an agreement as soon as possible with the Soviet government to halt further work on the construction of the missile bases in Cuba and take measures under international control that would make it impossible to use these weapons.”

“And what about Turkey?” I asked R. Kennedy

“If that is the only obstacle to achieving the rules I mentioned earlier, then the president doesn’t see any difficulties in resolving this issue” replied R. Kennedy. “The greatest difficulty for the president is the public discussion of the issue of Turkey. The deployment of missile bases in Turkey was officially done by special decision of the NATO Council. To announce now a unilateral (one-sided) decision by the president of the USA to withdraw missile bases from Turkey—this would damage the entire structure of NATO and the US position as the leader of

NATO. However, President Kennedy is ready to come to agreement on that question with Khrushchev. I think that in order to withdraw these bases from Turkey we need 4-5 months. However, the president can’t say anything public in this regard about Turkey.”

R. Kennedy then warned that his comments about Turkey are extremely confidential; besides him and his brother, only 2-3 people know about it in Washington.

“The president also asked Khrushchev to give him an answer within the next day,” Kennedy said in conclusion.

Source: *Russian Ambassador Dobrynin cable to Foreign Ministry, October 27,*

*1962. Russian Foreign Ministry archives; publicly released in the early 1990s*.

**Guiding Questions**

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Document A: Letter from Chairman Khrushchev to President Kennedy**

1. What deal does Khrushchev propose to Kennedy?
2. What is the tone of this letter? Providea quote to support your claim.
3. Do you think Khrushchev has the upper hand? Why or why not?

**Document B: Letter from President Kennedy to Chairman Khrushchev**

1. In this letter Kennedy restates Khrushchev’s proposals. Does Kennedy include everything Khrushchev proposed? If not, why might have he left something out?
2. What is the tone of this letter? Provide a quote to support your claim.
3. Do you think Kennedy has the upper hand? Why or why not?

**Document C: Russian Ambassador Cable to Soviet Foreign Ministry**

1. What new information do you learn from Robert Kennedy?
2. Why do you think this exchange happened in a private meeting (rather than in an official letter)? [Remember, Document B was published in the New York Times].
3. How do you think Robert Kennedy felt during this meeting? Provide evidence.