

SREB Readiness Courses
Transitioning to college and careers

Literacy Ready

History Unit 2: Cuban Missile Crisis
The Academic Notebook

Name



Unit 2

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Course Overview

Welcome! This is a unit in history as part of the SREB College Ready Literacy course. What does historical literacy mean? Historical literacy is the ability to read and determine meaning from historical sources whether they are primary, secondary or tertiary sources. In this course, you will take part in several activities to improve your historical literacy. While the content covered in this course is important, a principal purpose is to equip you with the tools necessary to be more successful in college coursework. To that end, the creators of the course have developed this academic notebook.

Purposes of the Academic Notebook

The academic notebook has two roles in this course. The first role of the notebook is to provide you with a personal space to record your work. The academic notebook is where you should record your thoughts about materials you are reading. For example, if you are hearing a lecture, take notes in this notebook. Use the tools in the notebook to assist you in organizing your notes.

The second role of the notebook is that of an assessment tool. Your instructor may periodically collect the notebooks and review your work to insure that you are remaining on task and to assist with any material that is causing difficulty. Your instructor may also assign tasks to be completed in the notebook, such as in-class writing assignments. At the end of this six-week unit, your instructor will review the contents of this notebook as part of your overall grade. Thus, it is important that you work seriously as this notebook becomes the (historical) record of your activity in this course.

Essential Questions

The following essential questions for the entire six-week unit should be used to guide your thinking when analyzing the materials presented in this class. When taking notes, come back to the questions and consider how the historical sources you are analyzing help to answer these questions. The first question is especially important as it represents the theme of the course. In the back of your mind, in every task you complete, you should consider this question. This is partly how historians work, and it is important for you to realize that up front. Historians, like all scientists, approach a problem and try to hypothesize a solution to the problem. Therefore, historians think thematically as they work through source material, which helps account for why two tertiary sources on the same topic may have two different perspectives on the event being studied.

Were the concepts of liberty and equality reflected in US foreign policy?

What conflicts existed in conceptions of liberty and freedom by those participating in the Cuban Missile Crisis?

Did the concepts of liberty and freedom change over the course of the 1960s as reflected in US foreign policy? If so, how?

Lesson 1

Gateway Activity— The Meaning of Liberty

In this lesson, you will . . .

- Analyze a group of photographs depicting walls in various parts of the country.
- Interpret photographs using information about context and source in addition to their content.
- Explain how sourcing, contextualization and chronology are aspects of history reading.
- Begin to think about the liberty of nations and people other than those in the United States.

Activity

1 Preparing for the Task

What role do photographs play in helping historians understand events? What do historians have to consider when they look at photographs? Do photographs always represent events accurately? What might historians have to consider when looking at photographs?

Write your answers in the space provided.

[illegible]

Keep what you wrote in mind as you complete the next activities. You will get a chance to revise your statement at the end of this lesson.

Activity

2 Analyze Photographs

As you look at the representations of the following “Walls,” answer the questions that follow for each slide.

Slide One: Berlin Wall

1. What is your overall impression of the subject matter? What is your background knowledge?

2. What activities are taking place in each quadrant of the photo(s)?

3. What inferences can you make from the photo(s)?

4. Some “walls” bring us together. Some separate us. Some increase our liberty. Some decrease our liberty. What are the roles of photo(s) on this slide?

5. What more do you need to know about this slide?



Slide 1— Berlin Wall

Slide Two: West Bank Barrier

1. What is your overall impression of the subject matter? What is your background knowledge?

2. What activities are taking place in each quadrant of the photo(s)?

3. What inferences can you make from the photo(s)?

4. Some “walls” bring us together. Some separate us. Some increase our liberty. Some decrease our liberty. What are the roles of photo(s) on this slide?

5. What more do you need to know about this slide?



Slide Three: Vietnam War Memorial

1. What is your overall impression of the subject matter? What is your background knowledge?

2. What activities are taking place in each quadrant of the photo(s)?

3. What inferences can you make from the photo(s)?

4. Some “walls” bring us together. Some separate us. Some increase our liberty. Some decrease our liberty. What are the roles of photo(s) on this slide?

5. What more do you need to know about this slide?



Slide Four: Peace Walls in Northern Ireland

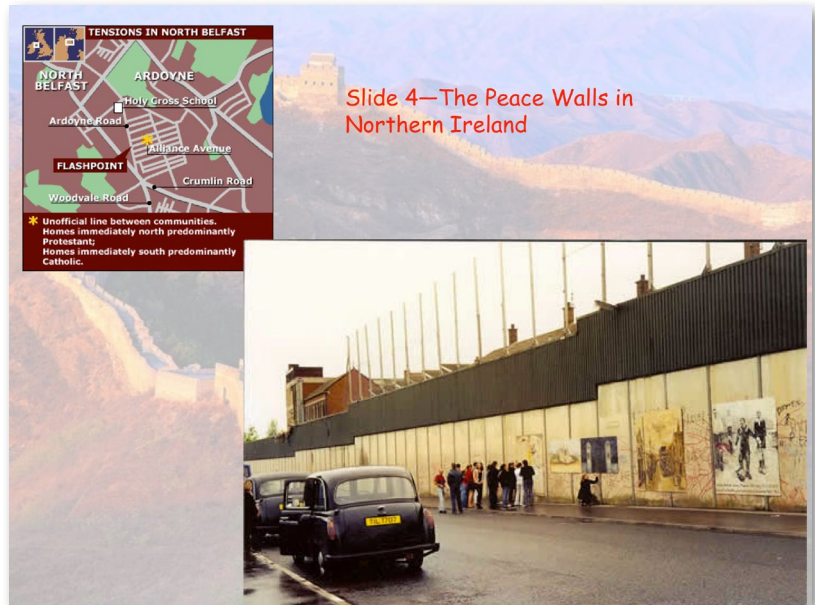
1. What is your overall impression of the subject matter? What is your background knowledge?

2. What activities are taking place in each quadrant of the photo(s)?

3. What inferences can you make from the photo(s)?

4. Some “walls” bring us together. Some separate us. Some increase our liberty. Some decrease our liberty. What are the roles of photo(s) on this slide?

5. What more do you need to know about this slide?



Slide Five: US Border Fence between the US and Mexico

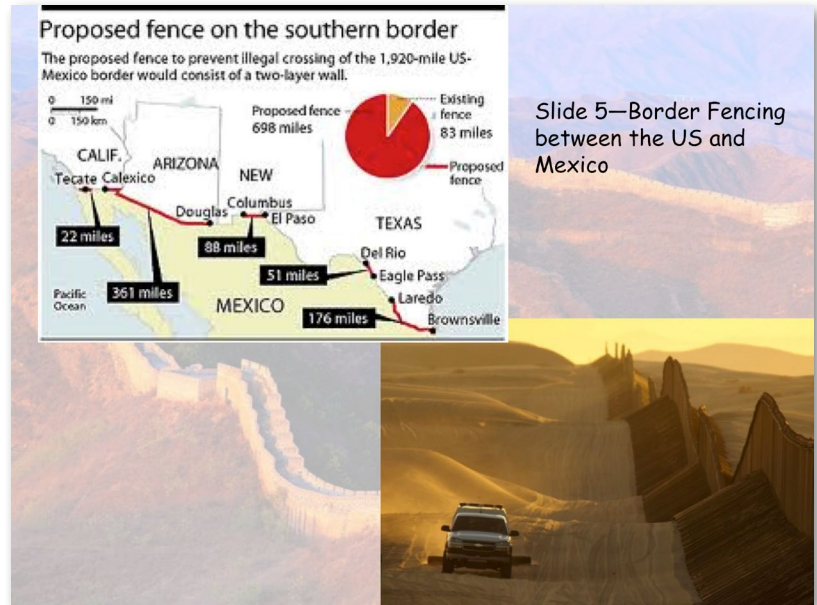
1. What is your overall impression of the subject matter? What is your background knowledge?

2. What activities are taking place in each quadrant of the photo(s)?

3. What inferences can you make from the photo(s)?

4. Some “walls” bring us together. Some separate us. Some increase our liberty. Some decrease our liberty. What are the roles of photo(s) on this slide?

5. What more do you need to know about this slide?



Slide Six: Quarantine during Cuban Missile Crisis

1. What is your overall impression of the subject matter? What is your background knowledge?

2. What activities are taking place in each quadrant of the photo(s)?

3. What inferences can you make from the photo(s)?

4. Some “walls” bring us together. Some separate us. Some increase our liberty. Some decrease our liberty. What are the roles of photo(s) on this slide?

5. What more do you need to know about this slide?



Activity

3 Considering the Context

Read about each of these walls. As you do, consider two questions. First, does the context add to your initial impressions? Second, is the site trustworthy or biased? Be prepared to discuss your ideas.

1. **Berlin Wall:** “On August 13, 1961, the Communist government of the German Democratic Republic (GDR, or East Germany) began to build a barbed wire and concrete “Antifascistischer Schutzwall,” or “antifascist bulwark,” between East and West Berlin. The official purpose of this Berlin Wall was to keep Western “fascists” from entering East Germany and undermining the socialist state, but it primarily served the objective of stemming mass defections from East to West. The Berlin Wall stood until November 9, 1989, when the head of the East German Communist Party announced that citizens of the GDR could cross the border whenever they pleased. That night, ecstatic crowds swarmed the wall. Some crossed freely into West Berlin, while others brought hammers and picks and began to chip away at the wall itself. To this day, the Berlin Wall remains one of the most powerful and enduring symbols of the Cold War.”

(Retrieved from History.com at: <http://www.history.com/topics/berlin-wall>. Also available on this site are video, other pictures, and links to related topics.)

2. **West Bank Barrier:** This wall was constructed in 2002 after Israel’s evacuation of settlements in the Gaza strip. Most of its 420 miles is a concrete base with a five-meter high wire-and-mesh over-structure. Rolls of razor wire and a four-meter deep ditch are placed on one side. The structure also has electronic sensors on it and a “trace road” beside it, so that footprints of people crossing the barrier can be seen. Some of the wall is built to act as a “sniper wall” to prevent gun attacks against Israeli motorists. The Israeli government says that it built the wall to keep suicide bombers out of Israel. Palestinians argue, among other things, that the wall causes economic and daily living hardship.

(Find more about this barrier from PBS at: http://www.pbs.org/newshour/indepth_coverage/middle_east/conflict/map_westbank.html and from the BBC at: http://news.bbc.co.uk/2/hi/middle_east/3111159.stm.)

