Character Based Literacy Program 60-Minute Lesson Plan
13 Days, Day 1

Outcomes for Today

Common Core Standards Focus:
W2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
a.) Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
b.) Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
c.) Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
d.) Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
e.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
f.) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
Leadership Focus:

- Students will recognize leadership abilities in themselves.
- Students will identify personality types in themselves.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Leadership Requires Engagement Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them, and that I am better because of the communities I choose to be part of.

Book Background: *(There is little background given to why the missiles were placed in Cuba by the Soviet Union. Read the following for further background knowledge.)*

The Soviet Union consisted of Russia and the surrounding countries: Armenia, Azerbaijan, Belarus, Estonia, Georgia, Kazakhstan, Kyrgyzstan, Latvia, Lithuania, Moldova, Tajikistan, Turkmenistan, Ukraine, and Uzbekistan.

"In 1962, the Soviet Union was desperately behind the United States in the arms race. Soviet missiles were only powerful enough to be launched against Europe but U.S. missiles were capable of striking the entire Soviet Union. In late April 1962, Soviet Premier Nikita Khrushchev conceived the idea of placing intermediate-range missiles in

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Cuba. A deployment in Cuba would double the Soviet strategic arsenal and provide a real deterrent to a potential U.S. attack against the Soviet Union.
Meanwhile, Fidel Castro was looking for a way to defend his island nation from an attack by the U.S. Ever since the failed Bay of Pigs invasion in 1961, Castro felt a second attack was inevitable. Consequently, he approved of Khrushchev's plan to place missiles on the island. In the summer of 1962 the Soviet Union worked quickly and secretly to build its missile installations in Cuba."

Why is it hard to be a leader?
Have students think about when it is hard to be a leader. Sometimes when being a leader, the right choice is not always the most popular choice. Have students share with a partner about a time when they had to be a leader in a tough situation.
Questions to think about:

- Do you think it is easy or hard to be a leader? Why?
- As the leader, how did you feel when you had to make decisions?
- How did you feel after the decision was made?
- Do you like being a leader?
- What are the pros and cons of being a leader?

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

nuclear (7)	administration (9)	socialism (9)	diplomacy (11)	oblivion (15)

READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading Read React Predict Cycle of 2-3 pages.

Read p. 7-15 (Foreword)

This is a character chart. In this character chart, you will find a list of characters and an explanation of their role during the Cuban Missile Crisis. Please add on weekly to the class character chart. Those of you who are used to a setting chart, please note that this book is different from our usual novels and some formatting will be different.

Robert Kennedy	author of the book, brother and advisor to the President of the United States
John Kennedy	Democratic President of the United States of American from 1961-1963
Nikita Khrushchev	Soviet leader during the Cuban Missile Crisis
Fidel Castro	Communist leader of Cuba
Robert McNamara	U.S. Secretary of Defense during the Crisis
EX Comm	The Executive Committee of the National Security Council: consisted of the people who were responsible for helping the President make decisions during the Crisis

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Anatoly Dobrynin	The Soviet Ambassador

RESPOND

Timeline Agree on the facts in today's reading, and list the 3-5 most important on the Timeline.

Discuss the reading and add 3-5 events to the timeline

- Discuss the story to fix the facts: who, what when, where, why
- Decide on the 3-5 most important even and add these to the timeline

Students might mention:

- The Cold War had ended.
- Cuba was an established enemy of the United States.
- The U.S. government had set out to kill Castro, which led to the Bay of Pigs.
- Castro turned to the Soviet Union for protection from the U.S.
- Castro did not want or request nuclear missiles, but accepted them in order to strengthen socialism.
- The U.S. wanted the missiles out of Cuba.
- After the crisis had been resolved both leaders of the U.S. and Cuba worked together to avoid ever being in a situation like that again.
- If the crisis had turned into a war, both countries may have been completely destroyed.

Map Add to ongoing class activities like a KWL chart or Map: where did the characters go?

Use a World map and mark: Cuba, the Soviet Union (Russia) and the United States (Washington).

Begin the KWL Chart and add to "Learn" each lesson on the Cuban Missile Crisis.

KWL Chart: What You Know, Want to Know, and Learn

Step One: Read the chapter or segment you wish to analyze

Step Two: Fill out the K [know] column: what do you know?

1. What key things do you know from the story or explanation you have read so far? This might be who, what, where, when, why, or how information.
2. Write this information concisely in the K [What do you know?] column.

Step Three: Fill out the W [want] column: what do you want to know?

1. Given what you know, what would you like to know about this story or topic, about what has happened or will happen in the future?
2. Write this information concisely in the W [What do you want to know?] column.

Step Four: Fill out the L [learned] column: what have you learned?

1. As you read more of the story, or learn more about the topic, ask yourself what you have learned. Do you have answers to any of the questions in your W column: what you wanted to know?
2. Write this information concisely in the L [What have you learned?] column. You may want to do this at various times as you learn. You may want to

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check off the questions in the W column when you answer them in the L column.

Step Five: Review the chart when it is complete.

EXPLORE

Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Describe the time period of this book.
2. Why were Cuba and the U.S. enemies?
3. Why were the Soviet Union and the United States enemies?
4. Why didn't the President attack Cuba in order to end the crisis?
5. Describe the Bay of Pigs.
6. Why did Castro turn to the Soviet Union for protection?
7. Why did Castro accept nuclear missiles?
8. Why did the U.S. want the missiles out of Cuba?
9. What can we learn from the way Khrushchev and the President settled their issues?
10. How does the author of the book, the President's brother, affect the way the story is told?
11. How would the story be told differently if the President had written it himself?
12. How do you think a crisis like this would be handled by leaders today?

Analyze Analyze the key paragraph.

Key Passage, p. 14

"Having stared down the nuclear abyss together, the two leaders were determined that the world would never again suffer such a crisis."

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

President Kennedy and the Soviet leader, Khrushchev, were both very close to starting a Nuclear War between the United States and the Soviet Union. Both leaders were trying to defend and protect their countries in the way that they thought best, but with their actions, they both came very close to devastating war. After the crisis ended, both leaders were determined to never take steps toward nuclear war ever again. Why did President Kennedy try to stop the Soviets from placing missiles in Cuba? Why did Khrushchev lie about placing missiles in Cuba? How could this crisis have been avoided?

Write three explanatory paragraphs:

- **First: Explain, as a leader why having nuclear weapons is good for the common good.**
- **Second: Explain, as a leader, why having nuclear weapons is bad for the common good.**

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- **Third: In your opinion, write an informative paragraph on whether or not you think nuclear weapons are necessary for promoting the common good. As a leader, would you need them?**
- If the leaders use their weapons, everyone involved would be suffer greatly. How is this promoting common good? If the leader doesn't have them, they are in danger of the country that does. How can the two countries be sure that the weapons won't be used? How can the leaders know that their actions are good?

