

Character Based Literacy Program

Independent Study Lesson Plan

Thirteen Days, Week 1



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 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?

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?

Where were missiles being installed in Cuba?

What is a blockade?

Why did the President depend on a committee to help with the crisis?

Why was a quarantine zone so important?

Word Wall Here are vocabulary words to add to the Word Wall.

nuclear (7)	administration (9)	socialism (9)	diplomacy (11)	oblivion (15)
atomic (19)	abyss (19)	atmospheric test-ban (20)	incredulity (23)	industrious (25)
stakes (26)	quarantine (27)	advocate (27)	invasion (27)	impotent (29)
blockade (34)	dogmatism (35)	deliberations (35)	contingencies (36)	dubious (39)
gaiety (46)	bipartisan (46)	installations (47)	casualties (48)	precipitously (49)

READ

Review Review the timeline from the beginning every day.

Start at the beginning and review the story so far

- mention the setting and main character
- point to each timeline item as you quickly review it

Read Read the selection.

Read p. 7- 55

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 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	US 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
Anatoly Dobrynin	The Soviet Ambassador
Nicholas Katzenbach	US Dept. Attorney General
Dean Rusk	Secretary of State
Robert McNamara	Secretary of Defense

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John McCone	Director of Central Intelligence Agency
Douglas Dillion	Secretary of the Treasury
McGeorge Bundy	President Kennedy's advisor on the national-security affairs
Ted Sorenson	Presidential Counsel
George Dall	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
Lyndon 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
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 Adenaur	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 a stronger military action against the Soviets
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 List the 15-20 most important on the timeline.

Think about what you read today and begin your timeline

- First, *fix the facts*: who, what, when, where, why
- Then, decide on the most important events and begin your timeline with these.

Over the course of the next week, you will be required to read a number of pages. It would be best if you spread the reading out over the week and not try to do everything at the last minute before your next appointment.

Map Add to ongoing 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).

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

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

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 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

Leadership Poster

Create a T Chart. This can be a live, online document that you have access to (Google Document or Google Spreadsheet) or a physical document.

- Label one column “Examples of Good Leadership” and the other side “Examples of Poor Leadership”.
- During this unit, you are encouraged to follow the local and world news, using a variety of mediums (newspapers, online sources, etc.).
- 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.
- For all of the items in the “Examples of Good Leadership” column, write one thing you 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, 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.

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EXPLORE

Activity Explore the reading more deeply with a visual or oral language activity.

2c12 Cubing 5 Qualities of a Leader

Create a cube and list the 5 qualities that make a good leader.

Setting Sketch

Create what you think the U-2 image looked like of Cuba

Materials:

- Paper suitable for drawing, like 9x12 manila paper
- Pencils, pens, crayons, markers

Step One: List the details

1. Read pages
2. Make a list of all the details

Step Two: Draw a sketch

Variations of this Sketch

1. The same process can be used to create a setting sketch for any story.
2. The same process can be used to create a visual of the future wishes of characters in any story.

Variations for Writing

1. This sketch can be used to help write a setting paragraph.

Fill out the Beginning-Middle-End Chart

1. Decide what the most important events in the story are. You may want to jot down a list.
2. Decide whether each event is part of the beginning, middle or end of the story. Then write a phrase describing each event in the correct column. Remember in the beginning you are introduced to the setting, the characters and the problems they have. In the middle you learn about the roadblocks to the characters solving their problems and the conflicts that occur. In the end of the story, those conflicts reach a peak and then resolve with a resolution of the character's problems.
3. If the events in a column are not in the order they took place, number the items in the column.
4. If you are analyzing a chapter or segment of a larger story, all of the events might be in 1 or 2 columns, understood as part of the larger story. Or it might work to analyze the beginning, middle and end of just this part.

Plot Profile Chart

Beginning of book until current (use the beginning-middle-end chart to aid in this activity).

1. Decide on the 10 most important events in the story, chapter or segment you are analyzing. List them in order in the rows at the bottom of the chart. If you go back to the Beginning-Middle-End Chart, this will be easier to do.
2. Decide on a scale of 1 [low] to 10 [high] how intense you think this event is, and mark your score in the appropriate box.
3. Connect the marks in the boxes to form a graph.