3. **Vietnam Memorial:** The Vietnam Veterans Memorial Wall honors those who died in the Vietnam War. “The Vietnam Veterans Memorial was founded by Jan Scruggs, who served in Vietnam (in the 199th Light Infantry Brigade) from 1969-1970 as a infantry corporal. He wanted the memorial to acknowledge and recognize the service and sacrifice of all who served in Vietnam. The Vietnam Veterans Memorial Fund, Inc. (VVMF), a nonprofit charitable organization, was incorporated on April 27, 1979, by a group of Vietnam veterans... Jan Scruggs (President of VVMF) lobbied Congress for a two-acre plot of land in the Constitution Gardens... On July 1, 1980, in the Rose Garden, President Jimmy Carter signed the legislation (P.L. 96-297) to provide a site in Constitution Gardens near the Lincoln Memorial. It was a three and half year task to build the memorial and to orchestrate a celebration to salute those who served in Vietnam.”

(Retrieved from the Vietnam Veterans Memorial at: <http://thewall-usa.com>.)

- 4. Peace Walls in Northern Ireland:** These walls are built across Northern Ireland's capital city of Belfast in an attempt to defuse tensions between the nationalist Catholic neighborhoods and the loyalist Protestant ones. Some of the walls date from the earliest years of "the Troubles," (the conflict between the two sides beginning in the 1960s and substantially ending in 1998, although sporadic violence continues). Some walls have been built since the ceasefire of 1994. Now, various walls have openings in them called "peace gates" that are meant to foster greater cooperation and communication between communities.

(Information found at Wikipedia at: en.wikipedia.org/wiki/Peace_Walls.)
- 5. Border Fencing between US and Mexico:** "The United States' border with Mexico is nearly 2,000 miles long. Over that vast distance the protective barriers between the two countries vary greatly. It may be interesting to note that nowhere along the entire border has Mexico installed any barrier of its own. All the barriers between the countries have been paid for by the US Taxpayer... The barrier systems along the border vary greatly. In the urban areas these barriers may be doubled to include a "Secondary" barrier with a "No Man's Land" between. In some of the more violent areas populated by violent gangs or drug cartels, the barrier has been improved with a third obstacle—usually another fence." Approximately 345 miles of border fencing was constructed between 2008 and 2009.

(Information retrieved from US Border Patrol at: www.usborderpatrol.com/Border_Patrol1301.htm.)
- 6. The Quarantine of Cuba during the Missile Crisis:** "During the Cuban Missile Crisis, leaders of the US and the Soviet Union engaged in a tense, 13-day political and military standoff in October 1962 over the installation of nuclear-armed Soviet missiles on Cuba, just 90 miles from US shores. In a TV address on October 22, 1962, President John Kennedy (1917-63) notified Americans about the presence of the missiles, explained his decision to enact a naval blockade around Cuba and made it clear the US was prepared to use military force if necessary to neutralize this perceived threat to national security. Following this news, many people feared the world was on the brink of nuclear war. However, disaster was avoided when the US agreed to Soviet leader Nikita Khrushchev's (1894-1971) offer to remove the Cuban missiles in exchange for the US promising not to invade Cuba. Kennedy also secretly agreed to remove US missiles from Turkey."

(Retrieved from History.com at: www.history.com/topics/cuban-missile-crisis.)

After reading about these walls, are there things you would like to change in your responses to each of the slides? If so, what would you change?

What did you think of the sources of information about the context? Did any have the potential for bias? If so, which ones? What could be biased about the sources?

Activity

4 Considering Concepts of Liberty

Using these depictions of walls as a springboard, begin to think about what liberty means to the people on the opposite sides of each wall—the Israelis and Palestinians; the Mexicans and the US residents; the Cubans and the Americans who quarantined them; the people living under communist rule in East Berlin and the West Germans; the Catholics and Protestants in Northern Ireland. Are some ideas about liberty universal? Are some ideas about liberty unique to a particular people? How is it that different groups' concepts of liberty can be the source of contention—causing conflict? Choose at least one of your thoughts and engage in a five-minute free-write about it.

A free-write is an activity designed to get your thoughts flowing without the pressure of being evaluated. Grammar, spelling, and punctuation do not matter, and you can write in either paragraph or list form. You should continuously write whatever pops in your mind about the subject for the entire time, without stopping, even if your thoughts aren't brilliant or they are not in a logical sequence. If you can't think of anything about the topic, write down that you can't think of anything. Keep pen to paper and let your ideas flow!

This image shows a single sheet of white paper with horizontal green ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Activity

5 Considering the Vocabulary of Historians

Define each of the following terms. Explain how you used each of them in this lesson and why historians use them (i.e., what they help historians think about).

Sourcing

Contextualization

Primary Sources

Activity

6 Orientation to the Task

Task Prompt: After reading informational texts on the Cuban Missile Crisis, write a claim with supporting evidence in a graphic organizer and participate in Socratic Seminar in which you argue your claim on one of the essential questions. Support your positions with evidence from the texts. After participating in the Socratic Seminar, you will revise your claim and evidence and write an argumentative essay supporting your claim.

Essential Questions

Were the concepts of liberty and equality reflected in US foreign policy? If so, how? If not, why not?

What differences existed in conceptions of liberty and freedom by those participating in the Cuban Missile Crisis?

Did the concepts of liberty and freedom change over the course of the 1960s as reflected in US foreign policy? If so, how? If not, why not?

Activity

6 Preparing for a Socratic Seminar

Before beginning the Socratic Seminar, review your texts to find out how they address the essential questions and complete the following graphic organizer.

Text	<i>Were the concepts of liberty and equality reflected in US foreign policy? If so, how? If not, why not?</i>	<i>What differences existed in conceptions of liberty and freedom by those participating in the Cuban Missile Crisis?</i>	<i>Did the concepts of liberty and freedom change over the course of the 60s as reflected in US foreign policy? If so, how? If not, why not?</i>
Political Cartoon	Author's Claim		
	Evidence		
Photograph	Author's Claim		
	Evidence		
Quotes from Khrushchev	Author's Claim		
	Evidence		
Lecture	Author's Claim		
	Evidence		

Text	<i>Were the concepts of liberty and equality reflected in US foreign policy? If so, how? If not, why not?</i>	<i>What differences existed in conceptions of liberty and freedom by those participating in the Cuban Missile Crisis?</i>	<i>Did the concepts of liberty and freedom change over the course of the 60s as reflected in US foreign policy? If so, how? If not, why not?</i>
Tindall and Shi text	Author's Claim		
	Evidence		
Khrushchev's message to Kennedy	Author's Claim		
	Evidence		
Dobrynin's report to Foreign Affairs Ministry	Author's Claim		
	Evidence		
Robert Kennedy's report to Secretary of State	Author's Claim		
	Evidence		
Eisenhower speech	Author's Claim		
	Evidence		
Kennedy speech	Author's Claim		
	Evidence		

Lesson 2

Analysis of Primary Documents: Cuban Missile Crisis

In this lesson, you will . . .

- Analyze a political cartoon, a photograph and two quotes from Nikita Khrushchev in order to better understand the context of the Cold War and the Cuban Missile Crisis.
- Speculate about the concept of liberty during the Cuban Missile Crisis.

These activities should pique your interest in the Cuban Missile Crisis!

Activity

1 Preparing for the Task

Question to ponder:

How would a historian learn about the Cuban Missile Crisis if s/he knew nothing about it?

[illegible]

Activity

2 Analyzing the Documents

1. Analyze the photograph below using the technique suggested by the National Archives and Records Administration.



“We will bury you”

Picture taken sometime in autumn, 1960. Nikita Khrushchev addresses the United Nations.

Photo Analysis Worksheet

Complete the information on the worksheet for your assigned photograph.

Step 1. Observation

- A. Study the photograph for two minutes. Form an overall impression of the photograph and then examine individual items. Next, divide the photo into quadrants and study each section to see what new details become visible.
- B. Use the chart below to list people, objects and activities in the photograph.

People	Objects	Activities

Step 2. Inference

Based on what you have observed above, list three things you might infer from this photograph.

Step 3. Questions

- A. What questions does this photograph raise in your mind?

- B. Where could you find answers to them?

Designed and developed by the Education Staff, National Archives and Records Administration, Washington, DC 20408. Modified by J. Barger 9-9-12.

2. Analyze the political cartoon by answering the questions after it.

Welsh-born cartoonist Leslie Gilbert Illingworth drew the famous cartoon of John F. Kennedy and Soviet Premier Nikita Khrushchev arm wrestling while sitting on hydrogen bombs. It appeared in the October 29, 1962 edition of the British newspaper *The Daily Mail*.



“OK Mr. President, let’s talk”

Cartoon retrieved from Multimedia Learning at:

<http://multimedialearningllc.wordpress.com/2010/05/02/kennedy-versus-khrushchev-cold-war-political-cartoon/>

A. Describe the items, people and actions in the cartoon.

B. What technique is being used in this cartoon? (Refer to the list of techniques in the document below.)

C. What does the arm wrestling tell you about the relationship between Khrushchev and JFK?

D. What is the meaning of the cartoon?

Political Cartoon Analysis Guide

Symbolism	Cartoonists use simple objects, or symbols , to stand for larger concepts or ideas. After you identify the symbols in a cartoon, think about what the cartoonist means each symbol to stand for.
Exaggeration	Sometimes cartoonists overdo, or exaggerate , the physical characteristics of people or things in order to make a point. When you study a cartoon, look for any characteristics that seem overdone or overblown. (Facial characteristics and clothing are some of the most commonly exaggerated characteristics.) Then, try to decide what point the cartoonist was trying to make by exaggerating them.
Labeling	Cartoonists often label objects or people to make it clear exactly what they stand for. Watch out for the different labels that appear in a cartoon, and ask yourself why the cartoonist chose to label that particular person or object. Does the label make the meaning of the object clearer?
Analogy	An analogy is a comparison between two unlike things. By comparing a complex issue or situation with a more familiar one, cartoonists can help their readers see it in a different light. After you've studied a cartoon for a while, try to decide what the cartoon's main analogy is. What two situations does the cartoon compare? Once you understand the main analogy, decide if this comparison makes the cartoonist's point clearer to you.
Irony	Irony is the difference between the ways things are and the way things should be, or the way things are expected to be. Cartoonists often use irony to express their opinion on an issue. When you look at a cartoon, see if you can find any irony in the situation the cartoon depicts. If you can, think about what point the irony might be intended to emphasize. Does the irony help the cartoonist express his or her opinion more effectively?

3. Analyze the two quotes, answering the questions that follow.

“If you don’t like us, don’t accept our invitations and don’t invite us to come to see you. Whether you like it or not, history is on our side. We will bury you.”