Close Close by extending today's lesson to life and the world.

1. Describe a time when you were in charge of making an important decision.
2. Describe the process you took in order to make your choice.

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Character Based Literacy Program 60-Minute Lesson Plan
13 Days, Day 2

Outcomes for Today

Common Core Standards Focus:
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e.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
f.) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
Leadership Focus:

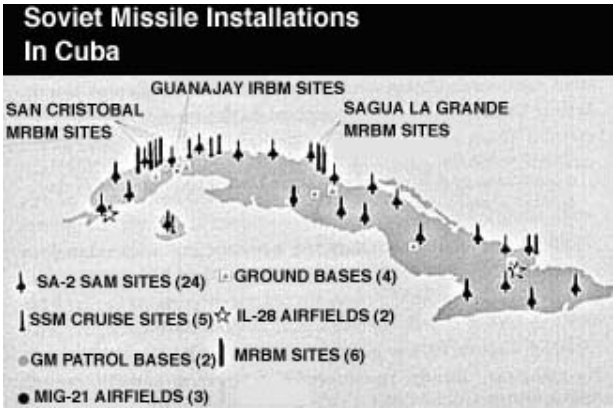
- Students will develop a sense of individual responsibility and self-confidence in their own gifts.
- Students will recognize moral behavior and honesty as positive leadership qualities.

PREPARE

Background
Gather background knowledge about a place, time, event, person, or thing.

Leadership Requires Engagement Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them, and that I am better because of the communities I choose to be part of.

Where were missiles being installed in Cuba?
Why were missiles in these areas so threatening to the U.S.? What does the positioning indicate?



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Word Wall Here are five vocabulary words to teach and add to the Word Wall.

atomic (19)	abyss (19)	atmospheric test-ban (20)	incredulity (23)	industrious (25)

READ

Review Review the timeline from the beginning every day.

Read Read the selection for today.

Read p. 19-25

Nicholas Katzenbach	The U.S. Deputy Attorney General
Member of Ex Comm: Dean Rusk	**Roles:** Secretary of State
Robert McNamara	Secretary of Defense
John McCone	Director of the Central Intelligence Agency
Douglas Dillion	Secretary of the Treasury
McGeorge Bundy	President Kennedy's advisor on the national-security affairs
Ted Sorensen	Presidential Counsel
George Ball	Under Secretary of State
Alexis Johnson	Deputy Under Secretary of State
General Maxwell Taylor	Chairman of the Joint Chiefs of Staff
Edward Martin	Assistant Secretary for Latin America
Llewellyn Thompson	Adviser on Russian affair
Roswell Gilpatric	Deputy Secretary of Defense
Paul Nitze	Assistant Secretary of Defense
Lydon B. Johnson	Vice-President
Aldai Stevenson	Ambassador to the United Nations
Ken O'Donnell	Special Assistant to the President
Don Wilson	Deputy Director of the united States Information Agency

RESPOND

Timeline Agree on the facts in today's reading, and list the 3-5 most important on the Timeline.

Students might mention:

- The Cuban Missile Crisis began on October 16, 1962.
- President Kennedy was the president during the crisis.
- The crisis was with the Soviet Union, focused in Cuba.
- Nuclear weapons were the threat.
- There were massive amounts of military equipment being sent to Cuba from the Soviet Union.

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- The United States issued a warning about the consequences there would be if the Soviet Union was sending over nuclear missiles.
- The Soviet Union denied the allegations of sending over atomic weapons.
- U-2 took pictures and proved that there were missiles being built in Cuba.

Map Add to ongoing class activities like a KWL chart or Map: where did the characters go?

Leadership Poster:
Collaborate with students to create a class T Chart. This can be a live, online document that students have shared access to (Google Document or Google Spreadsheet).

- Label one column "Examples of Good Leadership" and the other side "Examples of Poor Leadership".
- During this unit, encourage students to follow the local and world news, using a variety of mediums (newspapers, online sources, etc.).
- Have students periodically input a headline/article of a "Examples of Good Leadership" and "Examples of Poor Leadership" in their local community and in the world on the document. Discuss the additions the next day in class.
- For all of the items in the "Examples of Good Leadership" column, have students write one thing they can do to take action and support the individuals, groups, or organizations that are acting to promote the common good.
- For all of the items in the "Examples of Poor Leadership" column, have students write an idea on how the leader can be more engaged.
- In each situation, helping may involve writing a letter, getting more informed, volunteering, etc.
- Have students choose one item to take action on. They should report their action and results to the class.

EXPLORE

Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Who was the U.S. President during the Cuban Missile Crisis?
2. Describe the leaders involved in the Cuban Missile Crisis.
3. Do you think these leaders are practicing *engaged leadership*?
4. Why is the United States allowed to have nuclear weapons, but other countries are not?
5. Do you believe it is fair for the U.S. to have nuclear weapons, but not other countries?
6. Why would the Soviet Union decide to put missiles in Cuba?
7. How did the United States know about the missiles?
8. Why do you think Cuba lied about building the missiles?
9. From what perspective is this book written? (Who is writing it?)
10. What changes do you think the Cuban or Russian president would make?

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Analyze Analyze the key paragraph.

Key Passage, p. 22

"Now, as the representative of the CIA explained the U-2 photographs that morning, Tuesday, October 16, we realized that it had all been lies, one gigantic fabric of lies. The Russians were putting missiles in Cuba, and they had been shipping them there. They were beginning the construction of the sites at the same time that those various private and public assurances were being forwarded by Chairman Khrushchev to President Kennedy" (p. 22).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

President Kennedy was confident in his growing relationship with the Soviets and their leader, Khrushchev, but was caught off guard when he found out that the Khrushchev was lying about placing nuclear missiles in Cuba. How should President Kennedy respond to Khrushchev about the U-2 photos? Should he trust Khrushchev? Why was Khrushchev lying?

Write a 3 step informative plan of action that details how would you react, as the President of the United States, immediately after you found out that Khrushchev was lying to you about building offensive weapons in Cuba. In the informative report, explain if you would have announced war. Would you have told Khrushchev that you knew the truth? Would you have kept your knowledge secret and prepared for war?

Close Close by extending today's lesson to life and the world.

1. Describe a time when someone lied to you.
2. Do you think it is possible to regain their trust? Why or why not?

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Character Based Literacy Program 60-Minute Lesson Plan
13 Days, Day 3

Outcomes for Today

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e.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
f.) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
Leadership Focus:

- Students will recognize problems.
- Students will plan possible resolutions.
- Students will select a course of action they can support.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Leadership Requires Engagement Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them, and that I am better because of the communities I choose to be part of.

What is a blockade?
A blockade is not a direct attack on the Soviet Union, but it prevents them from bringing more weapons into Cuba, and shows Khrushchev that nuclear weapons will not be tolerated. How does a blockade affect the Soviet Union? Why would the President choose this option over war?