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4. This graph will help you to profile the plot. How it looks will depend on the story you are reading and whether you are plotting an entire story, or a chapter or segment.

Discussion

Key Questions, p. 7-15

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?

Key Questions, p. 19-25

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?

Key Questions, p. 26-33

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, confident)?

Key Questions, p. 34-44

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)?

Key Questions, p. 45-55

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 US 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?

EXTEND

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

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" (p. 14).

Writing Prompt

President Kennedy and Soviet leader Khrushchev were both very close to starting a Nuclear War between 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

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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 why having Nuclear Weapons, as a leader, is good for the common good.**
- **Second: Explain why having Nuclear Weapons, as a leader, is bad for the common good.**
- **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 dead. 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?

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?

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).

Writing Prompt

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

Key Passage, p. 30

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“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).

Writing Prompt

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 affect 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 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?

Key Passage, p. 35

“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).

Writing Prompt

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 US, 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?
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?

Key Passage, p. 55

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

Writing Prompt

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?

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 please describe why you think his steps were the best and what the negative results would have been if he chose another route.
1. What would you have done if you were President Kennedy?
 2. What do you think will happen next?

KWL Chart

K	W	L
What do you know?	What do you want to know?	What have you learned?

2c12 Cubing 5 Questions About Anything

Name			
		1	
	2	3	4
		5	

2g6 Beginning-Middle-End Chart

Beginning	Middle	End

3g6 Plot Profile Chart

10										
9										
8										
7										
6										
5										
4										
3										
2										
1										
Intensity										
Description										
Event	1	2	3	4	5	6	7	8	9	0

Character Based Literacy Program

Independent Study Lesson Plan

Thirteen Days, Week 2



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?

How can this crisis be resolved peacefully?

During a time of crisis, how can having a committee be a negative thing?

What is the role of the Secretary of State today?

What is the result of two countries with nuclear weapons participating in Nuclear War?

Word Wall Here are vocabulary words to add to the Word Wall.

conciliatory (57)	castigating (57)	precipitous (59)	catastrophic (62)	expedite (63)
narchy (66)	ideological (67)	optimism (69)	rhetoric (69)	reciprocal (72)
exasperation (77)	armaments (78)	snuffed (81)	specter (81)	dismantle (84)
utilized (86)	preliminary (86)	insulated (89)	probing (91)	exasperation (94)
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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- Mention the setting and main character
- Point to each timeline item as you quickly review it

Read Read the selection.

Read p. 56-106

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Bucharest	Russian tanker that went through quarantine to Cuba while being monitored by US 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.
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.
Douglas Dillion	Secretary of the Treasury
Kenny O'Donnell	President Kennedy's appointment secretary
Ted Sorensen	President Kennedy's advisor
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 List the 15-20 most important on the timeline.

Think about what you read today and begin your timeline

- First, *fix the facts*: who, what, when, where, why
- Then, decide on the most important events and begin your timeline with these.

Over the course of the next week, you will be required to read a number of pages. It would be best if you spread the reading out over the week and not try to do everything at the last minute before your next appointment.

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

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Leadership Poster

Create a T Chart. This can be a live, online document that you have access to (Google Document or Google Spreadsheet) or a physical document.

- Label one column “Examples of Good Leadership” and the other side “Examples of Poor Leadership”.
- During this unit, you are encouraged to follow the local and world news, using a variety of mediums (newspapers, online sources, etc.).
- 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.
- For all of the items in the “Examples of Good Leadership” column, write one thing you 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, 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.

EXPLORE

Activity Explore the reading more deeply with a visual or oral language activity.

Open Mind Portrait

Create an Open Mind Portrait of President Kennedy or Khrushchev

Materials:

- Large piece of stiff paper for each character, like 11x17 oak tag
- Paper for bubbles with scissors and glue sticks
- Pencils, pens, crayons, markers
- Construction or tissue paper, scissors and glue sticks if desired

Step One: Create a large head shot of the character

1. Imagine what you think the character looks like from the descriptions in the text as well as your imagination. You can make a list of these details to help you draw the character, if you wish.
2. Decide how much of the character you wish to show: just the head and face? from the shoulders up? from the waist up? the whole person? You might want to include at least the shoulders to include some clothing details. You might want to show the size differences between characters.
3. Draw the characters head shot including the face on the large piece of paper. You could also cut the paper to form the head.
4. Illustrate your portrait with colors, construction paper or whatever will make the character colorful.