Nikita Khrushchev, November 18, 1956

“America has been in existence for 150 years and this is the level she has reached. We have existed not quite 42 years and in another seven years we will be on the same level as America. When we catch you up, in passing you by, we will wave to you.”

Nikita Khrushchev, July 24, 1959

You can read more about Nikita Khrushchev at this URL:

<http://www.historyinanhour.com/2011/10/31/khrushchev-and-destalinization-summary/>

A. What factual information is contained in the quotes?

B. What can you infer from the quotes?

C. What is the tone of the speaker? What does this tone say about the relationship between America and Russia?

Activity

3 Returning to the Theme of Liberty

Taken together, what do the photograph, political cartoon and the quotes say about liberty during the 1960s?

This image shows a single sheet of white paper with horizontal green ruling lines. The lines are evenly spaced and run across the width of the page. There is no text or other markings on the paper.

Activity

4 Considering Vocabulary

The following words were introduced in the last lesson. Can you still remember their meanings? How did you use these in the lessons today?

Sourcing

Contextualization

Primary Sources

Lesson 3

Taking Notes from a Lecture

In this lesson, you will . . .

- Demonstrate your understanding of a lecture through your lecture notes, using a modified Cornell Method of note-taking.
- Show your understanding of vocabulary words through the definitions you write and your talk-throughs.

Activity

1 The Modified Cornell Method of Note-taking

As you listen to the lecture, you will be thinking of answers to the following questions:

- a. What were the sources of tension between the US and the USSR. prior to the Cuban Missile Crisis?
- b. Was the policy towards the USSR prior to the Cuban Missile Crisis a reasonable reaction to Soviet threat or an overreaction?
- c. What was the impact of the early Cold War on “liberty” domestically and abroad?

You will also be taking notes using a Modified Cornell Method with the format shown on the next page. Line your paper ahead of time so that you will not have to waste time as you are listening to the lecture.

Directions:

- Write on one side of the page only. Later, you will fill in the other side with notes from reading.
- Do not copy word-for-word—paraphrase.
- Shorten what you write by using abbreviations.

Name:	Date:	Topic:
Summary:		

Activity

2 Taking Notes on a PowerPoint

Take notes on the PowerPoint presented in class. Remember to pay attention to the following:

- Relationships among events—chronology, causation, etc.
- Frameworks of interpretation—political, geographical, religious, social, economic, etc. (G-SPRITE).
- Actors—what individuals or groups are engaging in actions aimed at meeting goals?
- Actions—what are the actors doing? What tactics or methods are they using?
- Characteristics—of actions, actors, policies, movements, events.
- Motivations—the goals that lead the actors towards action.
- Comparison and contrast of interpretations of cause/effect, motivations, characteristics, etc.
- Vocabulary—use of words that signal intentions of the author or bias, words that describe key concepts, and words that signal relationships among events.
- Claims made by the lecturer and evidence to back up claims.

When you are finished taking notes, work with a partner to compare them. Revise, if necessary. Discuss your answers to the questions that guided your reading.

- a. What were the sources of tension between the US and the USSR prior to the Cuban Missile Crisis?
- b. Was the policy towards the USSR prior to the Cuban Missile Crisis a reasonable reaction to Soviet threat or an overreaction?
- c. What was the impact of the early Cold War on “Liberty” domestically and abroad?

Also, determine answers to the following questions. Make sure that you have reasons from the lecture for your answers.

1. Do you think there were political reasons why the Yalta and Potsdam Conferences were where they were? What had happened in the time between the two conferences?

2. What do you think the effect of Churchill’s “Iron Curtain” speech had on the world? Would things have been different if he had not made the speech?

3. Choose the most important word in the following quote from the Truman Doctrine. Explain to a partner why you thought this word was most important.

The US should support free peoples throughout the world who were resisting takeovers by armed minorities or outside pressures... We must assist free peoples to work out their own destinies in their own way.”

Put that word on a chart in the room. After everyone has finished, look at the words on the chart and pick the two most important words that go together. Explain to your partner why you picked both of these words.

First word: _____

Second word: _____

How do they go together?

4. How did the policy of containment influence our foreign policy in the next years?

Notes:

Activity

3 Vocabulary

Did you have difficulty with any of the following words (unsure of their meanings even after working with your partner)? If so, use available resources to find out their meanings in the context of the lecture. Complete the activity provided after the list of words for each word you do not know.

Word	Context
domestically abroad	What was the impact of the early Cold War on Liberty domestically and abroad ?
tribunals reparations	Agreements—to govern Germany jointly, Zones of Occupation, War Crimes Tribunals, Reparations
superpowers	How would these issues continue to be sources of tension between the superpowers ?
appeasement	Was Yalta an example of appeasement of a dictator, or was it the best deal FDR believed he could get?
embarked	It does not mean that they should be considered as embarked upon a do-or-die program to overthrow our society
command economy capitalist economy	Ideological competition for the minds and ears of Third World peoples (Communist govt. & command economy vs. democratic govt. & capitalist economy)
bi-polarization	Bi-Polarization of Europe (NATO vs. Warsaw Pact)

Word:	Rate my understanding	+	or	-
Context (write the phrase or sentence where you found this word, including page number):				
Dictionary definition (pay attention to context and choose the one best definition):				
What does that mean? (Put the definition in your own words.)				
Write a synonym:				
Write an antonym:				
If the word is an adjective or adverb, put the word on a continuum (put an x along the line where you think it lies between each of the opposites) compared to its synonym, then compared to its antonym:				
Slow	—	—	—	Fast
Negative	—	—	—	Positive
Weak	—	—	—	Strong

Word:	Rate my understanding + or -
Context (write the phrase or sentence where you found this word, including page number):	
Dictionary definition (pay attention to context and choose the one best definition):	
What does that mean? (Put the definition in your own words.)	
Write a synonym:	
Write an antonym:	
If the word is an adjective or adverb, put the word on a continuum (put an x along the line where you think it lies between each of the opposites) compared to its synonym, then compared to its antonym:	
<div style="display: flex; justify-content: space-between; align-items: center;"> Slow — — — — — Fast </div> <div style="display: flex; justify-content: space-between; align-items: center; margin-top: 10px;"> Negative — — — — — Positive </div> <div style="display: flex; justify-content: space-between; align-items: center; margin-top: 10px;"> Weak — — — — — Strong </div>	
Word:	Rate my understanding + or -
Context (write the phrase or sentence where you found this word, including page number):	
Dictionary definition (pay attention to context and choose the one best definition):	
What does that mean? (Put the definition in your own words.)	
Write a synonym:	
Write an antonym:	
If the word is an adjective or adverb, put the word on a continuum (put an x along the line where you think it lies between each of the opposites) compared to its synonym, then compared to its antonym:	
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Context (write the phrase or sentence where you found this word, including page number):	
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Use the following terms to talk-through what you have learned from the lecture. That is, with a partner, explain what the lecture said about each of these terms.

Events

- Cold War
- Yalta Conference
- Potsdam Conference
- Bay of Pigs Invasion
- Berlin Wall
- Cuban Missile Crisis
- Iron Curtain Speech
- US aid to Greece and Turkey
- Berlin Airlift and the “Easter Parade”
- Korean War
- Sputnik

Places

- United States
- Soviet Union – USSR
- Berlin
- Czechoslovakia
- Postwar Germany
- Poland
- China

Other Academic Vocabulary:

- domestically
- abroad
- tribunals
- reparations
- superpowers
- appeasement
- embarked
- command economy
- capitalist economy

People

- Churchill
- Truman
- Clement Atlee
- Stalin
- Che Guevara
- George Kennan
- Fidel Castro
- Leonid Brezhnev
- Francis Gary Powers

Policies/Doctrines

- The Truman Doctrine
- Policy of Containment
- The Marshall Plan
- Sino-Soviet Pact
- The Domino Theory

Organizations

- Communism
- NATO
- NASA

Lesson 4

Annotating a Chapter— Cuban Missile Crisis

In this lesson, you will . . .

- Demonstrate your ability to engage in close reading.
- Show through your annotations that they are identifying historically important information about the Cuban Missile Crisis from reading.
- Increase your understanding of vocabulary.
- Combine information from lecture and text in order to show your understanding of the events, causes, and effects of the Cuban Missile Crisis.
- Reflect on the relationship between what they are reading and the theme/essential question.

Activity

2 Analyzing History Texts

Use the following to help you determine what kinds of information you should annotate:

G-SPRITE

Geography: (*human interactions with the environment*) includes the physical location of civilizations, how geographical features influence people, how people adapted to the geographical features, demography and disease, migration, patterns of settlement.

Social: includes living conditions, gender roles and relations, leisure time, family and kinship, morals, racial & ethnic constructions, social & economic classes - and ways these are changing or being challenged.

Political: includes political structures and forms of governance, laws, tax policies, revolts and revolutions, military issues, nationalism.

Religious: includes belief systems, religious scriptures, the church/religious body, religious leaders, the role of religion in this society, impact of any religious divisions/sects within the society.

Intellectual: includes thinkers, philosophies and ideologies, scientific concepts, education, literature, music, art & architecture, drama/plays, clothing styles — and how these products reflect the surrounding events.

Technological: (*anything that makes life easier*) includes inventions, machines, tools, weapons, communication tools, infrastructure (e.g., roads, irrigation systems) and how these advances changed the social and economic patterns.

Economic: includes agricultural and pastoral production, money, taxes, trade and commerce, labor systems, guilds, capitalism, industrialization and how the economic decisions of leaders affected the society.

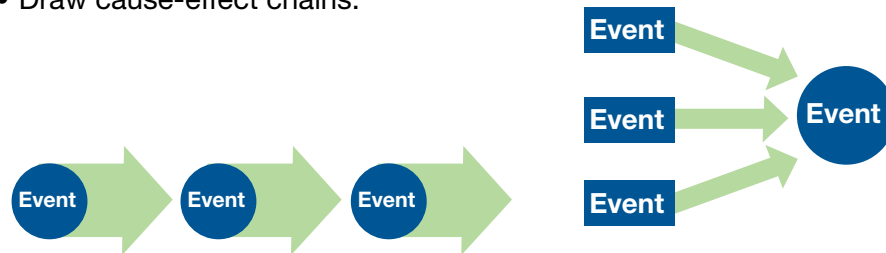
When you annotate, also pay attention to:

- Relationships among events—chronology, causation.
- Actors—who (individuals or groups) is engaging in actions aimed at meeting goals.
- Actions—what the actors (are) doing, the tactics or methods they are using.
- Characteristics—of actions, actors, policies, movements, events.
- Motivations—the goals that lead the actors towards action.
- Comparison and Contrast—of interpretations of cause/effect, motivations, characteristics, etc.
- Claims of the authors and evidence to support claims.
- Vocabulary—use of words that signal intentions of the author or bias, words that describe key concepts and words that signal relationships among events.

Activity

3 Key Annotation Strategies

- Circle key vocabulary words (discipline-specific, general words with discipline-specific meanings, general academic vocabulary; words that signal bias or judgment, words that signal relationships).
- Underline or highlight key ideas (actors, actions, relationships among events, characteristics, comparison/contrast, etc.).
- Write key words or summarizing phrases in the margins.
- Define vocabulary words in the margins.
- Write your reactions to the text in the margins.
- Make connections and inferences in the margins (this is like....aha!!).
- Draw cause-effect chains.



- Make Comparison-Contrast graphs or Venn diagrams.

Event 1	Event 2

- Make or add to a timeline.
- Make any other annotation that helps you understand and think about the information.

Activity

3 Annotating the Text

After annotating, complete the following Annotation Evaluation for History.

Annotation Evaluation for History

Check all the features of annotation that you used:

- ☐ 1. Information about the source
- ☐ 2. Information that signaled
 - ☐ a. Cause/effect
 - ☐ b. Comparison contrast
 - ☐ c. Chronology (words signaling time)
 - ☐ d. Bias or judgment
 - ☐ e. Discipline-specific information and vocabulary
 - ☐ Other _____
- ☐ 3. Unknown general academic vocabulary
- ☐ 4. Key actors, actions, goals, and tactics, etc.
- ☐ 5. Political, social, economic, legal, or other characterizations of information
- ☐ 6. Marginal notations that show
 - ☐ a. summarizing
 - ☐ b. inferencing
 - ☐ c. reacting
 - ☐ d. connecting to other information
 - ☐ e. graphic or pictorial representations of information (e.g. cause-effect chains, time lines)

Evaluate your annotations

- 1. My annotations helped me to focus on the information. ☐ Yes ☐ No
- 2. My annotations would help me review the chapter for a test. ☐ Yes ☐ No
- 3. My annotations helped me understand the information better. ☐ Yes ☐ No
- 4. My annotations helped me to think critically. ☐ Yes ☐ No

What did you do well?

What could you improve?

Activity

4 After-reading Discussion and Vocabulary

Discuss what you have read with your class.

Using the following discipline-specific terms, talk-through what you have learned through your reading.

Organizations

- CIA
- Joint Chiefs of Staff
- National Security Council

Events

- blockade or *quarantine*
- hotline
- Bay of Pigs debacle
- Cuban Missile Crisis
(listed in teacher's guide)

Documents

- Test Ban Treaty

People

- Nikita Khrushchev
- President Kennedy
- Fidel Castro

Places

- Bay of Pigs
- Berlin
- Turkey

Activity

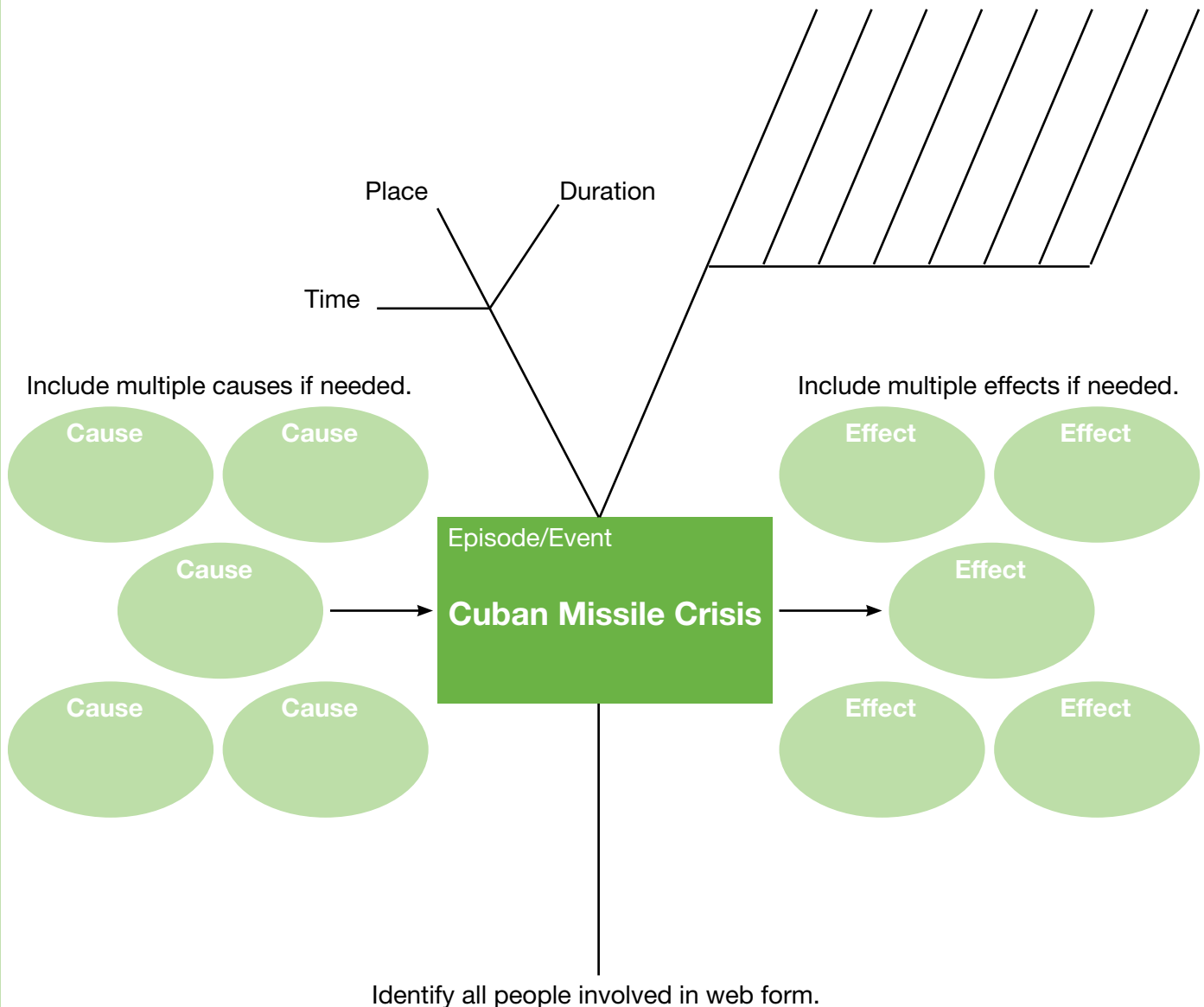
5 Combining Lecture and Text

1. Take out the Cornell notes you took on the Cold War lecture. Add what you learned from reading the text. Then, write a summary of the information at the bottom of each page. (Your summary should include major points only.)
2. Use your notes to complete the following Pattern organizer.

Name _____

Episode Pattern Organizer for the Cuban Missile Crisis

Identify the sequence of events – in order related to the episode and the cause/effect.



Activity

6 Thinking about the Theme

Write a paragraph addressing these questions:

What US conceptions about liberty could you infer from reading about the Cuban Missile Crisis? What Soviet conceptions about liberty could you infer? What was the impact of the Cuban Missile Crisis on “liberty” domestically and abroad?

[illegible]

Lesson 5

Reading Primary Documents

In this lesson, you will . . .

- Use SOAPStone to help you analyze documents.
- Engage in close reading of primary documents.
- Compare and contrast documents.
- Understand meanings of vocabulary found in the documents.

Activity

1 Orientation to the Task

1. Review SOAPStone.

SOAPStone Document Analysis Method

SOAPStone was developed by College Board (the Advanced Placement folks) and is a method for examining and interpreting a document. Often documents contain complex language or symbolism, which makes determining the meaning and significance of the document more difficult. Utilization of this method will help in unwrapping the meaning of the document.

Speaker – who is the author (speaker) of this piece? Do you know anything about the person's background? For example, is the person a public figure with a known agenda or title? A speech from a president would have different implications than that of a minister or onlooker.

Occasion – what is the time and place of the document? What was going on at the time that prompted the person to write this piece?

Audience – to whom is this piece directed? What kind of document is this – newspaper article, speech, diary entry, letter, etc.? Was it an editorial piece in a local newspaper? Can any assumptions be made about the audience? Do you know why the document was created? What kind of language does the document contain?

Purpose – what was the purpose or meaning behind the text? Is the speaker trying to provoke some reaction from the audience? How does s/he try to accomplish this?

Subject – what is the subject of the document? What is the general topic or idea of the piece?

Tone – what is the attitude of the speaker based on the content of the piece? Does s/he use humor, sarcasm, irony, fear or an objective tone? Is there any bias to what s/he is saying?

Make sure to include enough information in your analysis of the document, not just two or three word descriptions. For example, if the speaker has a title or is an official or has a known profession, be sure to include that as part of the 'speaker' description.

Activity

2 Using SOAPStone to Source and Contextualize Documents

The teacher may lead an exercise using SOAPStone on a portion of the first document with your entire class. Either record the information from the class in the first chart below or use SOAPStone on your own with the first document.

Before reading the full documents that follow, use SOAPStone to analyze the source and context of the second and third document. Fill out the second and third chart below.

Title of Document 1:	
S peaker (Who)	
O ccasion (time, place, events)	
A udience (To whom is this piece directed?)	
P urpose (What is the author trying to achieve?)	
S ubject (What is the document about?)	
T one (What is the attitude of the speaker?)	

Title of Document 2:

Speaker (Who)

Occasion (time, place, events)

Audience (To whom is this piece directed?)

Purpose (What is the author trying to achieve?)

Subject (What is the document about?)

Tone (What is the attitude of the speaker?)

Title of Document 3:

Speaker (Who)

Occasion (time, place, events)

Audience (To whom is this piece directed?)

Purpose (What is the author trying to achieve?)

Subject (What is the document about?)

Tone (What is the attitude of the speaker?)

Activity

3 Reading the Documents

Read and annotate the documents to better understand and compare/contrast the perceptions in Russia and the US about the Cuban Missile Crisis.

Also, remember what you have learned about annotation from previous lessons. After you read, complete the comparison/contrast chart that follows.

Document 1:

Retrieved from Library of Congress at: <http://www.loc.gov/exhibits/archives/x2jfk.html>.

Dear Mr. President,

Imagine, Mr. President, what if we were to present to you such an ultimatum as you have presented to us by your actions. How would you react to it? I think you would be outraged at such a move on our part. And this we would understand.

Having presented these conditions to us, Mr. President, you have thrown down the gauntlet. Who asked you to do this? By what right have you done this? Our ties with the Republic of Cuba, as well as our relations with other nations, regardless of their political system, concern only the two countries between which these relations exist. And, if it were a matter of quarantine as mentioned in your letter, then, as is customary in international practice, it can be established only by states agreeing between themselves, and not by some third party. Quarantines exist, for example, on agricultural goods and products. However, in this case we are not talking about quarantines, but rather about much more serious matters, and you yourself understand this.

You, Mr. President, are not declaring quarantine, but rather issuing an ultimatum, and you are threatening that if we do not obey your orders, you will then use force. Think about what you are saying! And you want to persuade me to agree to this! What does it mean to agree to these demands? It would mean for us to conduct our relations with other countries not by reason, but by yielding to tyranny. You are not appealing to reason; you want to intimidate us. No, Mr. President, I cannot agree to this, and I think that deep inside, you will admit that I am right. I am convinced that if you were in my place you would do the same.

.... This Organization [of American States] has no authority or grounds whatsoever to pass resolutions like those of which you speak in your letter. Therefore, we do not accept these resolutions. International law exists; generally accepted standards of conduct exist. We firmly adhere to the principles of international law and strictly observe the standards regulating navigation on the open sea, in international waters. We observe these standards and enjoy the rights recognized by all nations.

You want to force us to renounce the rights enjoyed by every sovereign state; you are attempting to legislate questions of international law; you are violating the generally accepted standards of this law. All this is due not only to hatred for the Cuban people and their government, but also for reasons having

to do with the election campaign in the USA. What morals, what laws can justify such an approach by the American government to international affairs? Such morals and laws are not to be found, because the actions of the USA in relation to Cuba are outright piracy.

This, if you will, is the madness of a degenerating imperialism. Unfortunately, people of all nations, and not least the American people themselves, could suffer heavily from madness such as this, since with the appearance of modern types of weapons, the USA has completely lost its former inaccessibility.

Therefore, Mr. President, if you weigh the present situation with a cool head without giving way to passion, you will understand that the Soviet Union cannot afford not to decline the despotic demands of the USA. When you lay conditions such as these before us, try to put yourself in our situation and consider how the USA would react to such conditions. I have no doubt that if anyone attempted to dictate similar conditions to you—the USA, you would reject such an attempt. And we likewise say—no.

The Soviet government considers the violation of the freedom of navigation in international waters and air space to constitute an act of aggression propelling humankind into the abyss of a world nuclear-missile war. Therefore, the Soviet government cannot instruct captains of Soviet ships bound for Cuba to observe orders of American naval forces blockading this island. Our instructions to Soviet sailors are to observe strictly the generally accepted standards of navigation in international waters and not retreat one step from them. And, if the American side violates these rights, it must be aware of the responsibility it will bear for this act. To be sure, we will not remain mere observers of pirate actions by American ships in the open sea. We will then be forced on our part to take those measures we deem necessary and sufficient to defend our rights. To this end we have all that is necessary.

Respectfully,

/s/ N. Khrushchev
N. KHRUSHCHEV

Document 2:

Moscow 24 October 1962

This letter and the one that follows come from the Library of Congress, “Revelations from the Russian Archives,” found at: <http://www.loc.gov/exhibits/archives/colc.html>.

Transcription:

TOP SECRET

Making Copies Prohibited

Copy No. 1

CIPHERED TELEGRAM

Late tonight R. Kennedy invited me to come see him. We talked alone.

The Cuban crisis, R. Kennedy began, continues to quickly worsen. We have just received a report that an unarmed American plane was shot down while carrying out a reconnaissance flight over Cuba. The military is demanding that the President arm such planes and respond to fire with fire. The USA government will have to do this.

I interrupted R. Kennedy and asked him what right American planes had to fly over Cuba at all, crudely violating its sovereignty and accepted international norms? How would the USA have reacted if foreign planes appeared over its territory?

“We have a resolution of the Organization of American states that gives us the right to such overflights,” R. Kennedy quickly replied.

I told him that the Soviet Union, like all peace-loving countries, resolutely rejects such a “right” or, to be more exact, this kind of true lawlessness, when people who don’t like the social-political situation in a country try to impose their will on it—a small state where the people themselves established and maintained (their system). “The OAS resolution is a direct violation of the UN Charter,” I added, “and you, as the Attorney General of the USA, the highest American legal entity, should certainly know that.”

R. Kennedy said that he realized that we had different approaches to these problems and it was not likely that we could convince each other. But now the matter is not in these differences, since time is of the essence. “I want,” R. Kennedy stressed, “to lay out the current alarming situation the way the president sees it. He wants N. S. Khrushchev to know this. This is the thrust of the situation now.”

“Because of the plane that was shot down, there is now strong pressure on the president to give an order to respond with fire if fired upon when American reconnaissance planes are flying over Cuba. The USA can’t stop these flights, because this is the only way we can quickly get information about the state of construction of the missile bases in Cuba, which we believe pose a very serious threat to our national security. But as we start to fire in response—a chain reaction will quickly start that will be very

hard to stop. The same thing in regard to the essence of the issue of the missile bases in Cuba. The USA government is determined to get rid of those bases—up to, in the extreme case, bombing them, since, I repeat, they pose a great threat to the security of the USA. But in response to the bombing of these bases, in the course of which Soviet specialists might suffer, the Soviet government will undoubtedly respond with the same against us, somewhere in Europe. A real war will begin, in which millions of Americans and Russians will die. We want to avoid that any way we can; I'm sure that the government of the USSR has the same wish. However, taking time to find a way out [of the situation] is very risky (here R. Kennedy mentioned as if in passing that there are many unreasonable heads among the generals, and not only among the generals, who are "itching for a fight"). The situation might get out of control, with irreversible consequences."

"In this regard," R. Kennedy said, "the president considers that a suitable basis for regulating the entire Cuban conflict might be the letter N. S. Khrushchev sent on October 26 and the letter in response from the President, which was sent off today to N. S. Khrushchev through the US Embassy in Moscow. The most important thing for us," R. Kennedy stressed, "is to get as soon as possible the agreement of the Soviet government to halt further work on the construction of the missile bases in Cuba and take measures under international control that would make it impossible to use these weapons. In exchange the government of the USA is ready, in addition to repealing all measures on the 'quarantine' to give the assurances that there will not be any invasion of Cuba and that other countries of the Western Hemisphere are ready to give the same assurances—the US government is certain of this."

"And what about Turkey?" I asked R. Kennedy.

"If that is the only obstacle to achieving the regulation I mentioned earlier, then the president doesn't see any insurmountable difficulties in resolving this issue," replied R. Kennedy. "The greatest difficulty for the president is the public discussion of the issue of Turkey. Formally the deployment of missile bases in Turkey was done by a special decision of the NATO Council. To announce now a unilateral decision by the president of the USA to withdraw missile bases from Turkey—this would damage the entire structure of NATO and the US position as the leader of NATO, where, as the Soviet government knows very well, there are many arguments. In short, if such a decision were announced now it would seriously tear apart NATO."

"However, President Kennedy is ready to come to agreement on that question with N. S. Khrushchev, too. I think that in order to withdraw these bases from Turkey," R. Kennedy said, "we need 4-5 months. This is the minimum amount of time necessary for the US government to do this, taking into account the procedures that exist within the NATO framework. On the whole Turkey issue," R. Kennedy added, "If Premier N.S. Khrushchev agrees with what I've said, we can continue to exchange opinions between him and the president, using him, R. Kennedy and the Soviet ambassador. However, the president can't say anything public in this regard about Turkey," R. Kennedy said again. R. Kennedy then warned that his comments about Turkey are extremely confidential; besides him and his brother, only 2-3 people know about it in Washington.

“That’s all that he asked me to pass on the N. S. Khrushchev,” R. Kennedy said in conclusion. “The president also asked N. S. Khrushchev to give him an answer (through the Soviet ambassador and R. Kennedy) if possible within the next day (Sunday) on these thoughts in order to have a business-like, clear answer in principle. [He asked him] not to get into a wordy discussion, which might drag things out. The current serious situation, unfortunately, is such that there is very little time to resolve this whole issue. Unfortunately, events are developing too quickly. The request for a reply tomorrow,” stressed R. Kennedy, “is just that—a request, and not an ultimatum. The president hopes that the head of the Soviet government will understand him correctly.”

I noted that it went without saying that the Soviet government would not accept any ultimatums and it was good that the American government realized that. I also reminded him of N.S. Khrushchev’s appeal in his last letter to the president to demonstrate state wisdom in resolving this question. Then I told R. Kennedy that the president’s thoughts would be brought to the attention of the head of the Soviet government. I also said that I would contact him as soon as there was a reply. In this regard, R. Kennedy gave me the number of a direct telephone line to the White House.

In the course of the conversation, R. Kennedy noted that he knew about the conversation that television commentator Scali had yesterday with an Embassy advisor on possible ways to regulate the Cuban conflict [one-and-a-half lines whited out].

I should say that during our meeting R. Kennedy was very upset; in any case, I’ve never seen him like this before. True, about twice he tried to return to the topic of “deception,” (that he talked about so persistently during our previous meeting), but he did so in passing and without any edge to it. He didn’t even try to get into fights on various subjects, as he usually does, and only persistently returned to one topic: time is of the essence and we shouldn’t miss the chance.

After meeting with me he immediately went to see the president, with whom, as R. Kennedy said, he spends almost all his time now.

27/X-62 A. DOBRYNIN

*[Source: Russian Foreign Ministry archives, translation from copy provided by NHK, in Richard Ned Lebow and Janice Gross Stein, *We All Lost the Cold War* (Princeton, NJ: Princeton University Press, 1994). Appendix, pp. 523-526; also printed in the Cold War International History Project Bulletin No. 5 with minor revisions.]*

Document 3:

Transcript of letter from Kennedy to Secretary of State recounting same conversation as above.

Office of the Attorney General
Washington, D. C.
October 30, 1962

MEMORANDUM FOR THE SECRETARY OF STATE FROM THE ATTORNEY GENERAL

At the request of Secretary Rusk, I telephoned Ambassador Dobrynin at approximately 7:15 p.m. on Saturday, October 27th. I asked him if he would come to the Justice Department at a quarter of eight.

We met in my office. I told him first that we understood that the work was continuing on the Soviet missile bases in Cuba. Further, I explained to him that in the last two hours we had found that our planes flying over Cuba had been fired upon and that one of our U-2's had been shot down and the pilot killed. I said these men were flying unarmed planes.

I told him that this was an extremely serious turn in events. We would have to make certain decisions within the next 12 or possibly 24 hours. There was a very little time left. If the Cubans were shooting at our planes, then we were going to shoot back. This could not help but bring on further incidents and that he had better understand the full implications of this matter.

He raised the point that the argument the Cubans were making was that we were violating Cuban air space. I replied that if we had not been violating Cuban air space then we would still be believing what he and Khrushchev had said (word crossed out)—that there were no long-range missiles in Cuba. In any case I said that this matter was far more serious than the air space over Cuba and involved peoples all over the world.

I said that he had better understand the situation and he had better communicate that understanding to Mr. Khrushchev. Mr. Khrushchev and he had misled us. The Soviet Union had secretly established missile bases in Cuba while at the same time proclaiming, privately and publicly, that this would never be done. I said those missile bases had to go and they had to go right away. We had to have a commitment by at least tomorrow that those bases would be removed. This was not an ultimatum, I said, but just a statement of fact. He should understand that if they did not remove those bases then we would remove them. His country might take retaliatory action but he should understand that before this was over, while there might be dead Americans there would also be dead Russians.

He asked me then what offer we were making. I said a letter had just been transmitted to the Soviet Embassy, which stated in substance that the missile bases should be dismantled and all offensive weapons should be removed from Cuba. In return, if Cuba and Castro and the Communists ended their subversive activities in other Central and Latin-American countries, we would agree to keep peace in the Caribbean and not permit an invasion from American soil.

He then asked me about Khrushchev's other proposal dealing with the removal of the missiles from Turkey. I replied that there could be no quid pro quo—no deal of this kind could be made. This was a matter that had to be considered by NATO and that it was up to NATO to make the decision. I said it was completely impossible for NATO to take such a step under the present threatening position of the Soviet Union. If some time elapsed—and per your instructions, I mentioned four or five months—I said I was sure that these matters could be resolved satisfactorily.

Per your instructions I repeated that there could be no deal of any kind and that any steps toward easing tensions in other parts of the world largely depended on the Soviet Union and Mr. Khrushchev taking action in Cuba and taking it immediately.

I repeated to him that this matter could not wait and that he had better contact Mr. Khrushchev and have a commitment from him by the next day to withdraw the missile bases under United Nations supervision or otherwise, I said, there would be drastic consequences.

RFK: amn

Khrushchev to Kennedy		
	Answer	Evidence from the text
What argument was made about US interference in Cuba (quarantine/reconnaissance flights)?		
How willing were the USSR and the US to engage in battle (first and last document)?		
What did R. Kennedy offer regarding Turkey (last two documents)?		
What do these documents say about US conceptions of liberty?		

Dobrynin to Foreign Ministry		
	Answer	Evidence from the text
What argument was made about US interference in Cuba (quarantine/reconnaissance flights)?		
How willing were the USSR and the US to engage in battle (first and last document)?		
What did R. Kennedy offer regarding Turkey (last two documents)?		
What do these documents say about US conceptions of liberty?		

R. Kennedy to Rusk		
	Answer	Evidence from the text
What argument was made about US interference in Cuba (quarantine/reconnaissance flights)?		
How willing were the USSR and the US to engage in battle (first and last document)?		
What did R. Kennedy offer regarding Turkey (last two documents)?		
What do these documents say about US conceptions of liberty?		

What was the tone of the three documents?

	What words signaled tone?	How would you describe the tone?
Document 1		
Document 2		
Document 3		

What was the purpose of the three documents?

	What parts of the text signaled purpose?	How would you describe the purpose?
Document 1		
Document 2		
Document 3		

Based upon your reading of the three documents, how trustworthy are they? In other words, can you take these documents at their word? Why or why not?

Document 1:

Document 2:

Document 3:

Activity

4 Vocabulary

How did you resolve the meaning of vocabulary you did not know? Are there words that you still do not understand? Here is a list of words. Do you know their meanings? If not, discuss these in class.

ultimatum	What if we were to present to you such an <i>ultimatum</i> .
gauntlet	You have thrown down the <i>gauntlet</i> .
intimidate	You are not appealing to reason; you want to <i>intimidate</i> us.
sovereign	You want to force us to renounce the rights enjoyed by every <i>sovereign</i> state.
abyss	The <i>abyss</i> of a world nuclear-war.
reconnaissance	Carrying out a <i>reconnaissance</i> flight over Cuba.
unilateral	To announce a <i>unilateral</i> decision by the President of the USA.
proclaiming	While at the same time <i>proclaiming</i> , privately and publicly, that this would never be done.
quid pro quo	I replied that there could be no <i>quid pro quo</i> —no deal of this kind could be made.

“Talk-through” the following discipline specific words with a partner.

Organizations

- Organization of American States (OAS)

Places

- Soviet Union
- US
- Cuba
- Turkey

People

- Attorney General Robert Kennedy
- Secretary of State Dean Rusk
- President Kennedy
- Soviet Ambassador Dobrynin

Lesson 6

Comparing Two Presidential Speeches

In this lesson, you will . . .

- Engage in close reading of two presidential speeches.
- Compare and contrast the two speeches, and be able to explain the differences using the other information about the Cold War you have learned.
- Summarize the important information in a document through a précis.

Activity

1 Orientation to the Task

1. Review SOAPStone.

SOAPStone Document Analysis Method

SOAPStone was developed by College Board (the Advanced Placement folks) and is a method for examining and interpreting a document. Often documents contain complex language or symbolism, which makes determining the meaning and significance of the document more difficult. Utilization of this method will help in unwrapping the meaning of the document.

Speaker – who is the author (speaker) of this piece? Do you know anything about the person's background? For example, is the person a public figure with a known agenda or title? A speech from a president would have different implications than that of a minister or onlooker.

Occasion – what is the time and place of the document? What was going on at the time that prompted the person to write this piece?

Audience – to whom is this piece directed? What kind of document is this – newspaper article, speech, diary entry, letter, etc.? Was it an editorial piece in a local newspaper? Can any assumptions be made about the audience? Do you know why the document was created? What kind of language does the document contain?

Purpose – what was the purpose or meaning behind the text? Is the speaker trying to provoke some reaction from the audience? How does s/he try to accomplish this?

Subject – what is the subject of the document? What is the general topic or idea of the piece?

Tone – what is the attitude of the speaker based on the content of the piece? Does s/he use humor, sarcasm, irony, fear or an objective tone? Is there any bias to what s/he is saying?

Make sure to include enough information in your analysis of the document, not just two or three word descriptions. For example, if the speaker has a title or is an official or has a known profession, be sure to include that as part of the 'speaker' description.

Activity

2 Sourcing and Contextualizing Documents

Before reading the two presidential speeches that follow, use SOAPStone to analyze the source and context of these speeches.

Title of Document 1:

Speaker (Who)

Occasion (time, place, events)

Audience (To whom is this piece directed?)

Purpose (What is the author trying to achieve?)

Subject (What is the document about?)

Tone (What is the attitude of the speaker?)

Title of Document 2:

Speaker (Who)

Occasion (time, place, events)

Audience (To whom is this piece directed?)

Purpose (What is the author trying to achieve?)

Subject (What is the document about?)

Tone (What is the attitude of the speaker?)

Activity

3 Reading the Speeches

Read the speeches for at least three purposes:

- To better understand Eisenhower's and Kennedy's ideas about liberty, as evidence to help you craft an answer to the essential question: What were the concepts of liberty in the US in relation to its foreign affairs?
- To better understand the changing concepts of and responses to the Cold War.
- To determine the arguments Eisenhower and Kennedy made and the evidence used to back up the arguments. What was the line of reasoning?

Also, remember what you learned about annotation from previous lessons. Annotate with the above three purposes in mind. After reading, complete the comparison/contrast chart that follows.

For a full transcript available from Our Documents, at:

http://ourdocuments.gov/print_friendly.php?page=transcript&doc=90&title=Transcript+of+President+Dwight+D.+Eisenhower%27s+Farewell+Address+%281961%29.

Transcript of President Dwight D. Eisenhower's Televised Farewell Address (January 17, 1961) Edited

My Fellow Americans:

Three days from now, after half a century in the service of our country, I shall lay down the responsibilities of office as, in traditional and solemn ceremony, the authority of the Presidency is vested in my successor.

This evening I come to you with a message of leave-taking and farewell, and to share a few final thoughts with you, my countrymen.

Like every other citizen, I wish the new President, and all who will labor with him, Godspeed. I pray that the coming years will be blessed with peace and prosperity for all . . .

Throughout America's adventure in free government, our basic purposes have been to keep the peace; to foster progress in human achievement, and to enhance liberty, dignity and integrity among people and among nations. To strive for less would be unworthy of a free and religious people. Any failure traceable to arrogance, or our lack of comprehension or readiness to sacrifice would inflict upon us grievous hurt both at home and abroad.

Progress toward these noble goals is persistently threatened by the conflict now engulfing the world. It commands our whole attention, absorbs our very beings. We face a hostile ideology—global in scope, atheistic in character, ruthless in purpose, and insidious in method. Unhappily the danger it poses promises to be of indefinite duration. To meet it successfully, there is called for, not so much the emotional and transitory sacrifices of crisis, but rather those which enable us to carry forward steadily, surely, and without complaint the burdens of a prolonged and complex struggle—with liberty at stake. Only thus shall we remain, despite every provocation, on our charted course toward permanent peace and human betterment . . .

A vital element in keeping the peace is our military establishment. Our arms must be mighty, ready for instant action, so that no potential aggressor may be tempted to risk his own destruction.

Our military organization today bears little relation to that known by any of my predecessors in peace time, or indeed by the fighting men of World War II or Korea.

Until the latest of our world conflicts, the United States had no armaments industry. American makers of plowshares could, with time and as required, make swords as well. But now we can no longer risk emergency improvisation of national defense; we have been compelled to create a permanent armaments industry of vast proportions. Added to this, three and a half million men and women are directly engaged in the defense establishment. We annually spend on military security more than the net income of all United State corporations.

This conjunction of an immense military establishment and a large arms industry is new in the American experience. The total influence—economic, political, even spiritual—is felt in every city, every state house, every office of the Federal government. We recognize the imperative need for this development. Yet we must not fail to comprehend its grave implications. Our toil, resources and livelihood are all involved; so is the very structure of our society.

In the councils of government, we must guard against the acquisition of unwarranted influence, whether sought or unsought, by the military-industrial complex. The potential for the disastrous rise of misplaced power exists and will persist.

We must never let the weight of this combination endanger our liberties or democratic processes. We should take nothing for granted; only an alert and knowledgeable citizenry can compel the proper meshing of huge industrial and military machinery of defense with our peaceful methods and goals, so that security and liberty may prosper together.

Akin to, and largely responsible for the sweeping changes in our industrial-military posture, has been the technological revolution during recent decades.

In this revolution, research has become central; it also becomes more formalized, complex, and costly. A steadily increasing share is conducted for, by, or at the direction of, the Federal government.

Today, the solitary inventor, tinkering in his shop, has been overshadowed by task forces of scientists in laboratories and testing fields. In the same fashion, the free university, historically the fountainhead of free ideas and scientific discovery, has experienced a revolution in the conduct of research. Partly because of the huge costs involved, a government contract becomes virtually a substitute for intellectual curiosity. For every old blackboard there are now hundreds of new electronic computers.

The prospect of domination of the nation's scholars by Federal employment, project allocations, and the power of money is ever present and is gravely to be regarded.

Yet, in holding scientific research and discovery in respect, as we should, we must also be alert to the equal and opposite danger that public policy could itself become the captive of a scientific-technological elite.

It is the task of statesmanship to mold, to balance, and to integrate these and other forces, new and old, within the principles of our democratic system—ever aiming toward the supreme goals of our free society.

Another factor in maintaining balance involves the element of time. As we peer into society's future, we-you and I, and our government-must avoid the impulse to live only for today, plundering, for our own ease and convenience, the precious resources of tomorrow. We cannot mortgage the material assets of our grandchildren without risking the loss also of their political and spiritual heritage. We want democracy to survive for all generations to come, not to become the insolvent phantom of tomorrow.

Down the long lane of the history yet to be written America knows that this world of ours, ever growing smaller, must avoid becoming a community of dreadful fear and hate, and be, instead, a proud confederation of mutual trust and respect.

Such a confederation must be one of equals. The weakest must come to the conference table with the same confidence as do we, protected as we are by our moral, economic, and military strength. That table, though scarred by many past frustrations, cannot be abandoned for the certain agony of the battlefield.

Disarmament, with mutual honor and confidence, is a continuing imperative. Together we must learn how to compose difference, not with arms, but with intellect and decent purpose. Because this need is so sharp and apparent I confess that I lay down my official responsibilities in this field with a definite sense of disappointment. As one who has witnessed the horror and the lingering sadness of war—as one who knows that another war could utterly destroy this civilization which has been so slowly and painfully built over thousands of years—I wish I could say tonight that a lasting peace is in sight.

Happily, I can say that war has been avoided. Steady progress toward our ultimate goal has been made. But, so much remains to be done. As a private citizen, I shall never cease to do what little I can to help the world advance along that road . . .

Transcription courtesy of <http://www.ourdocuments.gov/doc.php?doc=90&page=transcript>.

Commencement Address at American University, June 10, 1963—Edited

President John F. Kennedy
Washington, D.C.
June 10, 1963

. . . I have, therefore, chosen this time and this place to discuss a topic on which ignorance too often abounds and the truth is too rarely perceived—yet it is the most important topic on earth: world peace.

What kind of peace do I mean? What kind of peace do we seek? Not a Pax Americana enforced on the world by American weapons of war. Not the peace of the grave or the security of the slave. I am talking about genuine peace, the kind of peace that makes life on earth worth living, the kind that enables men and nations to grow and to hope and to build a better life for their children—not merely peace for Americans but peace for all men and women—not merely peace in our time but peace for all time . . .

. . . Today the expenditure of billions of dollars every year on weapons acquired for the purpose of making sure we never need to use them is essential to keeping the peace. But surely the acquisition of such idle stockpiles—which can only destroy and never create—is not the only, much less the most efficient, means of assuring peace.

I speak of peace, therefore, as the necessary rational end of rational men. I realize that the pursuit of peace is not as dramatic as the pursuit of war—and frequently the words of the pursuer fall on deaf ears. But we have no more urgent task . . .

Some say that it is useless to speak of world peace or world law or world disarmament—and that it will be useless until the leaders of the Soviet Union adopt a more enlightened attitude. I hope they do. I believe we can help them do it. But I also believe that we must reexamine our own attitude . . . First: Let us examine our attitude toward peace itself. Too many of us think it is impossible. Too many think it unreal. But that is a dangerous, defeatist belief. It leads to the conclusion that war is inevitable—that mankind is doomed—that we are gripped by forces we cannot control.

We need not accept that view. Our problems are manmade—therefore, they can be solved by man. And man can be as big as he wants. No problem of human destiny is beyond human beings . . .

Let us focus instead on a more practical, more attainable peace—based not on a sudden revolution in human nature but on a gradual evolution in human institutions—on a series of concrete actions and effective agreements, which are in the interest of all concerned. There is no single, simple key to this peace—no grand or magic formula to be adopted by one or two powers. Genuine peace must be the product of many nations, the sum of many acts . . .

Second: Let us reexamine our attitude toward the Soviet Union. It is discouraging to think that their leaders may actually believe what their propagandists write. It is discouraging to read a recent

authoritative Soviet text on Military Strategy and find, on page after page, wholly baseless and incredible claims—such as the allegation that “American imperialist circles are preparing to unleash different types of wars . . . that there is a very real threat of a preventive war being unleashed by American imperialists against the Soviet Union . . . [and that] the political aims of the American imperialists are to enslave economically and politically the European and other capitalist countries . . . [and] to achieve world domination . . . by means of aggressive wars.”

Truly, as it was written long ago: “The wicked flee when no man pursueth.” Yet it is sad to read these Soviet statements—to realize the extent of the gulf between us. But it is also a warning—a warning to the American people not to fall into the same trap as the Soviets, not to see only a distorted and desperate view of the other side, not to see conflict as inevitable, accommodation as impossible, and communication as nothing more than an exchange of threats.

Let us not be blind to our differences—but let us also direct attention to our common interests and to the means by which those differences can be resolved. And if we cannot end now our differences, at least we can help make the world safe for diversity. For, in the final analysis, our most basic common link is that we all inhabit this small planet. We all breathe the same air. We all cherish our children’s future. And we are all mortal.

Third: Let us reexamine our attitude toward the cold war, remembering that we are not engaged in a debate, seeking to pile up debating points. We are not here distributing blame or pointing the finger of judgment. We must deal with the world as it is, and not as it might have been had the history of the last 18 years been different . . .

. . . It is our hope—and the purpose of allied policies—to convince the Soviet Union that she, too, should let each nation choose its own future, so long as that choice does not interfere with the choices of others. The Communist drive to impose their political and economic system on others is the primary cause of world tension today. For there can be no doubt that, if all nations could refrain from interfering in the self-determination of others, the peace would be much more assured.

This will require a new effort to achieve world law—a new context for world discussions. It will require increased understanding between the Soviets and ourselves. And increased understanding will require increased contact and communication. One step in this direction is the proposed arrangement for a direct line between Moscow and Washington, to avoid on each side the dangerous delays, misunderstandings, and misreadings of the other’s actions which might occur at a time of crisis . . .

I am taking this opportunity, therefore, to announce two important decisions in this regard.

First: Chairman Khrushchev, Prime Minister Macmillan, and I have agreed that high-level discussions will shortly begin in Moscow looking toward early agreement on a comprehensive test ban treaty. Our hopes must be tempered with the caution of history—but with our hopes go the hopes of all mankind. . .

Second: To make clear our good faith and solemn convictions on the matter, I now declare that the United States does not propose to conduct nuclear tests in the atmosphere so long as other states do not do so. We will not be the first to resume. Such a declaration is no substitute for a formal binding treaty, but I hope it will help us achieve one. Nor would such a treaty be a substitute for disarmament, but I hope it will help us achieve it.

Finally, my fellow Americans, let us examine our attitude toward peace and freedom here at home. The quality and spirit of our own society must justify and support our efforts abroad. We must show it in the dedication of our own lives—as many of you who are graduating today will have a unique opportunity to do, by serving without pay in the Peace Corps abroad or in the proposed National Service Corps here at home.

But wherever we are, we must all, in our daily lives, live up to the age-old faith that peace and freedom walk together. In too many of our cities today, the peace is not secure because the freedom is incomplete.

It is the responsibility of the executive branch at all levels of government—local, State, and National—to provide and protect that freedom for all of our citizens by all means within their authority. It is the responsibility of the legislative branch at all levels, wherever that authority is not now adequate, to make it adequate. And it is the responsibility of all citizens in all sections of this country to respect the rights of all others and to respect the law of the land.

All this is not unrelated to world peace. “When a man’s ways please the Lord,” the Scriptures tell us, “he maketh even his enemies to be at peace with him.” And is not peace, in the last analysis, basically a matter of human rights—the right to live out our lives without fear of devastation—the right to breathe air as nature provided it—the right of future generations to a healthy existence?

The United States, as the world knows, will never start a war. We do not want a war. We do not now expect a war. This generation of Americans has already had enough—more than enough—of war and hate and oppression. We shall be prepared if others wish it. We shall be alert to try to stop it. But we shall also do our part to build a world of peace where the weak are safe and the strong are just. We are not helpless before that task or hopeless of its success. Confident and unafraid, we labor on—not toward a strategy of annihilation but toward a strategy of peace.

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Vocabulary

Were there words in the two speeches that you did not know even after using available resources? Did you read the word in the context of the sentence, try breaking it into meaning parts, consult a dictionary or glossary, or ask another student? Remember, it is okay, in fact necessary, to struggle with meaning in order to truly understand what you read.

Interpret the following phrases and sentences from the two speeches.

...the authority of the Presidency is vested in my successor.

Progress toward these noble goals is persistently threatened by the conflict now engulfing the world.

We face a hostile ideology—global in scope, atheistic in character, ruthless in purpose and insidious in method.

Not so much the emotional and transitory sacrifices of crisis.

Only thus shall we remain, despite every provocation, on our charted course toward permanent peace and human betterment.

We have been compelled to create a permanent armaments industry of vast proportions.

We must guard against the acquisition of unwarranted influence, whether sought or unsought, by the military-industrial complex.

We want democracy to survive for all generations to come, not to become the insolvent phantom of tomorrow.

Not a Pax Americana enforced on the world by American weapons of war.

I speak of peace, therefore, as the necessary rational end of rational men.

But that is a dangerous, defeatist belief.

Let us focus instead on a more practical more attainable peace—based not on a sudden revolution in human nature but on a gradual evolution in human institutions.

Such as the allegation that, “American imperialist circles are preparing to unleash different types of wars.”

Not to see only a distorted and desperate view of the other side, not to see conflict as inevitable, accommodation as impossible.

It is our hope—and the purpose of allied policies—to convince the Soviet Union that she, too, should let each nation choose its own future, so long as that choice does not interfere with the choices of others.

Our hopes must be tempered with the caution of history.

Notes:

Activity

4 Compare and Contrast the Two Speeches

Complete the following comparison/contrast chart.

	Eisenhower		Kennedy	
	Answer	Evidence from the text	Answer	Evidence from the text
How was the US responding to the Cold War?				
How was the USSR responding to the Cold War?				
What were the concepts of liberty in the US in relation to Foreign Affairs?				
What argument was being made? What evidence did they use to back up the argument?				

Write a claim that states the main difference in the two speeches and explains why there is a difference (e.g., one sister is more mature than the other one [the difference] because she is older [the reason for the difference]).

Provide evidence for the claim and for the reason (e.g., the oldest sister has a part-time job and saves her money while the youngest doesn't try to earn money and blows her allowance on junk [evidence for the claim]; the older sister was born three years before the youngest sister, so she has had time to mature [evidence for the reason]).

Activity

5 Writing a Précis

Précis is a type of summarizing that requires you to reproduce the author's argument; the logic, organization and emphasis of the original text in a much shorter form and in one's own words.

Original

For a hundred years and more the monarchy in France had been absolute and popular. It was beginning now to lose both power and prestige. A sinister symptom of what was to follow appeared when the higher ranks of society began to lose their respect for the sovereign. It started when Louis XV selected as his principal mistress a member of the middle class, it continued when he chose her successor from the streets. When the feud between Madame Du Barry and the Duke de Choiseul ended in the dismissal of the Minister, the road to Chanteloup, his country house, was crowded with carriages, while familiar faces were absent from the court at Versailles. For the first time in French history the followers of fashion flocked to do honor to a fallen favorite. People wondered at the time, but hardly understood the profound significance of the event. The king was no longer the leader of society. Kings and presidents, prime ministers and dictators, provide at all times a target for the criticism of philosophers, satirists, and reformers. Such criticism they can usually afford to neglect, but when the time-servers, the sycophants, and the courtiers begin to disregard them, then should the strongest of them tremble on their thrones. (208 words)

Duff Cooper, *Talleyrand*

Précis example on World History lesson, from:
<http://homecomcast.net/~mruland/Skills/précis.htm>.

Précis

From Duff Cooper, *Talleyrand*

For more than a hundred years the monarchy in France had been absolute and popular. But Louis XV lost the respect of the upper ranks of society by choosing his mistresses from lower classes. When the feud of the Duke de Choiseul with Madame Du Barry resulted in the Minister's dismissal, the court turned its attention to him, away from the king. The king, no longer the leader of society, could well tremble for his throne. (76 words)

Précis example on World History lesson, from:
<http://homecomcast.net/~mruland/Skills/précis.htm>.

Guidelines for Précis Writing

Sentence 1: Includes the author's name, title of the work, date of publication in parentheses, a rhetorically accurate verb, such as: asserts, argues, suggests, implies, claims, etc., and a "that" clause containing the major thesis of the work.

Sentence 2: (a) Explains how the author develops and supports the thesis;
(b) Discusses how the author accomplishes his/her task;
(c) Supports the strong rhetorical verb in sentence one;
(d) Cites where to locate specific points addressed

Sentence 3: States the author's apparent purpose followed by an "in order to" phrase.

Sentence 4: Describes the intended audience and/or the relationship the author establishes with the audience.

NOTE: In historical precis, the actual precis may use more than one sentence to accomplish the above components

Tips for a historical precis

- When writing about history, use the past tense
- Avoid words like "big, good, bad, little and a lot." Do not use cliché's such as "throughout history."
- Titles of texts should be in italics or underlined
- A historical precis can be approximately one-third the length of the original text or less. Eisenhower's speech is 1,160 words, so the precis should be approximately 380 words. The Kennedy speech is 1,552 words, so the precis should be approximately 500 words or fewer.

Locate and identify the elements of the four sentences in the Cooper precis and list them below.

Sentence 1:

Sentence 2:

Sentence 3:

Sentence 4:

Précis 1: Eisenhower Speech

[illegible]

Précis Two: Kennedy Speech

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- | | | |
|--|------------------------------|-----------------------------|
| 1. I stated the name of the document, the author and source. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 2. I stated the context or setting. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 3. I stated the speaker's argument (claims and evidence). | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 4. I used a rhetorically accurate verb in Sentence 1. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 5. I used past tense, as needed. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 6. I used a "That" clause to identify major assertions. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 7. I avoided clichés and words like "good" and "bad." | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 8. I checked for grammar and spelling errors. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 9. I established the author's purpose using an "in order to" phrase | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 10. I identified the author's intended audience and the author's relationship to them. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

Lesson 7

Participating in a Socratic Seminar

In this lesson, you will . . .

- Use evidence from the texts you have read to create and support a preliminary claim in answer to the essential questions.
- Organize the claim and evidence in graphic form.
- Participate meaningfully in a Socratic Seminar.
- Use discipline-specific vocabulary in your discussion.

Activity

1 Preparing for a Socratic Seminar

Before beginning the Socratic Seminar, review your texts to find out how they address the essential questions and complete the following graphic organizer.

Text	<i>Were the concepts of liberty and equality reflected in US foreign policy? If so, how? If not, why not?</i>	<i>What differences existed in conceptions of liberty and freedom by those participating in the Cuban Missile Crisis?</i>	<i>Did the concepts of liberty and freedom change over the course of the 60s as reflected in US foreign policy? If so, how? If not, why not?</i>
Political Cartoon	Author's Claim		
	Evidence		
Photograph	Author's Claim		
	Evidence		
Quotes from Khrushchev	Author's Claim		
	Evidence		
Lecture	Author's Claim		
	Evidence		

After reviewing your evidence, what claim can you make about the answer to the question?
What evidence best supports your claim?

My **claim** (Question 1):

My **evidence** (Question 1):

My **claim** (Question 2):

My **evidence** (Question 2):

My **claim** (Question 3):

My **evidence** (Question 3):

Activity

3 Participating in the Socratic Seminar

Review the rubric by which you will evaluate your performance before the Socratic Seminar begins, assemble your notes, and have your ideas ready. When finished, use the rubric and following questions as an evaluation tool.

Socratic Seminar Self-Evaluation Rubric

Check the boxes that reflect your participation.

Socratic Seminar Rubric	Understands the texts	Participates in discussion	Supports ideas with evidence	Demonstrates critical mindedness	Demonstrates tolerance for uncertainty	Listens and respects others
Above Target	Uses parts of the texts in the discussion and shows understanding of the texts. Shows command of vocabulary.	Demonstrates active participation throughout circle time.	Makes specific references to texts and regularly defends ideas with evidence.	Questions others during discussion in a way that makes sense and adds to the group's discussion.	Is able to listen to and accept others' opinions different from his/her own.	Makes comments reflecting active listening and respect of others.
Target	Uses texts during the discussion but does not show understanding of them. Uses some text vocabulary.	Demonstrates active participation in at least half of the circle time.	Makes references to texts and at times defends ideas with evidence when	Questions and comments to others make sense but do not add to the group's discussion.	Is able to listen to others' opinions different from his/her own but does not use them in remaining discussion.	Generally listens, but is not attentive to details.
Below Target	Does not use any of the texts in the discussion. Does not use text vocabulary.	Demonstrates some participation, but off-task most of the circle time.	Makes no references to texts or does not defend ideas.	Does not question others or questions don't make sense.	Does not accept others' opinions and is unwilling to hear them.	Is consistently inattentive.

What I did do well _____

What I didn't do well _____

What I will do next time _____

Activity

4 Revising Claims and Evidence

Use the following form to list your revised claims and evidence. Also, explain why the evidence you chose supports the claim (e.g., this claim shows that Kennedy did not agree with Russia's building of the Berlin Wall, and that he equated the wall with a lack of freedom).

Claim:

Evidence 1:

Explanation of Evidence:

Evidence 2:

Explanation of Evidence:

Evidence 3:

Explanation of Evidence:

Evidence 4:

Explanation of Evidence:

Evidence 5:

Explanation of Evidence:

Evidence 6:

Explanation of Evidence:

Activity

5 Writing the Essay

Use the following form to list your revised claims and evidence. Also, explain why the evidence you chose supports the claim (e.g., this claim shows that Kennedy did not agree with Russia's building of the Berlin Wall, and that he equated the wall with a lack of freedom).

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This image shows a single sheet of white paper with horizontal green ruling lines. The lines are evenly spaced and run across the width of the page. There is no text or other markings on the paper.

Activity

5 Revising and Editing

Literacy Design Collaborative Rubric

Scoring Elements	1 Not Yet	1.5	2 Approaches Expectations	2.5	3 Meets Expectations	3.5	4 Advanced
Focus	Attempts to address prompt, but lacks focus or is off-task.		Addresses prompt appropriately and establishes a position, but focus is uneven.		Addresses prompt appropriately and maintains a clear, steady focus. Provides a generally convincing position.		Addresses all aspects of prompt appropriately with a consistently strong focus and convincing position.
Controlling Idea	Attempts to establish a claim, but lacks a clear purpose.		Establishes a claim.		Establishes a credible claim.		Establishes and maintains a substantive and credible claim or proposal.
Reading/ Research	Attempts to establish a claim, but lacks a clear purpose.		Presents information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness.		Accurately presents details from reading materials relevant to the purpose of the prompt to develop argument or claim.		Accurately and effectively presents important details from reading materials to develop argument or claim.
Development	Attempts to provide details in response to the prompt, but lacks sufficient development or relevance to the purpose of the prompt.		Presents appropriate details to support and develop the focus, controlling idea, or claim, with minor lapses in the reasoning, examples, or explanations.		Presents appropriate and sufficient details to support and develop the focus, controlling idea, or claim.		Presents thorough and detailed information to effectively support and develop the focus, controlling idea, or claim.
Organization	Attempts to organize ideas, but lacks control of structure.		Demonstrates an uneven command of standard English conventions and cohesion. Uses language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently cites sources.		Maintains an appropriate organizational structure to address specific requirements of the prompt. Structure reveals the reasoning and logic of the argument.		Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific prompt. Structure enhances development of the reasoning and logic of the argument.
Conventions	Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage, and mechanics. Sources are used without citation.		Demonstrates an uneven command of standard English conventions and cohesion. Uses language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently cites sources.		Demonstrates a command of standard English conventions and cohesion, with few errors. Response includes language and tone appropriate to the audience, purpose, and specific requirements of the prompt. Cites sources using appropriate format with only minor errors.		Demonstrates and maintains a well-developed command of standard English conventions and cohesion, with few errors. Response includes language and tone consistently appropriate to the audience, purpose, and specific requirements of the prompt. Consistently cites sources using appropriate format.
Content Understanding	Attempts to include disciplinary content in argument, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.		Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.		Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.		Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.