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

stakes (26)	quarantine (27)	advocate (27)	invasion (27)	impotent (29)

READ

Review Review the timeline from the beginning every day.

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Read Read the selection for today.

Read p. 26-33

Joint Chiefs of Staff	Senior informed leader in the U.S. Department of Defense: wanted to take a more aggressive approach during the crisis
General Curtis LeMay	Air Force Chief of Staff
General David M. Shoup	Commandant of the Marine Corps
Dean Acheson	Former Secretary of State: favored air attack
Andrei Gromyko	Soviet Foreign Minister

RESPOND

Timeline Agree on the facts in today's reading, and list the 3-5 most important on the Timeline.

Students might mention:

- A committee was formed to discuss the actions the U.S. would take against Cuba.
- Cuba continued building missile installations.
- The threat of the Soviet Union attacking once its missiles were operational was growing, and action needed to be taken quickly.
- There were two options: a military attack or a blockade.
- The blockade was favored because it had fewer liabilities and was more flexible.
- The U.S. prepared for a military attack in case the blockade failed.
- Morality played a very big role in the discussion.
- Gromyko, the Soviet Foreign Minister, came to visit the President and told him that there were no offensive weapons in Cuba and that Cuba and the Soviet Union only wanted peace.
- The President of the U.S. stood strong, saying that action would be taken against Cuba if there were missiles there.

Map Add to ongoing class activities like a KWL chart or Map: where did the characters go?

Leadership Poster:
Collaborate with students to create a class T Chart. This can be a live, online document that students have shared access to (Google Document or Google Spreadsheet).

- Label one column "Examples of Good Leadership" and the other side "Examples of Poor Leadership".
- During this unit, encourage students to follow the local and world news, using a variety of mediums (newspapers, online sources, etc.).
- Have students periodically input a headline/article of a "Examples of Good Leadership" and "Examples of Poor Leadership" in their local community and in the world on the document. Discuss the additions the next day in class.
- For all of the items in the "Examples of Good Leadership" column, have students

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write one thing they can do to take action and support the individuals, groups, or organizations that are acting to promote the common good.

- For all of the items in the "Examples of Poor Leadership" column, have students write an idea on how the leader can be more engaged.
- In each situation, helping may involve writing a letter, getting more informed, volunteering, etc.
- Have students choose one item to take action on. They should report their action and results to the class.

EXPLORE

Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Why did the U.S. create a committee?
2. Why did action need to be taken quickly?
3. Describe the two options.
4. Describe possible outcomes if the U.S. chose to conduct a military attack.
5. Why was the blockade favored over a military attack?
6. What would have happened if the blockade failed?
7. Who is Gromyko?
8. How does his message influence the U.S. decision to enact a blockade?
9. Do you think the author is doing a good job of showing both sides of the crisis? How?
10. How has the tone of the book changed (i.e. hostile, scared, happy, or confident)?

Analyze Analyze the key paragraph.

Key Passage, p. 30

"Whatever military reason he and others could marshal, they were nevertheless, in the last analysis, advocating a surprise attack by a very large nation against a small one. This, I said, could not be undertaken by the U.S. if we were to maintain our moral position at home and around the globe. Our struggle against Communism throughout the work was far more than physical survival—it had as its essence our heritage and our ideals, and these we must not destroy" (p. 30).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

Cuba is a very small nation and does not have much power on its own. Cuba was being supported by the Soviet Union, but was still less powerful than the United States. The United States prided itself on being a moral country that only fought when they were forced to fight. If the U.S. had attacked Cuba, that action would affected the moral position of the U.S. How can the U.S. protect itself from nuclear weapons that could destroy the whole nation, if doing so would reflect negatively upon them? What if

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the President doesn't order a sneak attack and the Soviets act first and the U.S. never has a chance to protect itself?

Write an informative report to the President. Choose a side: initiate a sneak attack Cuba or preserve U.S. morality. Write an informative paragraph explaining why your position is the best solution. Include three examples to support your position. Consider the following question for your informative report:

- What is more important: morality or survival?
- How do you decide between when to protect yourself and when to protect your image?
- How do leaders know when to act and when to wait?

Close Close by extending today's lesson to life and the world.

2. If you were in the President's committee, what would you advise him to do? Why?
3. Predict the outcome of the blockade.

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Character Based Literacy Program 60-Minute Lesson Plan
13 Days, Day 4

Outcomes for Today

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e.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
f.) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Leadership Focus
- Students will identify different roles within a group.
- Students will acknowledge the power different decisions have in a group.
- Students will recognize the styles in which people make decisions.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Leadership Requires Engagement Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them, and that I am better because of the communities I choose to be part of.

Why did the President depend on a committee to help with the crisis?
A committee provides the President with an unbiased opinion with the intention of making the President's decision more accurate. If you were President, would you want help or would you make the decision on your own? Could more people cause more confusion in a high stakes situations like this? What are the pros and cons of a committee?

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

blockade (34)	dogmatism (35)	deliberations (35)	contingencies (36)	dubious (39)

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READ

Review Review the timeline from the beginning every day.

Read Read the selection for today.

Read p. 34-44

OAS	Organization of American States
General Walter C. Sweeny, Jr	Commander in Chief of Tactical Air Command: informed the President that an air strike might not be able to dismantle the missiles
Charles de Gaulle	President of France: strongly supported the President's course of action regarding the crisis.
Konrad Adenauer	Chancellor of West Germany: also a supporter.
Jackie Kennedy	President Kennedy's wife
Richard B. Russel	Senator of Georgia: very concerned about the lack of strength with which we were approaching the crisis
J. William Fullbright	Senator of Arkansas: also strongly advised an stronger military action against the Soviets

RESPOND

Timeline Agree on the facts in today's reading, and list the 3-5 most important on the Timeline.

Students might mention:

- The committee was sent back to deliberations.
- The committee split up into sides and prepared what would be said and defended for each side. They then switched information and critiqued each other's suggestions.
- The committee presented the two sides to the President, and he chose the blockade.
- The President was preparing for the blockade by informing the allies, meeting with the OAS (Organization of American States), informing the ambassadors, writing his legal justification for our actions, and preparing to tell the people.
- The public was finding out about the crisis through the press.
- The United States was strongly supported by the rest of the world.
- Military preparations were made: missile crews were put on maximum alert, troops were moved to Florida and the southeastern part of the U.S., the First Armored Division moved out of Texas towards Georgia, the base of Guantanamo Bay was strengthened, the Navy deployed 180 ships into the Caribbean, Strategic Air Command was dispersed to civilian landing fields around the country, and a B-52 bomber was in the air, armed with atomic weapons.
- Many criticized the President for not being forceful enough, but the President chose this route to do everything he could to avoid war.
- The President made his speech to the U.S. (**Documents p. 149**)

Map Add to ongoing class activities like a KWL chart or Map: where did the characters go?

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Leadership Poster:
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- For all of the items in the "Examples of Poor Leadership" column, have students write an idea on how the leader can be more engaged.
- In each situation, helping may involve writing a letter, getting more informed, volunteering, etc.
- Have students choose one item to take action on. They should report their action and results to the class.

EXPLORE

Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Describe how the committee reviewed and critiqued their position.
2. Why did the President choose the blockade?
3. How did the President prepare for the blockade?
4. Why was it important for the President to tell the American citizens about his decision?
5. Why do you think many world leaders supported the U.S. decision to enact a blockade?
6. Describe how the military prepared for the blockade.
7. What are some of the criticisms that were made about the President?
8. Why do you think people critiqued the President for not being forceful enough?
9. How do you think leaders today would react to a crisis like this?
10. What do you think will happen after the speech has been given?
11. How will everyone react (i.e. Soviets, Americans, leaders, other countries)?

Analyze Analyze the key paragraph.

Key Passage, p. 35

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"Each one of us was being asked to make a recommendation which would affect the future of all mankind, a recommendation which, if wrong and if accepted, could mean the destruction of the human race" (p. 35).

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

A committee was formed and relied upon by the President to gather information. Analyze it and decide what the best action is to take against the Soviets. The committee had the fate of the U.S., Cuba and the Soviet Union in its hands. How can a committee of people complicate matters? How can you be sure you have the right committee? Without the opinions of the Soviets, can you really have an unbiased committee?

Pretend you are a committee member. Write an explanatory paragraph describing your opinion. In a second paragraph, explain how you would get your points across to the other leaders. Consider the following questions:

- Would you explain your opinion to the group?
- Would you engage people individually to help them understand your view? Would you yell?
- Would you sit back and wait for a chance to talk?
- Would you show your approach step by step?

11. Close Close by extending today's lesson to life and the world.

1. Do you agree or disagree with the criticisms the President faced? Explain.
2. How do you think you would have reacted to the President's explanation of the crisis if you were a teenager during 1962?

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Character Based Literacy Program 60-Minute Lesson Plan
13 Days, Day 5

Outcomes for Today

Common Core Standards Focus:
W2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
a.) Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
b.) Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
c.) Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
d.) Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
e.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
f.) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
Leadership Focus

- Students will identify the needs of others.
- Students will acknowledge the individual rights of others.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Leadership Requires Engagement Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them, and that I am better because of the communities I choose to be part of.

Why was a quarantine zone so important?
The quarantine zone around Cuba allowed the U.S. Naval forces to intercept and inspect ships to determine if they were carrying weapons to Cuba. A quarantine is not an act of war, but a blockade is, so the President chose to issue a quarantine. What could the repercussions have been if the President had chosen a blockade?

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

gaiety (46)	bipartisan (46)	installations (47)	casualties (48)	precipitously (49)

READ

Review Review the timeline from the beginning every day.

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Read Read the selection, usually in a Shared Reading Read React Predict Cycle of 2-3 pages.

Read p. 45-55

John McCloy	Formerly High Commissioner to Germany and advisor to JFK on European and security matters.
David Ormsby-Gore	Ambassador of Great Britain and an old friend of JFK
Gararin and Komiles	Russian ships that turned around when they reached the quarantine zone

RESPOND

Timeline Agree on the facts in today's reading, and list the 3-5 most important on the Timeline.

Students might mention:

- There was a meeting with the OAS. The U.S. was able to get a ¾ vote for a quarantine.
- There had been no alert to the Soviets in Cuba or around the globe.
- In Cuba, the Russians were not allowing anyone other than Russians in the missile bases.
- Rescue missions were put in place in case U.S. planes were shot down.
- The President wanted everyone to be ready if the Soviet military took action.
- Prepared for a blockade of Berlin.
- Coded messages were being sent to Russian ships on their way to Cuba.
- The President composed a letter to Khrushchev reminding him of the quarantine legally given to the U.S. by the OAS.
- Russian submarines were being moved into the Caribbean and headed toward Cuba.
- President Kennedy requested that Robert Kennedy speak with Ambassador Dobrynin to discuss the implications of missiles in Cuba.
- Dobrynin assured Robert that there were no long-range missiles in Cuba.
- Pictures from U-2s showed work on missiles and atomic weapons was continuing and progressing quickly.
- Russian ships were on the border of the quarantine and stopped dead in the water; the President ordered that the U.S. naval ships give the Russian ships a chance to turn around.

Map Add to ongoing class activities like a KWL chart or Map: where did the characters go?

Leadership Poster:
Collaborate with students to create a class T Chart. This can be a live, online document that students have shared access to (Google Document or Google Spreadsheet).

- Label one column "Examples of Good Leadership" and the other side "Examples of Poor Leadership".
- During this unit, encourage students to follow the local and world news, using a variety of mediums (newspapers, online sources, etc.).

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- Have students periodically input a headline/article of a "Examples of Good Leadership" and "Examples of Poor Leadership" in their local community and in the world on the document. Discuss the additions the next day in class.
- For all of the items in the "Examples of Good Leadership" column, have students write one thing they can do to take action and support the individuals, groups, or organizations that are acting to promote the common good.
- For all of the items in the "Examples of Poor Leadership" column, have students write an idea on how the leader can be more engaged.
- In each situation, helping may involve writing a letter, getting more informed, volunteering, etc.
- Have students choose one item to take action on. They should report their action and results to the class.

EXPLORE

Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Describe the meeting with the OAS.
2. Why didn't Russia allow anyone else in the missile bases?
3. Why were preparations made for a blockade of Berlin?
4. Why were Russian submarines headed towards Cuba?
5. Who is Ambassador Dobrynin?
6. Why did the Soviet representatives lie to the U.S. representatives?
7. What did the Soviets have to gain?
8. In what ways did the President give the Soviet Union chances to stop this crisis?
9. Why did the President order the naval ships to not interfere with the Soviet ships when they stopped dead in the water?
10. Why do you think the Soviet ships stopped?

Analyze Analyze the key paragraph.

Key Passage, p. 55

"If the ships have orders to turn around, we want to give them every opportunity to do so" (p. 55).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

Prompt: Leadership Requirements Requires Engagement

President Kennedy was doing everything he could to give Khrushchev the opportunity to change his mind and stop the crisis. He took the least aggressive approach with the quarantine and hoped that the Soviets would back down voluntarily. Why did President Kennedy give the Soviets this opportunity? Why did Kennedy still trust the Soviets?

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Write an explanatory letter to President Kennedy describing why you are pleased or disappointed with his decision. Include three reasons to support your position.

- If you disagree, include what you would have done, why, and how.
- If you support him, describe why you think his steps were the best and what the negative results would have been if he had chosen another route.

Close Close by extending today's lesson to life and the world.

1. What would you have done if you were President Kennedy?
2. What do you think will happen next?

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Character Based Literacy Program 60-Minute Lesson Plan
13 Days, Day 6

Outcomes for Today

Common Core Standards Focus:
W2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
a.) Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
b.) Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
c.) Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
d.) Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
e.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
f.) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Leadership Focus
- Students will display a positive attitude towards the beliefs and ideas of others.
- Students will acknowledge their own talents and the talents of others in promoting the common good.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Leadership Requires Engagement Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them, and that I am better because of the communities I choose to be part of.

Why did President Kennedy give the Soviets so many chances to change their minds?
The Soviets had lied to the United States many times and were building atomic weapons, so why was the President giving them the benefit of the doubt? Was this cowardly or courageous?

President Kennedy knew that if he engaged in atomic war, the U.S. and Cuba would become non-existent. He wanted to prevent the war, so he provided Khrushchev with ample opportunities to make the right decision and avoid war as well.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

conciliatory (57)	castigating (57)	precipitous (59)	catastrophic (62)	expedite (63)

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READ

Review Review the timeline from the beginning every day.

Read Read the selection for today.

Read p. 56-64

Bucharest	Russian tanker that went through quarantine to Cuba while being monitored by U.S. naval ships
Marcula	First ship to be inspected to prove to Khrushchev that the President was enforcing the quarantine. However, since the Marcula wasn't a Soviet-owned ship, the inspection wasn't seen as a direct attack on the Russians.

RESPOND

Timeline Agree on the facts in today's reading, and list the 3-5 most important on the Timeline.

Students might mention:

- 14 ships had stopped and turned back towards Cuba; most of the ones continuing were tankers.
- Bucharest was a tanker that was followed by American warships.
- The whole world was becoming more alarmed.
- President Kennedy did not soften his position and would only negotiate with Khrushchev if he removed missiles from Cuba.
- The President wanted to give Khrushchev as much time and as many options as possible in order to not make him react and cause a war.
- The President increased pressure in Cuba by sending planes, taking more pictures, and forcing submarines to surface.
- Work on missile sites was preceding at an extraordinarily rapid pace. IL-28 bombers were also being uncrated and assembled rapidly.
- President Kennedy and Khrushchev were in communication everyday.
- The US Navy stopped their first ship, the Marucla, which was a non-Soviet ship, to prove the President was serious about the quarantine but to not directly confront Khrushchev. They found no weapons.
- The President increased the pressure because the Soviets were not backing down.

Map Add to ongoing class activities like a KWL chart or Map: where did the characters go?

Leadership Poster:
Collaborate with students to create a class T Chart. This can be a live, online document that students have shared access to (Google Document or Google Spreadsheet).

- Label one column "Examples of Good Leadership" and the other side "Examples of Poor Leadership".

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- During this unit, encourage students to follow the local and world news, using a variety of mediums (newspapers, online sources, etc.).
- Have students periodically input a headline/article of a "Examples of Good Leadership" and "Examples of Poor Leadership" in their local community and in the world on the document. Discuss the additions the next day in class.
- For all of the items in the "Examples of Good Leadership" column, have students write one thing they can do to take action and support the individuals, groups, or organizations that are acting to promote the common good.
- For all of the items in the "Examples of Poor Leadership" column, have students write an idea on how the leader can be more engaged.
- In each situation, helping may involve writing a letter, getting more informed, volunteering, etc.
- Have students choose one item to take action on. They should report their action and results to the class.

EXPLORE

Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Why was the whole world alarmed by the crisis in Cuba?
2. How did this situation affect the entire world?
3. Describe President Kennedy's terms of negotiation.
4. What did President Kennedy do in order to reduce the chances of war?
5. Why do you think President Kennedy wanted to avoid a war with the Soviet Union?
6. How did President Kennedy pressure the Soviet Union?
7. Why did the U.S. Navy stop the Marucla ship?
8. Why did the 14 ships turn around?
9. How do you think the Soviets are going to get their supplies to Cuba?
10. What do you think Khrushchev is thinking/feeling?
11. Do you think the President will have to take military action? Why?

Analyze Analyze the key paragraph.

Key Passage, p. 60

"The President ultimately decided that the risk of life was so great—with so many people aboard the ship, and so high a possibility of something going seriously wrong—that he would let the vessel through" (p. 60).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

President Kennedy was very serious about not letting anymore Soviet ships through to Cuba without inspection; however, he was not willing to sacrifice innocent people's lives. He acted morally and justly in an effort to promote the common good.

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Why was President Kennedy willing to trust the Soviets and not inspect the ship? What was more important: the risk of life or the safety of the U.S.?

Write an informative letter to the people of the United States of America explaining why you, from the position of President Kennedy, let the ship through without inspection when the United State was in great danger?

- Why would the President be willing to risk the chance not intercepting missiles? Would you have done the same? What if there had been missiles on the ship? What could have happened because of the President's actions?

Close Close by extending today's lesson to life and the world.

1. What do President Kennedy's actions show about his character?
2. What do you think he would be like if you met him in person?

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Character Based Literacy Program 60-Minute Lesson Plan
13 Days, Day 7

Outcomes for Today

Common Core Standards Focus:
W2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
a.) Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
b.) Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
c.) Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
d.) Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
e.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
f.) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
Leadership Focus:

- Students will learn to see other's points of view as significant as their own.
- Students will look at the views of others and relate them to their own.
- Students will sympathize with other people's opposing leadership predicaments.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Leadership Requires Engagement Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them, and that I am better because of the communities I choose to be part of.

How can this crisis be resolved peacefully?
Have the students get into small groups and discuss how they would resolve this crisis as President Kennedy and as Khrushchev. Have them put themselves in both leaders' shoes. Share a few with the class.
The students should mention: honesty between the leaders, making rational decisions, and not using nuclear weapons.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

narchy (66)	ideological (67)	optimism (69)	rhetoric (69)	reciprocal (72)

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READ

Review Review the timeline from the beginning every day.

Read Read the selection for today.

Read p. 65-75

NATO	An alliance of countries from North America and Europe that make up the North Atlantic Treaty Organization
Major Rudolf Anderson, Jr,	The U-2 pilot who was shot down while taking photos of the missile sites in Cuba. His murder was transpiring as the Soviets were preparing to fight.

RESPOND

Timeline Agree on the facts in today's reading, and list the 3-5 most important on the Timeline.

Students might mention:

- President Kennedy ordered the state to prepare a government to put in place after the U.S. invaded and occupied Cuba.
- A message came from Khrushchev that was emotional and desperate to put an end to this crisis. He confirmed that all ships with weapons and all weapons needed were already in Cuba.
- The Soviet Union provided Cuba with weapons for their safety because the U.S. was trying to overthrow their leader.
- Khrushchev agreed in the letter to remove all missiles from Cuba if the President agreed to stop the blockade and not invade Cuba.
- The President agreed and was hopeful.
- A new letter came that was not from Khrushchev personally. It asked the U.S. to remove missiles from Turkey in exchange for the Soviets removing the ones in Cuba.
- The Soviets continued working day and night on the missile sites.
- The President had wanted to remove the missiles from Turkey long before this crisis, but now the missiles were being held hostage by the Soviets.
- If the U.S. attacked Cuba, the Soviets would attack Turkey.
- A U.S. Air Force pilot, Major Rudolf Anderson, Jr., was shot down by SAM missiles while flying over Cuba. Cuba and the Soviets were prepared for war.
- NATO told the U.S. to stay firm, and said that they would support the U.S.

Map Add to ongoing class activities like a KWL chart or Map: where did the characters go?

Leadership Poster:
Collaborate with students to create a class T Chart. This can be a live, online document that students have shared access to (Google Document or Google Spreadsheet).

- Label one column "Examples of Good Leadership" and the other side "Examples of Poor Leadership".

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- During this unit, encourage students to follow the local and world news, using a variety of mediums (newspapers, online sources, etc.).
- Have students periodically input a headline/article of a "Examples of Good Leadership" and "Examples of Poor Leadership" in their local community and in the world on the document. Discuss the additions the next day in class.
- For all of the items in the "Examples of Good Leadership" column, have students write one thing they can do to take action and support the individuals, groups, or organizations that are acting to promote the common good.
- For all of the items in the "Examples of Poor Leadership" column, have students write an idea on how the leader can be more engaged.
- In each situation, helping may involve writing a letter, getting more informed, volunteering, etc.
- Have students choose one item to take action on. They should report their action and results to the class.

EXPLORE

Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Why did President Kennedy prepare a temporary government for Cuba?
2. Describe Khrushchev's message to President Kennedy.
3. How does the difference between the two letters show that there was confusion in the Soviet Union?
4. Why did the Soviet Union provide Cuba with weapons?
5. Why was the U.S. trying to overthrow the Cuban leader?
6. On what terms did the Soviet Union agree to remove all the missiles from Cuba?
7. Describe what would happen to Turkey if the U.S. invaded Cuba.
8. Describe what happened to the U.S. Air Force pilot.
9. How does the writer express the complexity of the situation? How does he express confusion, show both sides, etc.?

Analyze Analyze the key paragraph.

Key Passage, p. 68

"The reason he had sent these weapons to Cuba was because the U.S. was interested in overthrowing the Cuban government, as the U.S. had actively attempted to overthrow the Communist government in the Soviet Union after their revolution. Khrushchev and the Soviet people wished to help Cuba protect herself" (p. 68).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

The U.S. and the Soviet Union were attempting to negotiate about steps that needed to be taken to end the crisis. Khrushchev tried to explain that the weapons were

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only placed in Cuba to protect it from being invaded and overthrown by the U.S. Why wouldn't the U.S. allow Cuba to protect itself? Why could the U.S. have nuclear weapons but Cuba couldn't? Why did the U.S. think they had the right to decide who had missiles?

We have now read why Khrushchev placed missiles in Cuba. Write two informative paragraphs: the first, explaining Khrushchev's position with Cuba; the second, explaining the U.S. position.

- Show how both leaders are compelled to act for the common good, but how each common good is conflicting.

Close Close by extending today's lesson to life and the world.

1. Who do you think is in a harder position, Khrushchev or President Kennedy? Why?
2. What steps do you think both sides will take next?

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Character Based Literacy Program 60-Minute Lesson Plan
13 Days, Day 8

Outcomes for Today

Common Core Standards Focus:
W2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
a.) Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
b.) Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
c.) Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
d.) Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
e.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
f.) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
Leadership Focus:

- Students will analyze ways leaders contribute to the common good.
- Students will discuss new and alternative problem solving techniques.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Leadership Requires Engagement Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them, and that I am better because of the communities I choose to be part of.

During a time of crisis, how can having a committee be a negative thing?
Khrushchev clearly had differing views than the other Russian government officials as the two conflicting letters show. And as we read, we experienced how the Ex Comm struggled with agreeing as well. **How does a leader know which side to take? How do you sift through who is right and who is wrong?**
Have the class get into small groups and discuss a time where differing opinions made it hard to find a solution or to make a decision. Have them talk about different ways the group and leaders went about coming to an end result.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

exasperation (77)	armaments (78)	snuffed (81)	specter (81)	dismantle (84)

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READ

Review Review the timeline from the beginning every day.

Read Read the selection for today.

Read p. 76-84

RESPOND

Timeline Agree on the facts in today's reading, and list the 3-5 most important on the Timeline.

Students might mention:

- The President was determined not to attack; he wanted to give Khrushchev more time to change his mind.
- A letter to Khrushchev was prepared by the State Department, maintaining that the U.S. would not remove the missiles from Turkey and that no trade could be made.
- Robert Kennedy thought the response was too harsh and that the response should be directed to Khrushchev regarding his first letter.
- Robert Kennedy and Ted Sorensen wrote a letter that agreed to Khrushchev's first letter and added that they could deal with Turkey after the crisis was over.
- Robert Kennedy met with Dobrynin and informed him that the U.S. knew about the continued work in Cuba, that one of our U-2 pilots had been shot down, and that Cuba was forcing the U.S. to take action even though the President did not want that.
- The President ordered the necessary military support for an invasion on Cuba.
- The Russians finally agreed to remove the missiles from Cuba.

Map Add to ongoing class activities like a KWL chart or Map: where did the characters go?

Leadership Poster:
Collaborate with students to create a class T Chart. This can be a live, online document that students have shared access to (Google Document or Google Spreadsheet).

- Label one column "Examples of Good Leadership" and the other side "Examples of Poor Leadership".
- During this unit, encourage students to follow the local and world news, using a variety of mediums (newspapers, online sources, etc.).
- Have students periodically input a headline/article of a "Examples of Good Leadership" and "Examples of Poor Leadership" in their local community and in the world on the document. Discuss the additions the next day in class.
- For all of the items in the "Examples of Good Leadership" column, have students write one thing they can do to take action and support the individuals, groups, or organizations that are acting to promote the common good.
- For all of the items in the "Examples of Poor Leadership" column, have students write an idea on how the leader can be more engaged.

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- In each situation, helping may involve writing a letter, getting more informed, volunteering, etc.
- Have students choose one item to take action on. They should report their action and results to the class.

EXPLORE

Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Describe the State Department's letter to Khrushchev.
2. What would have happened if President Kennedy didn't give Khrushchev more time and decided to invade?
3. How was the letter to Khrushchev too harsh?
4. Who do you think was writing the other letters from the Russians that weren't from Khrushchev?
5. Why were they so aggressive and not as concerned about preventing a war?
6. Describe the significance of these letters.
7. In what ways was the Soviet Union encouraging the U.S. to take military action?
8. How did the U.S. prepare for a military invasion?
9. Why do you think the President refused to agree with taking missiles out of Turkey when that is what he originally wanted?

Analyze Analyze the key paragraph.

Key Passage, p. 81

"The thought that disturbed him the most, and that made the prospect of was much more fearful than it would otherwise have been, was the specter of the death of the children of this country and all the world—the you people who had no role, who had no say, who knew nothing even of the confrontation, but whose lives would be snuffed out like everyone else's" (p. 81).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

President Kennedy and Khrushchev were negotiating back and forth through letters about the crisis. President Kennedy held his ground to protect the U.S. In the end, Khrushchev agreed to remove the missiles from Cuba. Throughout the negotiating, President Kennedy was very concerned about the future of the children. Why was he so concerned about them? What do the children represent?
President Kennedy was very worried that his actions were going to lead the U.S. and the Soviet Union to nuclear war. If they did, this was going to change the world as he knew it.

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Write an explanatory journal entry from the perspective of President Kennedy, describing the impact this war would have on the world and future children.

- What could he have done differently? What would life be like? How did his leadership contribute to the crisis, and how could he have fixed it?

11. Close Close by extending today's lesson to life and the world.

1. Do you think the Russians are going to follow through with what they have said, or is this another lie?
2. Predict what will happen next.

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Character Based Literacy Program 60-Minute Lesson Plan
13 Days, Day 9

Outcomes for Today

Common Core Standards Focus:
W2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
a.) Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
b.) Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
c.) Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
d.) Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
e.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
f.) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
Leadership Focus:

- Students will explore the importance of more than one individual's views when making a decision.
- Students will examine the effects of single actions on a large scale.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Leadership Requires Engagement Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them, and that I am better because of the communities I choose to be part of.

What is the role of the Secretary of State today?
Have the students explore the U.S Department of State website. Have them look for the duties of the Secretary of State. The students should discuss the duties that the Secretary of State has and how the amount of duties can affect the amount of time she/he can give to each matter.

(If the students do not have access to computers, information is provided below.)
"Created in 1789 by the Congress as the successor to the Department of Foreign Affairs, the Department of State is the senior executive Department of the U.S. Government. The Secretary of State's duties relating to foreign affairs have not changed significantly since then, but they have become far more complex as international commitments multiplied. These duties -- the activities and responsibilities of the State Department -- include the following:

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- Serves as the President's principal adviser on U.S. foreign policy;
- Conducts negotiations relating to U.S. foreign affairs;
- Grants and issues passports to American citizens and exequaturs to foreign consuls in the United States;
- Advises the President on the appointment of U.S. ambassadors, ministers, consuls, and other diplomatic representatives;
- Advises the President regarding the acceptance, recall, and dismissal of the representatives of foreign governments;
- Personally participates in or directs U.S. representatives to international conferences, organizations, and agencies;
- Negotiates, interprets, and terminates treaties and agreements;
- Ensures the protection of the U.S. Government to American citizens, property, and interests in foreign countries;
- Supervises the administration of U.S. immigration laws abroad;
- Provides information to American citizens regarding the political, economic, social, cultural, and humanitarian conditions in foreign countries;
- Informs the Congress and American citizens on the conduct of U.S. foreign relations;
- Promotes beneficial economic intercourse between the United States and other countries;
- Administers the Department of State;
- Supervises the Foreign Service of the United States.

In addition, the Secretary of State retains domestic responsibilities that Congress entrusted to the State Department in 1789. These include the custody of the Great Seal of the United States, the preparation of certain presidential proclamations, the publication of treaties and international acts as well as the official record of the foreign relations of the United States, and the custody of certain original treaties and international agreements. The Secretary also serves as the channel of communication between the Federal Government and the States on the extradition of fugitives to or from foreign countries." http://www.state.gov/secretary/115194.htm

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

utilized (86)	preliminary (86)	insulated (89)	probing (91)	exasperation (94)

READ

Review Review the timeline from the beginning every day.

Read Read the selection for today.

Read p. 86-98

Douglas Dillion	Secretary of the Treasury
Kenny O'Donnell	President Kennedy's appointment secretary
Ted Sorensen	President Kennedy's advisor

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Dean Acheson	Former Secretary of State
Robert Lovett	Secretary of Defense
John McCloy	High Commissioner of Germany
Sekou Toure	Ambassador of Guinea who agreed to not allow Soviet planes to land and get fuel, which made it almost impossible for the Soviets to fly nuclear weapons to Cuba
Philip M. Kaiser	Ambassador of Dakar who also agreed to not allow Soviet planes to land and get fuel, which then made it impossible for the Soviets to fly nuclear weapons to Cuba

RESPOND

Timeline Agree on the facts in today's reading, and list the 3-5 most important on the Timeline.

Students might mention:

- The committee was essential for the positive outcome of the crisis, along with the time and resources that the U.S. had.
- Debating, arguing, and fact-finding were fundamental in deciding the correct course of action for the U.S. to take.
- The President had recommendations and opinions from multiple individuals and departments; this gave him ample amounts of information that was gathered and used during the decision making.
- Many responsibilities have changed within U.S. foreign affairs since the crisis. The people who were involved in contributing and solving the crisis now have new roles.
- 30 years ago, only the State Department was involved in international matters, but now there are a number of agencies and departments that have primary responsibilities and power over foreign relations.
- There are now many people involved with foreign affairs who also deal with other aspects of the government, resulting in a large gap between the people who gather the information and the people who receive it. There is a large disconnect, whereas during the missile crisis, the President was very involved and there was never a matter he wasn't directly involved in.
- The change of mind from Khrushchev can be attributed to the OAS for legalizing the quarantine, the support of NATO allies, and support from West Africa who wouldn't allow Soviet planes to land and refuel.
- President Kennedy spent more time trying to determine the effects of his actions than any other phase of the crisis.
- President Kennedy desired to put pressure on the Soviets without causing public humiliation.
- All steps were taken to protect the U.S. without entering into nuclear war.

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Map Add to ongoing class activities like a KWL chart or Map: where did the characters go?

Leadership Poster:
Collaborate with students to create a class T Chart. This can be a live, online document that students have shared access to (Google Document or Google Spreadsheet).

- Label one column "Examples of Good Leadership" and the other side "Examples of Poor Leadership".
- During this unit, encourage students to follow the local and world news, using a variety of mediums (newspapers, online sources, etc.).
- Have students periodically input a headline/article of a "Examples of Good Leadership" and "Examples of Poor Leadership" in their local community and in the world on the document. Discuss the additions the next day in class.
- For all of the items in the "Examples of Good Leadership" column, have students write one thing they can do to take action and support the individuals, groups, or organizations that are acting to promote the common good.
- For all of the items in the "Examples of Poor Leadership" column, have students write an idea on how the leader can be more engaged.
- In each situation, helping may involve writing a letter, getting more informed, volunteering, etc.
- Have students choose one item to take action on. They should report their action and results to the class.

EXPLORE

Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. What contributed to the positive outcome of the crisis?
2. What resources did President Kennedy have in making his decisions?
3. How did the structure of the U.S. government change as a result of the crisis?
4. How did OAS and NATO influence the crisis?
5. How did West Africa play its part in ending the crisis?
6. How would you describe the leadership qualities of the President?
7. Are these qualities what you initially thought would be qualities of a leader?
8. Do you think the way foreign relations is operated now is better than the way it was operated during the crisis?
9. Why do you think other countries and allies were so supportive of the way the U.S. approached the missile crisis?
10. How have government positions changed since the crisis?

Analyze Analyze the key paragraph.

Key Passage, p. 86-87

"Thirty years ago, the world was a far, far different place. The Secretary of State and his department could handle all international problems. Perhaps they were not always handled correctly, but at least this handling by one department was

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manageable. Our commitments were few—we were not as widely involved as we are today—but we were nevertheless a very powerful nation. We could and did, in places we felt our national interests were involved (such as Latin America). Impose our will by force if we believed it necessary. The Secretary of State dealt with all the responsibilities without great difficulty, giving foreign-policy advice to the President, administering the department, directing out relationships with that handful of countries which were considered significant, and protecting the financial interest of our citizens around the world.

But that position has very little relationship with that of the Secretary of State today. The title is the same; it still deals with foreign affairs; but there the similarity virtually disappears. Today, the Secretary of State's position is at least five jobs, five different areas of responsibility, and all of which could properly require his full time" (p. 86-87).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

The crisis has ended and many years have passed with an ever-changing structure of government. The Secretary of State, who used to be heavily involved in both domestic and foreign affairs, is now spread across many jobs where he/she cannot spend much energy on any one issue. How does this change things? What does that mean for our country? How do serious matters get handled now that there are so many more issues without an increase in people handling these issues?

Write three informative paragraphs:

First: Write an informative paragraph, describing three ways in which the responsibility of the Secretary of State has changed in a positive way.

Second: Write an informative paragraph, describing three ways in which you see the change in responsibilities for the Secretary of State as a negative thing.

Third: Write a short explanatory paragraph describing what you think the Secretary of State's job should be.

- Should they only be involved in serious matters? Is there a way to prioritize what needs immediate attention, or should he/she handle every issue? Should there be more than one person in each position?

Close Close by extending today's lesson to life and the world.

1. Why was it important to put pressure on the Soviets without causing them public humiliation?
2. Describe an example of a poor decision that was made to avoid embarrassment.

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Character Based Literacy Program 60-Minute Lesson Plan
13 Days, Day 10

Outcomes for Today

Common Core Standards Focus:
W2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
a.) Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
b.) Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
c.) Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
d.) Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
e.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
f.) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
Leadership focus:

- Students will understand the effects of a leader making choices for a group.
- Students will analyze alternative results due to misjudgments made by leaders.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Leadership Requires Engagement Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them, and that I am better because of the communities I choose to be part of.

What is the result of two countries with nuclear weapons participating in Nuclear War?
Nuclear weapons destroy by explosion, fires, and radiation; each country attacked by nuclear weapons would experience great destruction that would include the loss of all or most life and create uninhabitable environments.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

retaliatory (105)	clandestinely (105)	ballistic missiles (106)	sequence (106)	obligations (106)

READ

Review Review the timeline from the beginning every day.

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Read Read the selection for today.

Read p. 105-106 (#1-13)
N/A for Afterword. There will not be a character or setting chart.

RESPOND

Timeline Agree on the facts in today's reading, and list the 3-5 most important on the Timeline.

Go to page 105, there you will find a dated timeline numbered 1-8 of the actual events of the Cuban Missile Crisis. Discuss the event with as a class and create a class timeline of these events. Compare it to the timeline you made over the last 9 lessons.

Map Add to ongoing class activities like a KWL chart or Map: where did the characters go?

Leadership Poster:
Collaborate with students create a class T Chart. This can be a live, online document that students have shared access to (Google Document or Google Spreadsheet).

- Label one column "Examples of Good Leadership" and the other side "Examples of Poor Leadership".
- During this unit, encourage students to follow the local and world news, using a variety of mediums (newspapers, online sources, etc.).
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- In each situation, helping may involve writing a letter, getting more informed, volunteering, etc.
- Have students choose one item to take action on. They should report their action and results to the class.

EXPLORE

Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. How did the crisis end without escalating to a war?
2. What lessons did you learn from the crisis?
3. Describe the negotiation skills that were used to solve the crisis peacefully.
4. Describe the leadership roles in the crisis.
5. In what ways did the leaders practice the CBL theme "leadership requires engagement"?

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6. Who, in your mind, ended the crisis?
7. Explain, in your own words, what a nuclear holocaust is.
8. Why do you think the President took the path that could have led to a nuclear holocaust?
9. Do you believe President Kennedy choose the right path? Why or why not?

Analyze Analyze the key paragraph.

Key Passage, p. 106

"Perhaps the most obvious scenario by which nuclear war might have emerged from the sequence follows the actual course of events through step seven, but proceeds:

(8) Khrushchev reiterates that any attack on the Soviet missiles and personnel in Cuba will be met with a full Soviet retaliatory response (October 28).

(9) U.S. "surgical" air strike against Soviet missiles (destroying all ballistic missiles and killing a limited number of Soviet personnel) (October 31).

(10) Soviet medium-range ballistic missiles attack U.S. missiles in Turkey (destroying all ballistic missiles and killing a small number of Americans) (October 31).

(11) In accord with obligations under the NATO treaty, U.S. medium-range missiles in Europe attack bases in the Soviet Union from which missiles that attacked the Turkish bases were launched (October 31)

(12) Soviet Union, fearing additional U.S. attacks on its limited number of ICBMs, attacks the U.S. (November 1).

(13) U.S. ICBMs attacks the Soviet Union (November 1)" (p. 106).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

The crisis did not lead to war, but with all of the quickly escalating factors, this reality is hard to believe. The U.S. and Soviet Union were so close to nuclear war that with one different choice, the two nations could have been completely destroyed. How did the crisis end? Who is responsible for its end? What wrong step could have caused a war?

Write explanatory two paragraphs describing what would have happened if the crisis didn't end at step 7. Do you think there is a step between 8-13 where the crisis could have ended?

- What is it, and what would have happened? After step 7, would both sides have gone too far to stop? Could there be peace after this war? What would the consequences have been?

Close Close by extending today's lesson to life and the world.

1. What did you like and dislike about this book?
2. Would you recommend this book to a friend?

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