Step Two: Place cartoon bubbles of character thoughts around the portrait

1. Cut cartoon bubbles out.
2. Write things the character thinks, or says to himself, on each bubble.
3. Put the bubbles up around the portrait.

Step Three: Add bubbles as you learn new things about the character

1. Read the story further and identify new things you have learned about the character, or ways the character has changed.
2. Follow step 2 to create and place additional bubbles.

Variations of this Open Mind Portrait

1. You can use this process for any character in the story
2. You can use bubbles for what the character says, says to himself or herself, or does. You could make each of these different colors if you wish.
3. You could add bubbles for what the character learns, or ways the character changes, and use different colors for each.
4. You could use different colors for the beginning, middle and end of the story. Remember in the beginning you are introduced to the setting, the characters and the problems they have. In the middle you learn about the roadblocks to the characters solving their problems, and conflicts that occur. In the end of the story those conflicts reach a peak and then resolve with a resolution of the character's problems.
5. You could use different colors for the phases you see in a story or the development of a particular character.
6. Instead of using bubbles you could write the bubble contents on the back of the portrait. You could use any of the variations above with color or print, or create columns or boxes for different categories or phases.
7. You could literally open the head like a hinge and list the contents [as though they were escaping from the space] using any of these variations.
8. You could make an Open Mind Portrait of yourself using any of the above variations.

Variations for Writing

1. You could use the OMP to help write a character sketch, or to help decide what a character might do in a story.

Venn Diagram

1. Compare and contrast the leadership characteristics that Khrushchev and President Kennedy have.
2. Where the 2 circles overlap, write the way these two are alike.
3. Where the circles are distinct, write down how each is different.

Choice Chart

- Choose a **topic**: Going to college, playing a sport, standing up to a friend, telling a lie, admitting the truth. Pick any topic that is troubling or is posing as a hard decision.
- Map out what **2 choices** you could make about the decisions.
- Predict what the **result** will be. Who it will it effect, long-term consequences or benefits, how do you feel about this result?

Request for Help

Create a “request for help” from either the US or Cuba to another country after the crisis led to a Nuclear War and they were the only survivors. Explore what the US or Cuba would be like if the crisis had escalated to Nuclear war.

Materials:

- Stiff paper 9x12 to 11x17
- Pencils, pens, crayons, markers
- Construction paper, scissors, glue sticks if desired

Step One: Make a list of the details of what the US or Cuba would need from the supporting country

1. Choose to create a “request for help” from Cuba or the US.
2. Make a list of the supplies or aid that your country needs

Step Two: Write a description with a clear illustration

1. Write a detailed description in 1 or 2 paragraphs detailing all of the experiences, resources, and surroundings you are experiencing.
2. Illustrate the description with a picture that accurately depicts what the location would look like post war.

Variations for the Request for help

1. Write the “request for help” as if it were used in the future or in the past.
2. Prepare the request as a magazine ad with an emphasis on visuals.
Or do it as a billboard, TV ad, radio ad, etc.
3. This process can be used for detailing any solution to a defined problem, and is a great pre-writing activity for a problem-solution essay.

Discussion

Key Questions, p. 56-64

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 US 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?

Key Questions, p. 65-75

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 US Air Force pilot.
9. How does the writer express the complexity of the situation? How does he express confusion, show both sides, etc.?

Key Questions, p. 76-84

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?

Key Questions, p. 86-98

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 US approached the missile crisis?
10. How have government positions changed since the crisis?

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"?
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?

EXTEND

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

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).

Writing Prompt

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. 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 US?

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?
- 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?

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).

Writing Prompt

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 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.

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

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).

Writing Prompt

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.

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?
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.

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 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).

Writing Prompt

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 States 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?
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.

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).

Writing Prompt

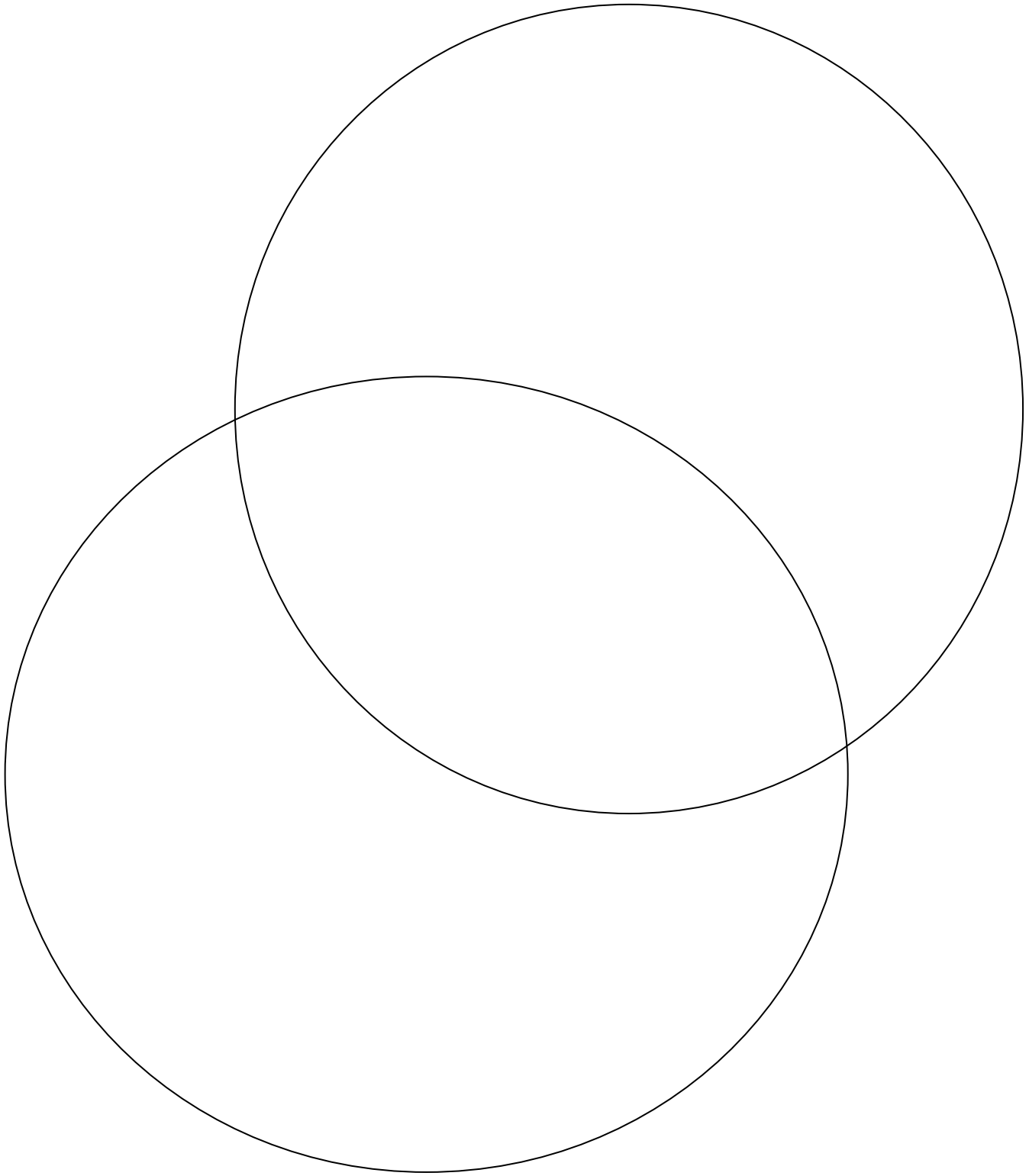
The crisis did not lead to war, but with all of the quickly escalating factors, this reality is hard to believe. The U.S. and Soviet Union were so close to nuclear war that

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

6g6 Venn Diagram Chart



Choice Chart

Topic:



Choice 1:



Choice 2:



Result 1:



Result 2: