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Literacy Ready

History Unit 2: Cuban Missile Crisis

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Education
Board

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Unit 2

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Course Overview

Overview and Rationale:

This unit focuses on the United States and foreign affairs during the 1960s, and, specifically the Cuban Missile Crisis. Students read increasingly longer and more difficult texts as they complete the unit. The texts include photographs, political cartoons, quotes, primary and secondary documents and textbooks.

Unit Objectives

1. Students will engage in close readings of complex historical texts.
2. Students will read multiple documents about the same event.
3. Students will use the historical reading strategies of sourcing, contextualization and corroboration to make sense of multiple perspectives on history.
4. Students will make claims and engage in evidence-based argumentation about events in history, orally and in writing.
5. Students will discuss the claims that authors make and the evidence they use to support those claims.
6. Students will use strategies for learning the meanings of vocabulary.
7. Students will increase their reading stamina, or the ability to read lengthy complex text independently.

Essential Questions:

Were 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 60s as reflected in US foreign policy?

Suggested Scoring of Student Work:

This unit contains multiple assessments for student assignments. Every outcome listed in each lesson has some form of assessment. Our experience with the course has been that, if students receive ongoing credit for their effort, they are more likely to continue to complete work and become better equipped to complete the more complex, culminating assignments. Each assessment has a suggested number of points that can be given for completion of and the quality of the work. A suggested scoring for the final grade in this unit: Count the final essay based on the Socratic Seminar as 1/3 of the unit grade (100 points), count participation in the Socratic Seminar as 1/3 (100 points based on the scoring rubric. Finally, count the total of all the remaining points from the other assignments in the unit as 1/3 of the final unit grade (The total number possible for this work is 300. Divide this total by 3.). Add the number of points for each of the three components and divide the result by 3. This will give you a numerical score for the unit.

The point values of the assignments get progressively higher during the unit, allowing reluctant students to acquire the good habits of engagement and participation, as well as to receive credit for work that will lead up to their performance on the larger, major assignments. We recommend that you keep students informed of the value of the assignments as you proceed through the unit.

CAUTION: keep in mind that the two most important assignments: The Socratic Seminar and the culminating essay occur in the final Lesson (7). Students may think that they are doing well up to this point, only to fail if they do not complete the final assignments. Continuously remind students that the work that they do throughout the unit will help to shape their performance on the final projects.

Week 1

Lesson 1: Gateway Activity—The Meaning of Liberty

1. Students will view a group of photographs depicting walls around the world.
2. Students will interpret photographs using information about context and source in addition to their content.
3. Students will learn that sourcing, contextualization and chronology are aspects of history reading.
4. Students will begin to think about the liberty of nations and people other than those in the United States.
5. Students will be introduced to the writing prompt and Socratic Seminar discussion activity.

Lesson 2: Primary Document Analysis—Cuban Missile Crisis

1. Students 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.
2. Students will speculate about the concept of liberty during the Cuban Missile Crisis.

Week 2

Lesson 3: Taking Notes from a Lecture

1. Students will learn to take notes on a lecture about the Cold War, and later, combine textbook information with lecture notes. They will learn key events that helped define the Cold War.
2. Students will show understanding of discipline specific and general academic vocabulary words.

Lesson 4: Annotating a Chapter—Cuban Missile Crisis

1. Students will annotate and discuss the textbook excerpt on the Cuban Missile Crisis.
2. Students will combine information from lecture and text and create a graphic organizer to show their understanding of the events, causes and effects of the Cuban Missile Crisis.
3. Students will focus on discipline-specific and general academic vocabulary.
4. Students will reflect on the relationship between what they are reading and the essential questions.

Week 3

Lesson 5: Reading Primary Documents

1. Students will use a strategy called SOAPStone as they read primary documents that provide the perspectives of Robert Kennedy, Khrushchev and Dobrynin at crucial moments of the Cuban Missile Crisis.
2. Students will explore the differences in Dobrynin and Kennedy's report of the same conversation.
3. Students will explore word meanings to increase understanding of the documents.

Weeks 4-5

Lesson 6: Participating in a Socratic Seminar

1. Students will use evidence from the texts they have read to create and support a preliminary claim about the essential question.
2. Students will organize the claim and evidence using a graphic organizer.
3. Students will participate in a Socratic Seminar.
4. Students will show that they can use vocabulary they have learned in previous lessons
5. Students will write an essay supporting their position on the task based on their evidence and the details presented during the Socratic Seminar.

Lesson 1

Gateway Activity— The Meaning of Liberty

Overview and Rationale:

In the first lesson of this unit, students are introduced to photographs depicting “walls” to begin thinking about the theme in this unit: the meaning of liberty as expressed in countries where the US had involvement during the 1960s. Students are asked to engage in photographic analysis to pique their interest in subsequent lessons.

Sourcing and contextualization are two key skills to be taught through photographs. Students can be taught to pay attention to where a picture came from and when it was taken, in addition to identifying what the picture is showing. Students can use this information to think about the perspective of the author/photographer/publisher, the intended audience and the context influence that the perspective of the picture depicts. Students can use this information to begin to thinking about a *chronology* of events over time (one of the key ways that historians relate events to each other) and they can speculate about the purpose the photographer had in taking the picture. This speculation is akin to the work of historians as they read primary source documents to construct a plausible narrative of events in history. They interpret documents in light of the perspective of the author, knowing they get a deeper understanding of historical events if they have an understanding of the various perspectives existing at the time.

Tasks/Expected Outcomes:

1. Given a group of photographs depicting walls around the world, students will analyze a series of questions.
2. Students will interpret photographs using information about context and source in addition to their content.
3. Students will think about the liberty of nations and people other than those in the United States.
4. Students will explain that sourcing, contextualization and chronology are aspects of history reading.
5. Students will be introduced to the prompt for the writing assignment for the first half of the unit in light of the essential questions.

College and Career Readiness Standards (CCRS)

History/Social Studies Standards: Reading

- 1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- 2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- 5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
- 6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
- 7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- 9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

English Language Arts Speaking Listening

- 1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

History/Social Studies Writing Standards

- 1 Write Arguments focused on discipline-specific content.
- 4 Produce clear and coherent writing in which the organization, development, substance, and style are appropriate to task, purpose and audience.
- 10 Write routinely over extended time frames (time for research, reflection and revision) and short time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences.

Throughout this course, only grade 11-12 standards are used.

LDC

Skill and Ability List

Skills Cluster 1: Preparing for the Task

1. Task Engagement

Ability to connect the task and new content to existing historical knowledge, skills, experiences, interests, and concerns.

2. Task Analysis

Ability to demonstrate understanding of the task prompt and scoring rubric.

3. Reflective Writing

Ability to connect prior knowledge to current learning through written response.

4. Quick Write

Ability to construct a short writing based on a prompt, question or a reaction to information.

Skills Cluster 2: Reading Process

1. History Epistemology

Ability to read historical documents as evidence and to adopt historical epistemology that texts must be understood as perspectives rather than truth.

2. Close Reading

Ability to interpret portions of text with particular questions in mind that reflect historian inquiry, and to use self-regulation to engage in problem solving strategies to interpret text.

3. History Terminology/Vocabulary

Ability to locate and understand words and phrases that identify key people, places, legislation, policies, government structures, institutions and other vocabulary necessary to understand history texts. This skill also includes the ability to interpret tone and perspective from the words a source uses.

4. Sourcing/Contextualization

Ability to use knowledge of source information and the time period of the writing to help determine the perspective of the author and the purpose for writing.

5. Relationships among Events

Ability to determine relationships among events that show change over time such as chronology and causality, to distinguish significant from less significant events, and to categorize events using historical frameworks (political, social, economic, etc.).

Skills Cluster 4: Writing Process

1. Written Response

Ability to use text information to construct an accurate response to teacher-generated questions.

(www.literacydesigncollaborative.org)

Materials:

- PowerPoint set of photographs
- Academic Notebook

Timeframe:

110 minutes

Targeted Vocabulary:

Words Useful for Discussing the Discipline

- Sourcing
- Contextualization
- Primary source

Activity One

Preparing for the Task (Approx. 15 minutes)

College and Career Readiness Standards: History/SS Reading– 9

Pass out the academic notebooks to students and explain that these notebooks are for recording their thoughts and doing their assignments as they complete this unit on the conceptions of liberty in the 1960s. Ask students to take a couple of minutes to read the course overview and purpose (page 3), especially if this is the first history unit they have experienced. Explain that, in this unit, they will practice reading and writing like historians. In this way, they will be gaining a more sophisticated notion of the past than if they just approached learning history as a memorization task. In addition, this unit will help prepare them for college-level history classes. It will also prepare them to become an informed citizen because one’s conceptions of current events are enhanced by an understanding of past events.

Ask students to think about the role that photographs play in helping historians understand events—in newspapers, books and other documents that historians use as evidence. What do historians have to consider when they look at photographs? Do photographs always represent events accurately?

FROM THE STUDENT ACADEMIC NOTEBOOK p 5

Activity

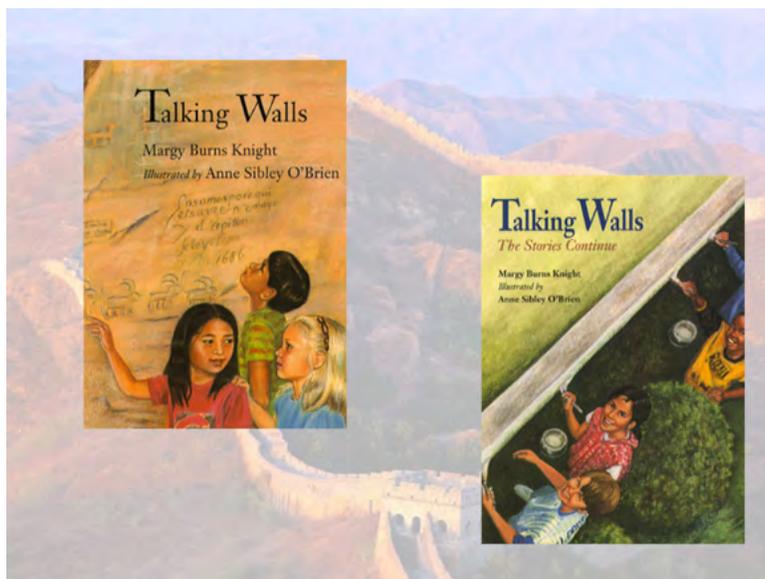
1 Preparing for the Task

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? Write your answers in the space provided.

Show PowerPoint slides one, two, and three (title page, book covers, and “Background Information”). Make the students aware that even though these books are for children, the concept of walls conveyed in them is a sophisticated notion that is worth the consideration of adults. (Students will not have copies of the introductory slides in their notebooks.)



Slide 1 - Title Page



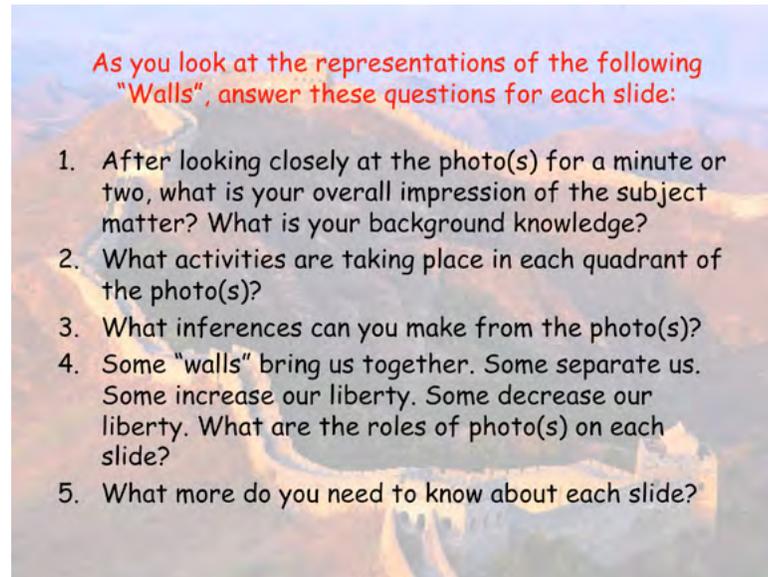
Slide 2 - Book Covers

Background Information—
The first of these children's books came out in 1992.

- This is how the publisher describes the book—"The award-winning *Talking Walls* and its sequel, *Talking Walls: The Stories Continue*, introduce young readers to different cultures and different issues around the world by telling the stories of walls and how they can hold a community together or separate it. Featured walls include the Great Wall of China, the murals of Diego Rivera, Nelson Mandela's prison walls, a Holocaust memorial in Poland, Ndebele wall designs in South Africa, Hadrian's Wall in England, and the Peace Lines in Belfast, Northern Ireland. These books will spark the curiosity of young readers as they learn about their world and its amazing diversity."

Slide 3 - Background Information

Explain to students they will be looking at pictures of walls from different countries and, in some cases, different eras. They should use their academic notebooks to record their thoughts as they analyze these photographs, using the directions in their notebooks. Go to slide four and have students read and discuss the directions. (If you have access to these books, they may be valuable to share with your students.)



As you look at the representations of the following "Walls", answer these questions for each slide:

1. After looking closely at the photo(s) for a minute or two, 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 each slide?
5. What more do you need to know about each slide?

(These same directions are in the academic notebooks.)

Activity Two

Analyzing Photographs (Approx. 20 minutes)

College and Career Readiness Standards: History/SS Reading– 1, 2, 5, 7, 9

Students should be given time to analyze the photographs; mention that photographs are usually considered primary documents. Have students analyze the photographs in the rest of the slides, following the guidelines, and answer the five questions for each slide in their academic notebooks pages 6-11. Students can work in pairs or small groups, if you desire. When finished, have students share their thoughts in pairs or groups. In the discussion, encourage students to speculate about the time period, the perspective of the photographer (e.g., what was the photographer trying to show?) and the context in which the picture was taken.

FROM THE STUDENT ACADEMIC NOTEBOOK p 6

Activity

2 Analyzing Photographs

1. After looking closely at the photos for a few minutes, 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 2 - West Bank Barrier



Slide 3 - Vietnam Memorial



Slide 4 - Peace Walls in Northern Ireland



Slide 5 - US Border Fence between the US and Mexico



Slide 6 - Quarantine during Cuban Missile Crisis



Activity Three

Considering the Context (Approx. 20 minutes)

College and Career Readiness Standards: History/SS Reading– 1, 5, 6, 9

Have students read about the context of the photos in the academic notebook pages 12-13, then return to their analyses and make adjustments, if needed. Reading the provided explanations engages the students in **contextualization** (i.e., thinking about the time frame in which the photograph was taken and the events that might have triggered the photograph).

FROM THE STUDENT ACADEMIC NOTEBOOK pp 12-13

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.)

When students are finished, have them consider the perspective of the **sources** of information. **Sourcing** is noting the photographer, the publisher, the date, etc., speculating about the perspective of the photographer or publisher and considering the audience and the purpose for taking the photograph. For example, some of the information came from sources like *history.com* while others came from news agencies (PBS, BBC) and government agencies such as the US Border Patrol. If students have access to computers and you have time, it would be interesting to search these sources to find out more about them. Help them understand the idea that some sources may only show one side of the story or they may leave out perspectives that would give readers a more complete view of the issues regarding the walls.

Write the two words, **sourcing** and **contextualization**, on chart paper and place on the wall for future reference.

Ask the students, 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? Answer these question on page 14 in your Academic Notebook.

Assessments:

Outcome 1:

Given a group of photographs depicting walls around the world, students will analyze them in light of a group of questions.

Outcome 2:

Students will interpret photographs using information about context and source in addition to their content.

	No	Some	Yes
All answers are completed.			
Answers show evidence of reasoning and critical thinking.			
Context and Source provided information that spurred more reasoning/critical thinking.			

Total Points: 12

Activity Four

Considering Concepts of Liberty (Approx. 10 minutes)

College and Career Readiness Standards: History/SS Reading– 2, 9;
History/SS Writing– 10

Have students read and discuss the following prompt, then complete the task:

FROM THE STUDENT ACADEMIC NOTEBOOK p 15

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; 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!

(space provided)

Assessment:

Outcome 3:

Students will begin to think about concepts of liberty of nations and people other than in the United States.

- Five minute free-write.

You should informally assess whether or not students continue writing for the entire five-minutes. Since this is an activity where *what* students write is not evaluated, however, the quality of the ideas should not be graded.

	No	Some	Yes
Student engaged in the free write activity.			
Student writes for the full five minutes.			

Total points: 8

Activity Five

Considering the Vocabulary of Historians (Approx. 5 minutes)

College and Career Readiness Standards: History/SS Reading– 6, 9

Ask students to explain how they used the following historical tools in the lesson:

FROM THE STUDENT ACADEMIC NOTEBOOK p 16

Activity

5 Considering the Vocabulary of Historians

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

Sourcing:

Contextualization:

Primary sources:

Assessment:

Outcome 4:

Students will be able to explain that sourcing, contextualization and chronology are aspects of history reading.

- Use Activity Five as your “exit slip” for the day.

	No	Some	Yes
Each “tool” is correctly identified.			
Student describes how each tool was used during the lesson.			
Student’s description included <i>why</i> each of the tools is used by historians.			
Sourcing- to help determine the perspective of the source, the purpose of the document and any bias that might be present.			
Contextualization- same as sourcing, placing the document in a time frame of events.			
Primary sources- documents from the time period or at the scene that help historians see various perspectives on an event (not just a historian’s perspective).			

Total Points: 18

Activity Six

Understanding the Prompt and Assignment (Approx. 40 minutes)

College and Career Readiness Standards: History/SS Writing– 1, 9, 10

Introduce the prompt based on the first half of this unit: 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 position with evidence from the texts. **Explain to the students that throughout this unit, they will be reading and discussing the concept of liberty and be able to respond the prompt in the context of three essential questions.** Ask students to review again the Essential Questions in their academic notebooks on page 17:

Were 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 60s as reflected in US foreign policy?

Have students read the prompt and the three essential questions and select, for now, which one most interests them and participate in the group activity. Alternatively, you can divide the class into three equal groups each focusing on one question. Ask students to review what is meant by the essential question and, what they would need to find out in order to answer the question. Monitor the group discussions and facilitate the understanding of the prompt and each of the questions.

Explain that part of their assignment will also be to participate in Socratic Seminar to discuss the answer to their essential question based on their readings throughout the unit. Show the video of a Socratic Seminar in an history classroom (<http://vimeo.com/19134099>). You can also find others on YouTube. **Emphasize to students that the discussion is not a debate, but an open exchange of ideas, which includes evidence from sources that have read, and requires everyone’s participation.**

Review the Graphic Organizers in the Academic Notebook for students to respond to the Essential Questions.

FROM THE STUDENT ACADEMIC NOTEBOOK p 17

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.

Were 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 60s as reflected in US foreign policy?

Have each group report out on their discussion of each Essential Question and what students will need to do to be successful.

Review the Graphic Organizer that the students will use to collect their evidence during the unit in order to prepare for the Socratic Seminar and the essay. Note each source will require students to identify each author’s claim and to locate evidence in the text to support that claim.

FROM THE STUDENT ACADEMIC NOTEBOOK p 19

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	Were concepts of liberty and equality reflected in US foreign policy? If so, how? If not, why not?	What conflicts existed in conceptions of liberty and freedom by those participating in the Cuban Missile Crisis? In the Vietnam Conflict?	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?
Political Cartoon	Author’s Claim		
	Evidence		

Review the rubric for assessing student participation in the Socratic Seminar (page 67). **Explain that the rubric will be used both as a self-evaluation and as a summative assessment for their participation in the Socratic Seminar.**

FROM THE STUDENT ACADEMIC NOTEBOOK p 67

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.	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

Assessments:

Outcome 5: Students will be introduced to the prompt for the writing assignment for the first half of the unit in light of the essential questions.

Evaluation Rubric			
Criteria			
Participates group discussion of assigned essential questions	Yes	Somewhat	No
Identifies and understands the work needed to be successful on the project	Yes	Somewhat	No
Total: 8			

Teacher Checklist

Use this list to ensure that you have completed all of the lesson components. I . . .

1. Introduced students to the academic notebook.
2. Discussed the role of photographs in history.
3. Showed background information on “Walls” and discussed the procedure students will use to interpret the photographs.
4. Had students read the context and revise their ideas based upon the new information.
5. Helped students to reflect on their ideas about liberty.
6. Asked students to define sourcing, contextualization and primary sources.
7. Reviewed the writing assignment and the Socratic Seminar activity for the project.

Lesson 2

Primary Document Analysis— Cuban Missile Crisis

Overview and Rationale:

Students are introduced to the content of the unit as they engage in a photographic analysis. The documents are designed to pique students' interest in the topic of the Cuban Missile Crisis while helping to build historical thinking skills they will use as they read in subsequent lessons. Students are asked to speculate about liberty as they analyze a photograph, political cartoon and two quotes. This speculation leads to a focus on the essential question guiding this unit. For students who have already completed Unit One in the history series, this lesson reinforces the way they learned to interpret photos and political cartoons in that unit.

Tasks/Expected Outcomes:

1. Students 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.
2. Students will speculate about the concept of liberty during the Cuban Missile Crisis.
3. Students will apply learned vocabulary to the lesson content.

College and Career Readiness Standards (CCRS)

History/Social Studies Standards: Reading

- 1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- 2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- 4 Determine the meaning of words and phrases as they are used in a text, including how an author uses and refines the meaning of a key term over the course of a text.
- 5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
- 6 Evaluate author's differing points of view on the same historical event or issue by assessing the author's claims, reasoning and evidence.
- 7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- 9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

History/Social Studies, Science and Technical Subjects: Writing

- 10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

English Language Arts Speaking and Listening

- 1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- 2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
- 3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Throughout this course, only grade 11-12 standards are used.

LDC

Skill and Ability List

Skills Cluster 1: Preparing for the Task

1. Bridging Conversation

Ability to connect the task and new content to existing historical knowledge, skills, experiences, interests, and concerns.

2. Speculative Writing

Ability to make a speculation about a topic or text prior to new learning.

Skills Cluster 2: Reading Process

1. History Epistemology

Ability to read historical documents as evidence and to adopt historical epistemology that texts must be understood as perspectives rather than truth.

2. Sourcing/Contextualization

Ability to use knowledge of source information and the time period of the writing to help determine the perspective of the author and the purpose for writing.

3. Using Multiple Texts

Ability to engage in the interpretation of multiple texts, requiring comparison and contrast, synthesis, and analysis.

4. History Terminology/Vocabulary

Ability to locate and understand words and phrases that identify key people, places, legislation, policies, government structures, institutions and other vocabulary necessary to understand history texts. This skill also includes the ability to interpret tone and perspective from the words a source uses.

(www.literacydesigncollaborative.org)

Materials:

- PowerPoint of documents
- Academic Notebook

Timeframe:

50 minutes

Targeted Vocabulary:

Words that help you talk about the discipline reinforced from previous lessons:

- Sourcing
- Contextualization
- Primary source

Activity One

Preparing for the Task (Approx. 10 minutes)

College and Career Readiness Standards: History/SS, Science and Technical Subjects Writing- 10

Introduce students to an *historical event*, the Cuban Missile Crisis, which was a major event in the Cold War. Ask students what they already know about the Cold War in order to gauge their background knowledge. Have students write what they know in a free-write, then discuss. Provide just enough background information about the Cold War so students are not confused.

For example, you might let students know that the president at the time of the Cuban Missile Crisis was John F. Kennedy and the Soviet leader was Nikita Krushchev. However, let the documents that are in this lesson lead to questions about what happened, because they will read about this later.

Ask students, “How do people learn about events like the Cuban Missile Crisis if they were not there at the time?” Students should include in their answers the need for utilizing documents from the time period. If this is the first unit in history they have encountered, extend the discussion with questions such as:

- Do the documents from the past always tell the same story?
- If not, how do historians decide what interpretation of the past they will create?
- How trustworthy might the following documents be?
 - A photograph.
 - A memoir of a prominent politician.
 - An audiotaped account of an event by a bystander.
 - A painting of a battlefield.
 - Another historian’s account.
- Why might they not be trustworthy?

As the students discuss these different documents, they should be realizing “truth” is elusive, and that historians have to make decisions about what information they will use.

FROM THE STUDENT ACADEMIC NOTEBOOK p 21

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?

(space provided)

Introduce the documents that will be analyzed in this lesson. Instruct students to analyze these documents using techniques that they may have learned in Unit One (Civil Rights). If they participated in that unit, they may recall the techniques shared by the National Archives for analyzing photographs and the consideration of these elements in political cartoons: symbolism, exaggeration, labeling, analogy and irony. If they did not, be sure to have students read the guide for political cartoons (below and in their academic notebooks) and discuss together. You can access the Unit One lesson in order to model it and provide some examples. Students should also understand that historians always consider the source and the context of the documents they analyze. That is, in order to tell if a document is trustworthy or not, they need to know something about where the document came from, who the audience was, what the author’s (or photographer’s) purpose was, when the document was created and what was happening at that time. Remind them of the first lesson, in which students read the context and source after looking at the photographs. These pieces of information help the historian (and students) to determine the perspective of the document and consider the climate or context in which the document was created. Finally, ask them be thinking about the theme of this unit—liberty—as they look at the photograph.

Activity Two

Analyzing the Documents (Approx. 20 minutes)

College and Career Readiness Standards: History/SS Reading– 1, 2, 5, 7, 9; Speaking and Listening– 1, 2, 3

Ask students to analyze the photograph below using the National Archives procedure and answering the questions in their academic notebook page 22. Give students two minutes to look at the photograph and: (1) describe the items, person and actions, (2) make three inferences about the photograph, (3) think of questions they have about it, and (4) speculate about what happened just before and right after the photograph was taken. Let students share these thoughts with each other in pairs or small groups, and then discuss as a whole group. During the discussion, encourage students to speculate about the time period, the perspective of the photographer (e.g., What was the photographer trying to show?) and the context in which the picture was taken.

FROM THE STUDENT ACADEMIC NOTEBOOK pp 22-23

Activity

2 Analyzing the Documents

1. Analyze this photograph 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(s).

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?

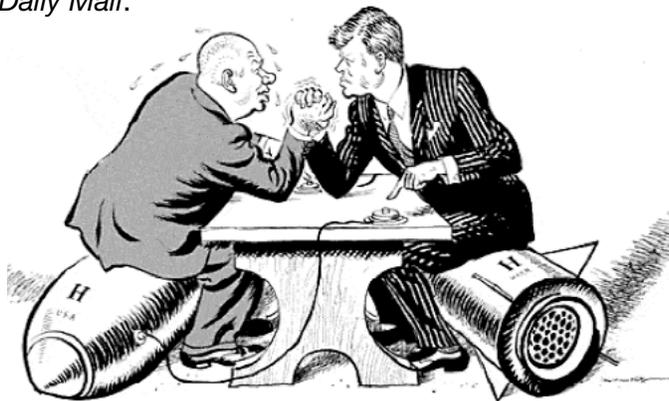
B. Where could you find answers to them?

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

For the cartoon, ask students to begin the same way they did the photograph—describing the items, people and actions. Then have students think of the techniques used in the cartoon (in this case symbolism [arm wrestling] and labeling). Ask students to decide the meaning of the cartoon. Students can discuss in pairs or small groups and then report out to the class, or you can have them do this exercise individually before a whole group discussion.

FROM THE STUDENT ACADEMIC NOTEBOOK pp 24-25

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/.](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?

(Space provided for answers to each question.)

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?

After they have analyzed the two documents, tell students that you have something to share: the photograph is a fake. There were no pictures of Khrushchev banging his shoe. Also, when this picture was taken (without the shoe), he was not saying, “We will bury you.” Ask students, “Does this change your previous reasoning? Why or why not? What does that tell you about using photographs as evidence? How would you go about deciding if a photograph is trustworthy?” (There is some controversy about the shoe-banging incident, with one person recalling that he did pick up his shoe after his watch broke from fist pounding, but others remember it differently. There is no video or photograph showing the incident. More can be read about this at Wikipedia at: http://en.wikipedia.org/wiki/Shoe-banging_incident.)

Ask students to read the two quotes in their academic notebook page 26. After doing so, they should answer these questions:

- What factual information is contained in the quotes?
- What can you infer from the quotes?
- What is the tone of the speaker? What does this tone say about the issues surrounding the quotes

FROM THE STUDENT ACADEMIC NOTEBOOK p 26

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.historyinanehour.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?

(space provided)

When students are finished with this task, ask them to explain their analysis. Encourage them to notice the difference in tone and message between the first and second quotes (“We will bury you,” versus, “We will wave to you”). Between the time of these two quotes, the Soviet Union had been the first in space.

Assessments:

Outcome 1:

Students 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.

	No	Some	Yes
Responses are thoughtful.			
Observations and inferences reflect important information drawn from the documents.			
Inferences are made about the source and context of the photo.			
Inferences are made about the source and context of the cartoon.			
Inferences are made about the source and context of the quotes.			

Total Points: 15

Activity Three

Returning to the Theme of Liberty (Approx. 10 minutes)

College and Career Readiness Standards: History/SS Reading– 9; History/SS Writing– 10

Ask students to think about what the historical sources—photograph, political cartoon and the quotes—say together about the Cold War and about liberty. They should write their thoughts in their academic notebook. Assure students they are just speculating at this time because they are relying on very little data. What else would help them be able to make a more informed hypothesis?

FROM THE STUDENT ACADEMIC NOTEBOOK p 27

Activity

3 Returning to the Theme of Liberty

1. Taken together, what do these documents say about liberty during the 1960s?
(space provided)

Assessments:

Outcome 2:

Students will speculate about the concept of liberty during the Cuban Missile Crisis.

- Grade the responses in students’ academic notebooks.

You may use the following criteria:

	No	Some	Yes
Responses are thoughtful.			
Responses use the documents as evidence.			

Total Points: 8

Activity Four

Considering Vocabulary (Approx. 10 minutes)

College and Career Readiness Standards: History/SS Reading– 4

Ask students to review the following vocabulary words and, in pairs, explain their meanings, as well as how they used them in this lesson.

FROM THE STUDENT ACADEMIC NOTEBOOK p 28

Activity

4 Considering Vocabulary

These 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

Assessments:

Outcome 3:

Students will apply learned vocabulary to the lesson content.

	No	Some	Yes
Student identifies the use of “sourcing”			
Student identifies the use of “contextualization”			
Student identifies the use of “Primary Sources”			

Total Points: 9

**Teacher
Checklist**

Use this list to ensure that you have completed all of the lesson components. I . . .

- 1. Introduced the lesson topic — the Cuban Missile Crisis.
- 2. Asked students about their prior knowledge and provided needed background on the Cold War.
- 3. Discussed with the students how historians could find out about the Cold War if they knew nothing about it.
- 4. Had students use the National Archives procedure to analyze the provided photograph.
- 5. Had students use the Political Cartoon Analysis Guide to analyze the cartoon (and provided modeling and practice if this is the first time they have used the guide).
- 6. Had students analyze the two quotes, paying attention to the dates and the changes in the tone of the quotes.
- 7. Had students consider the theme of “liberty” in light of the documents they analyzed.
- 8. Had students review vocabulary (sourcing, contextualization, primary sources and chronology) and explain how they used these tools in the lesson.

Lesson 3

Taking Notes from a Lecture

Overview and Rationale:

In college, students have to learn large amounts of information from lecture. Students must then integrate what they learned from lecture with the information they learn from textbooks and other sources. This integration is an important skill often not taught. In this lesson, students are taught to take notes from lecture and to make sense of those notes. In subsequent lessons, they will learn information from a textbook and some primary documents, and they will integrate this information in order to have a fuller understanding of the Cuban Missile Crisis.

This lecture provides background on the Cold War. This background information will help students contextualize the Cuban Missile Crisis. The lecture will also include information on the Cuban Missile Crisis and other points discussed in the textbook chapter. When students read the textbook, they may find information is totally overlapping (providing corroboration), complementary (providing new information, but still in keeping with the previous interpretation), or contradictory (providing new information that contradicts old information). It is important for students to recognize what kind of information is being presented. If the information completely overlaps, students should have more confidence in the interpretation of history, but if it contradicts, students need to contemplate why this is so, immediately returning to the source of information and looking for evidence of bias.

Tasks/Expected Outcomes:

1. Students will demonstrate understanding of the lecture through their lecture notes.
2. Students will show understanding of vocabulary words through the definitions they write in their academic notebooks and their talk-throughs.

College and Career Readiness Standards (CCRS)

Arts History/Social Studies Standards: Reading

- 2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- 4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text.

English Language Arts Listening and Speaking

- 1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Throughout this course, only grade 11-12 standards are used.

LDC

Skill and Ability List

Skills Cluster 2: Reading Processes

1. History Epistemology

Ability to read historical documents as evidence and to adopt historical epistemology that texts must be understood as perspectives rather than truth.

2. Sourcing/Contextualization

Ability to use knowledge of source information and the time period of the writing to help determine the perspective of the author and the purpose for writing.

3. History Terminology/Vocabulary

Ability to locate and understand words and phrases that identify key people, places, legislation, policies, government structures, institutions and other vocabulary necessary to understand history texts. This skill also includes the ability to interpret tone and perspective from the words a source uses.

4. Close Reading

Ability to interpret portions of text with particular questions in mind that reflect historian inquiry, and to use self-regulation to engage in problem solving strategies to interpret text.

5. Using Multiple Texts

Ability to engage in the interpretation of multiple texts, requiring comparison and contrast, synthesis, and analysis.

6. Annotation/Note-taking

Ability to read/listen purposefully and select relevant information; to summarize and/or paraphrase.

(www.literacydesigncollaborative.org)

Materials:

- PowerPoint Lecture
- Academic Notebook

Vocabulary:

Discipline Specific Vocabulary

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

Timeframe:

Approx. 100 minutes

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

Other Academic Vocabulary:

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

*Words that Help You Discuss
the Discipline:*

- Cornell note-taking

Activity One

The Modified Cornell Method of Note-taking (Approx. 10 minutes)

College and Career Readiness Standards: History/SS Reading– 2

Explain to students the dynamics of a professor’s lecture. Students will be listening to a lecture and will need to practice taking notes. As they take notes on the lecture, students should be thinking about the questions in the academic notebook page 30:

FROM THE STUDENT ACADEMIC NOTEBOOK p 30

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:

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

(space provided)

If students participated in the first history unit, they learned how to take notes using a modified Cornell method. In this method, they took notes on one side of the paper, and then put analogous information from the textbook chapter on the other side. You can remind them of what they already practiced. If students are new to this unit, you will need to model this kind of note-taking and allow them to practice with feedback before turning them loose on the lecture. If needed there is a PowerPoint on using Cornell Notes in the teacher resources at: www.sreb.org/ready. For example, lecture using one or two of the PowerPoint pages and show what you would take notes on. Then have students take notes on the next couple of pages and debrief.

Have students turn to their academic notebook page 31 to see how the note page looks.

FROM THE STUDENT ACADEMIC NOTEBOOK pp 30-31

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:		

Tell students to read the instructions for this kind of note-taking. **Emphasize they will be taking notes on one side of the page only, because later, they will be adding in information from their chapter reading.** Also remind students they should not try to copy down every word from the lecture, but use phrases or “paraphrase” using abbreviations whenever possible. Ask students to think about developing a short way to write certain words that re-occur, such as “&” for “and,” “w/” for “with,” “b/c” for because and so on. (This is where their texting skills might come in handy!)

Finally, discuss the kinds of information that matter in history. Students should pay attention when the following comes up in the lecture:

Activity Two

Taking Notes on a PowerPoint (Approx. 60 minutes)

College and Career Readiness Standards: History/SS Reading– 2; Listening and Speaking– 1

Use the PowerPoint provided for this lesson. This PowerPoint presents a great deal of material from World War II to the Cuban Missile Crisis. It will be important to get through the Bay of Pigs and Cuban Missile Crisis so that they can add chapter content that students will read in the next lesson. When you are showing PowerPoint pages, discourage students from copying down exact words.

When you have come to a stopping point, ask students to work with a partner, comparing notes.

After students have shared their notes, ask them how they would now answer the questions from the beginning of the lecture.

FROM THE STUDENT ACADEMIC NOTEBOOK p 32

Activity

2 Taking Notes on a PowerPoint

- 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.

Students should especially pay attention when a lecturer interrupts a chronological narrative and says something like, “and the reason this is important,” “there were three causes,” or provides some other clearly interpretive comment. The lecturer is doing what historians do—interpreting the facts—making claims about significance, relationships, motivations and tactics. These comments help students determine the perspective of the instructor, and that information has a good chance of being on a test.

FROM THE STUDENT ACADEMIC NOTEBOOK pp 33-34

- 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?

Ask students these additional questions, if the points were not raised during discussion. Make sure students provide answers based on the lecture information.

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.

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

Assessment:

Outcome 1:

Students will demonstrate that they have understood the lecture through their lecture notes. Use the following rubric.

Note-taking Rubric

	No	Some	Yes
Notes capture significant information (people, events, motivations/goals, tactics, etc.).			
Notes paraphrase rather than copy.			
Notes use symbols and/or abbreviations.			
Notes are accurate.			
Participates in discussion using notes to support points made			

Total Points: 21 (The first four items are worth up to 4 points each. The last item is worth up to 5 points)

Activity Three Vocabulary (Approx. 30 minutes)

College and Career Readiness Standards: History/SS Reading– 2; Listening and Speaking– 1

Ask students which words were difficult. The following is a list of words and their context. These may be some of the words students identify. Work with students to resolve the meanings of words they still do not understand.

FROM THE STUDENT ACADEMIC NOTEBOOK pp 35-37

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)

Students can work in groups to find definitions to the words they do not know, using the following format for each word.

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

Show students how to use the discipline specific-vocabulary to talk-through the concepts (explain their meaning within the context of the lecture). Students can work in pairs and take turns talking through the words.

Remind students that a Talk-Through involves working with a partner. The student explains what he has learned about each term to a partner, without looking at notes. The partner does have notes, and listens for accuracy and thoroughness, asking for clarifications and correcting errors. If the student doing the Talk-Through gets stuck, he or she can refer to notes, then put them down before proceeding. If students have not done talk-throughs prior to this lesson, model the process with one of the terms.

FROM THE STUDENT ACADEMIC NOTEBOOK p 38

Discipline Specific Vocabulary

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

People

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

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

Policies/Doctrines

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

Organizations

- Communism
- NATO
- NASA

Assessment:

Outcome 2:

Students will show understanding of the targeted vocabulary words through the definitions they write in their academic notebooks.

Use the following criteria:

	No	Some	Yes
Notes include key vocabulary words.			
Vocabulary words students have studied have accurate definitions.			
Student conveys accurate information in Talk-Through.			
Student conveys thorough information in Talk-Through.			

Total Points: 12

**Teacher
Checklist**

Use this list to ensure that you have completed all of the lesson components. I . . .

1. Introduced students to the Cornell Note-taking method and the guiding questions.
2. Modeled note-taking as needed.
3. Explained to students what they should look for when taking notes.
4. Showed the PowerPoint and gave a lecture while students took notes.
5. Had students get into pairs or small groups and compare notes.
6. Asked students for their answers to the guiding questions.
7. Asked students subsequent questions.
8. Had students determine meanings of unknown vocabulary words.
9. Had students participate in talking through discipline-specific vocabulary.

Lesson 4

Annotating a Chapter— Cuban Missile Crisis

Overview and Rationale:

Students will need to read various kinds of sources in order to gain a deep understanding of history. One of these, in college, is a history textbook. Textbooks in history provide students with an overview of a particular topic. They can be somewhat deceiving, however. Readers assume that what they are reading is absolutely true because the chapters are written in narrative form, not in argument form. Yet, the narratives are the creation of historians' analysis of other historians' writings and their interpretation of documents and other artifacts in relation to their own conjectures about how the past unfolded. Statements that specify that causes were political, legal or social, or that some events are more significant than others, for example, are not statements of fact but reasonable interpretations of historical information. Thus, historians know that history textbook chapters contain implicit arguments or claims and the source (author) and context in which a textbook is written is important. Interpretation is complicated by the fact that textbooks can be considered *tertiary* sources. That is, textbook authors are often relying on secondary sources of information (written by historians) rather than their own assessments of primary documents. Nevertheless, what they choose to emphasize and what they leave out, the claims they make, and the details they provide are *decisions* the authors make. Thus, two textbooks may treat the same topic differently.

What textbooks do allow, however, is an overview of a period or a series of events that readers would not get if they only read primary sources. Students can use this kind of summary information as background that can provide context when they dig deeper into a particular topic. As long as students understand that textbook information should be questioned, the textbook information can be valuable.

The sections of the textbook chapter in this unit present a somewhat chronological treatment of the Cold War up to and including the Cuban Missile Crisis. In addition, the chapter includes several features: guiding questions, headings and subheadings that specify different topics; photographs from the time period with captions, maps, political cartoons, etc. Students need to consider all of these elements if they are going to understand what this source has to say.

Annotation is a way for students to mark the text while they are reading. Annotations can be used in *any* field, because *what* is annotated can be tailored to the specific requirements of the discipline. In history, annotations should focus on the elements of the text that are important to historians: events, people, places, policies and documents; statements of cause and effect, chronology, significance; comparisons and contrasts; geographical, political, social, legal, other categorizations of events, and so on. Paying attention to these elements will help students to understand

important historical information. At the same time, students need to pay attention to the source of this information and question the claims of the author.

This lesson focuses on understanding the information in the chapter sections, synthesizing the lecture and the textbook and thinking about causes and effects using a pattern organizer. Students also engage in vocabulary study and, using the Pattern organizer, make a timeline of the Cuban Missile Crisis.

*If students did not participate in Unit One, this lesson will take longer. You will need to make some decisions about what you have time to teach. Most important is that students dig into the text to do some interpretation. You could assign certain pieces for homework—the reading of the Tindall and Shi text or the graphic organizer.

Tasks/Expected Outcomes:

1. Students will demonstrate through their annotations and discussions their ability to engage in close reading.
2. Students will show through their annotations their ability to identify historically important information about the Cuban Missile Crisis from reading.
3. Students will increase their understanding of vocabulary.
4. Students will combine information from lecture and text and use a Pattern organizer to show their understanding of the events, causes and effects of the Cuban Missile Crisis.
5. Students will reflect on the relationship between what they are reading and the theme/essential questions.
6. Students will exhibit class behaviors of close reading of complex texts.

College and Career Readiness Standards (CCRS)

History/Social Studies Standards: Reading

- 1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- 2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- 4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
- 5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
- 6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
- 7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- 8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
- 9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

History/Social Studies, Science and Technical Subjects: Writing

- 10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

English Language Arts Speaking and Listening Standards

- 1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- 2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Throughout this course, only grade 11-12 standards are used.

LDC

Skill and Ability List

Skills Cluster 2: Reading Process

1. History Epistemology

Ability to read historical documents as evidence and to adopt historical epistemology that texts must be understood as perspectives rather than truth.

2. Sourcing/Contextualization

Ability to use knowledge of source information and the time period of the writing to help determine the perspective of the author and the purpose for writing.

3. Annotation/Note-taking

Ability to read purposefully and select information relative to the study of history; to summarize and/or paraphrase important historical information.

4. History Terminology/Vocabulary

Ability to locate and understand words and phrases that identify key people, places, legislation, policies, government structures, institutions and other vocabulary necessary to understand history texts. This skill also includes the ability to interpret tone and perspective from the words a source uses.

5. Close Reading

Ability to interpret portions of text with particular questions or foci in mind that reflect historian inquiry, and to use self-regulation to engage in problem solving strategies to interpret text.

6. Relationships among Events

Ability to determine relationships among events that show change over time such as chronology and causality, to distinguish significant from less significant events, and to categorize events using historical frameworks (political, social, economic, etc.)

7. Using Multiple Texts

Ability to engage in the interpretation of multiple texts, requiring comparison and contrast, synthesis, and analysis.

Skills Cluster 4: Writing Process

1. Summarizing from Multiple Sources

Ability to write a summary based on details from multiple sources.

(www.literacydesigncollaborative.org)

Materials:

- Chapter from Tindall and Shi, *The Americans*: Sections titled: Early Setbacks; The Cuban Missile Crisis
- G-SPRITE
- Academic Notebook
 - Annotation Evaluation
 - Pattern organizer

Vocabulary:

Discipline Specific Vocabulary

Organizations

- Central Intelligence Agency (CIA)
- Joint Chiefs of Staff
- National Security Council

Documents

- Test Ban Treaty

Events

- Blockade or quarantine
- Hotline
- Bay of Pigs Debacle

General Academic Vocabulary

- timidity
- sarcastic
- volatile
- intractable
- ratified
- Imminent
- redress
- strategic
- relished
- substantive

Words that help you discuss the discipline

- annotation
- cause/effect
- close reading

Timeframe:

100 minutes

People

- Nikita Khrushchev
- President Kennedy
- Fidel Castro
- Robert Kennedy

Places

- Bay of Pigs
- Berlin
- Turkey

- hedgehog
- acquiescence
- deterrent
- demoralize
- détente
- blockade
- quarantine
- blustered
- obsolete

Activity One

Orientation to the Task (Approx. 10 minutes)

College and Career Readiness Standards: History/SS Reading– 6

Explain to students a textbook chapter can be a good source of information because it provides an overview of events and their interpretation. Students will begin reading a portion of the chapter from *The Americans* called “New Frontiers: Politics and Social Change in the 1960s” to get an overview of the Cuban Missile Crisis.

The chapter is written by George Tindall and David Emory Shi. Tindall died in 2006. He was an American author, historian and a professor at the University of North Carolina, Chapel Hill. He was a graduate of Furman University. In World War II, he served in the army in the South Pacific. He grew up in the South, and many of his books were about the South. Shi was the president of Furman University from 1994-2010. In addition to his interest in American history, he is also knowledgeable about such topics as sustainability and leadership. Ask students what this author’s information tells them about the text information they are about to read. For example, is it important that they are both Southerners? Can we expect these authors to be objective or biased? What else would we have to know to make that decision?

Preview the chapter with students. Ask students to look at headings and subheadings and the extra features this chapter includes; remind them that these features will aid their understanding of what Tindall and Shi say. Then discuss this preview with students, asking questions such as, “Are there topics you know about that happened during this time period that Tindall and Shi are leaving out? What do you think Tindall and Shi would like you to understand about the JFK’s years as president?” (If students participated in the first history unit, you can ask them how this text compares to the Faragher text read previously.) There are fewer features, so this chapter covers a greater period of time but in less depth. However, there is a timeline, a chapter summary, maps, photographs and political cartoons. It is written in narrative style. Within topics, the text proceeds chronologically, but the topics overlap in time. For example, JFK’s involvement in the Civil Rights Movement and his involvement in the Cuban Missile Crisis and Vietnam happened within a similar time period, but they are covered as separate topics.

Activity Two

Analyzing History Texts (Close Reading) (Approx. 30 minutes)

College and Career Readiness Standards: History/SS Reading– 1, 2; Speaking and Listening– 1

If students completed History Unit 1: Civil Rights, remind them of the strategy they used called G-SPRITE. If not, introduce them to G-SPRITE by having them read about it in their academic notebooks page 40. Historians often think of societal systems and their categories, as expressed by G-SPRITE, when they analyze past events. For example, it helps to understand the Cold War from a political, technological, social and economic standpoint.

To help students understand these categories, if they have not completed Unit One, consider using a familiar example of an event and have them talk about categories of

causes or influences and effects. For example, have students think about a significant time in their lives (getting their driver's license, turning 16, or being chosen for a team). Or you can think of a historical event that everyone knows about or is in the news and discuss the categories (e.g., the crisis in Syria or the 9/11 attack). Students can then decide among the following categories the ones that apply.

FROM THE STUDENT ACADEMIC NOTEBOOK p 40

Activity

2 Analyzing History Texts

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.

Remind students, as they read, to annotate with those historical frameworks in mind. That is, if students read about something that can be classified as *economic, religious, political, etc.*, they should make a notation in the margin about that information. Also, have them read the following list. If students participated in Unit One, simply remind them that they should be reading for the following:

FROM THE STUDENT ACADEMIC NOTEBOOK p 40

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.

Also, remind students that in narrative history writing, authors write about actors who engage in activities to meet their goals within a particular time period and place, in a particular way and with particular consequences or effects. Sometimes authors contend that these tactics or actions have *political, social, cultural* or other kinds of implications.

If students did not participate in Unit One, you will need to model annotating by reading a paragraph or two of the chapter, stopping occasionally to discuss your thought processes and annotating in the margins of the chapter. Then, have students do a paragraph or two and discuss what they annotated before having students work in groups or independently.

Explain many of these important aspects of history, such as the relations among events and an actor's motivations or how successful an individual is at meeting his or her goals, are not necessarily known—they are the *interpretations* of historians who have read a number of texts and artifacts. Illustrate these points by studying the following sentences taken from Tindall and Shi's chapter. Prior to the discussion, you should locate these quotes in the text.

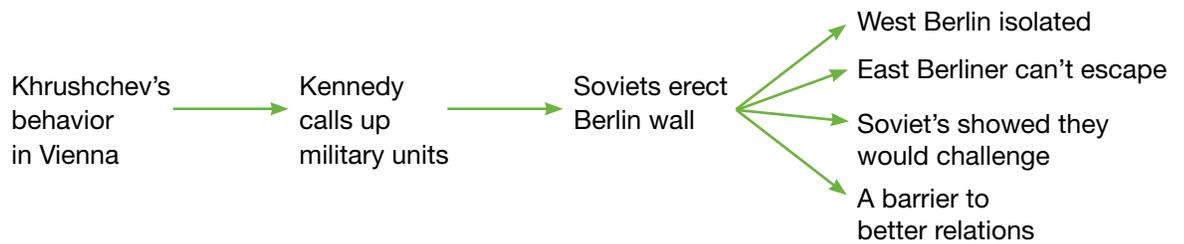
John Kennedy's record in foreign relations, like that in domestic affairs, was mixed, but more spectacularly so.

This sentence is a claim by the historians. The rest of the section about JFK's foreign relations (including the section on the Cuban Missile Crisis) is support for this claim, in that it includes Kennedy's failures and successes. So, even though the chapter is written in narrative form, the authors are making arguments.

Model the interpretation of this paragraph that begins with Kennedy meeting Khrushchev in Vienna.

Khrushchev bullied and browbeat Kennedy and threatened to limit Western access to Berlin, the divided city located 100 miles within Communist East Germany... Kennedy, in turn, was stunned by the Soviet leader's aggressive demeanor. Upon his return home, he demonstrated his resolve by calling up Army Reserve and National Guard units. The Soviets responded by erecting the Berlin Wall, isolating West Berlin and preventing all movement between the two parts of the city. The Berlin Wall plugged the most accessible escape hatch for East Germans, demonstrated the Soviets' willingness to challenge American resolve in Europe, and became another intractable barrier to improved relations between East and West.

Here, the authors are making a cause/effect chain of events (one event causes another event that causes another event, so that each event is both an effect and a cause). The chain looks something like this:



Help students understand that the events are chronological in nature, and the historians are *inferring*, based upon evidence, the cause/effect relationships. Although in this case, the cause/effect nature might seem self-evident, it is not always clear. Did Kennedy state publicly his motivations for calling up the National Guard? If not, could there be other reasons why he might do so?

Also, help students to notice that the historians attributed four effects of the erection of Berlin Wall, signaling the event's significance. Another historian, however, might have listed fewer or more effects.

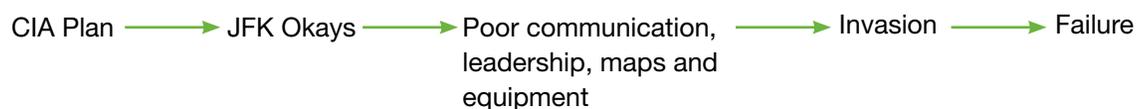
Finally, ask students to use G-SPRITE to interpret the paragraph. The events leading to the Berlin Wall, as depicted by Tindall and Shi, were political in nature, but the effects were geographical and perhaps social as well as political. Another historian might have mentioned the economic effect it had on West Berlin.

Let students work in pairs or small groups to analyze the following text:

Upon taking office, he (Kennedy) learned that a secret CIA operation was training 1,500 anti-Castro Cubans for an invasion of the homeland. The Joint Chiefs of Staff assured the inexperienced Kennedy that the plan was feasible in theory; CIA analysts predicted that the invasion would inspire Cubans to rebel against Castro and his Communist Regime.

But the scheme, poorly planned and poorly executed, had little chance of succeeding. When the ragtag invasion force landed at the Bay of Pigs in Cuba on April 17, 1961, it was brutally subdued in two days; more than 1,100 men were captured. Kennedy called the bungled invasion a 'colossal mistake.' The planners had underestimated Castro's popularity and his ability to react to the surprise attack. The invasion also suffered from poor communication, inaccurate maps, faulty equipment, and ineffective leadership.

When students are finished, ask for their interpretations. Note that this text has cause (a plan) and effect (a failure), but there are also reasons for the failure. Is there a way students could depict this text graphically? Possibly students could do something like the following, but other depictions would also work.



If students were using G-SPRITE, what would their analysis be?

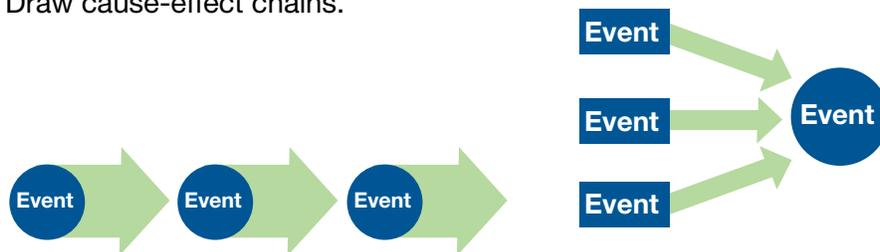
Informal Assessment: Listen to each group's conversations to see if they understand the text at the targeted level. See pages 62-64; use the close reading checklist to note appropriate close reading behaviors.

Activity Three Annotating the Text (Approx. 20 minutes)

**College and Career Readiness Standards: History/SS Reading– 1, 2;
Speaking and Listening– 1**

Explain to students that the exercise they just completed will help them to engage in *close reading* of important parts of the chapter sections they are about to read, but they cannot possibly talk over every sentence in every section that they read. What students can do to help themselves pay attention to meaning, however, is to annotate, or to take notes right on the textbook pages. If they have not annotated before, tell students they can do a number of things to the words on the page, such as (academic notebook page 41):

- 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.

Show students a model of an annotated page and talk through the different kinds of annotations and their purpose.

Provide 15-20 minutes for students to read and annotate the assigned section of the chapter. You may have them work in pairs or small groups and compare their annotations.

When finished reading and annotating, have students fill out the Annotation Evaluation for history in their academic notebooks page 42.

FROM THE STUDENT ACADEMIC NOTEBOOK p 42

Activity

3 Annotating the Text

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 Four

After-reading Discussion and Vocabulary (Approx. 20 minutes)

College and Career Readiness Standards: History/SS Reading– 1, 2, 4; Speaking and Listening– 1

Questions for close reading:

Begin a discussion of the chapter with open-ended questions and, as students provide answers, follow up with more specific questions as needed.

1. What did Tindall and Shi have to say about the Cuban Missile Crisis?
2. What claims were they making?
3. What evidence did they use to back up those claims?
4. Did they make cause-effect claims? Did they make claims about effectiveness (or lack thereof)? Provide examples of these claims.
5. What language did they use to signal their position about the Bay of Pigs and the Cuban Missile Crisis? (“President Kennedy wisely opted for a blockade.” The Joint Chiefs of Staff assured the *inexperienced* Kennedy that the plan was feasible in theory.” About the Bay of Pigs: it was a *fiasco*, a *colossal mistake*, *bungled*, a *clumsy invasion*.)
6. In the paragraph following the one about the Bay of Pigs, Tindall and Shi discuss the meeting between Khrushchev and Kennedy in Vienna. In putting these two events together, are the authors signaling a cause/effect relationship? Why or why not?
7. How do Tindall and Shi portray the motivations of the Soviets in placing missiles in Cuba? What about the motivations of Kennedy in deciding to stand up to the Russians?
8. Do Tindall and Shi have sufficient evidence to back up their interpretations of the past? What kind of evidence are they using? If it is not sufficient, what kind of evidence would you need?
9. What categories of historical information did you identify in this section of the text? Refer to G-SPRITE. (Students might identify ideological, political, geographical or technological.)

Vocabulary:

Ask students to talk through the following discipline-specific strategy and put this vocabulary on a chart placed in the room.

FROM THE STUDENT ACADEMIC NOTEBOOK p 43

Activity

4 After-reading Discussion and Vocabulary

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
- quarantine
- hotline
- Bay of Pigs
- Cuban Missile Crisis

People

- Nikita Khrushchev
- President Kennedy
- Fidel Castro

Places

- Bay of Pigs
- Berlin
- Turkey

Documents

- Test Ban Treaty

Have students interpret the following sentences, paying attention to the meaning of the underlined words. If students have difficulty with the words, help them to use context, analyze word parts and use resources such as glossaries/dictionaries. Model vocabulary annotation by putting a synonym for each of the underlined words in the margins (with a connecting line).

Also, help students get the sense of a word's connotation. For example, "timidity" is a negative term, with an opposite word being "bravery" or "bravado." One thinks of a timid person as being perhaps mouse-like, wincing and pleading, "Please don't hurt me." Why did Eisenhower portray Kennedy that way?

Former President Eisenhower characterized Kennedy's role in the clumsy invasion as a "profile in **timidity** and indecision," a **sarcastic** reference to Kennedy's book *Profiles in Courage* (1956).

The **volatile** Khrushchev bullied and browbeat Kennedy...

The Berlin Wall... became another **intractable** barrier to improved relations between East and West.

Their motives were to protect Cuba from another American-backed invasion, which Castro believed to be **imminent** and to **redress** the **strategic** imbalance caused by the presence of US missiles in Turkey aimed at the Soviet Union.

Khrushchev **relished** the idea of throwing "a hedgehog at Uncle Sam's pants."

Kennedy also worried that **acquiescence** to a Soviet military presence would weaken the credibility of the American nuclear **deterrent** among Europeans and **demoralize** anti-Castro elements in Latin America.

Kennedy wisely opted for a naval **blockade**, which was carefully disguised by the **euphemism quarantine** since a blockade was technically an act of war.

Tensions grew as Khrushchev **blustered** that Kennedy had pushed humankind "toward the **abyss** of a world nuclear-missile war."

...and the removal of **obsolete** American missiles from Turkey, Italy, and Britain.

The treaty, **ratified** in September 1963, was an important symbolic and **substantive** move toward **détente**.

Assessments:

Outcome 1:

Students will demonstrate through their annotations and discussions their ability to engage in close reading.

Outcome 2:

Students will show through their annotations that they are identifying historically important information about the Cuban Missile Crisis from reading.

- Annotations, annotation evaluation and partner discussions.

Use the same annotation checklist that students use for self-evaluation. Also consider using the close reading checklist (at the end of this lesson). For discussion, you may want to use the following rubric.

	No	Some	Yes
Student completes the annotation evaluation.			
Student participates in discussion.			
Student references text in answers.			
Student’s answers are thoughtful/reasonable.			
Student is able to identify claims and evidence, including cause/effect claims.			
Student can explain the motivations of Khrushchev and of President Kennedy.			
Student can identify G-SPRITE elements in text.			

Total Points: 21

Outcome 3:

Students will increase their understanding of vocabulary.

Have students produce an exit slip, giving an explanation of two discipline and two general academic vocabulary words. Or, if not using an exit slip, a short quiz can be administered using a few (but not all) of the words. A certain number of points can be awarded per word. Total points for either assessment: 20

Activity Five

Combining Lecture and Text (Approx. 15 minutes)

College and Career Readiness Standards: History/SS Reading– 6, 7, 9; History/SS, Science and Technical Subjects Writing– 10; Speaking and Listening– 1, 2

Have students return to their lecture notes from the previous lesson and ask them to add notes at appropriate places so that their Cornell Notes will be a combination of lecture and text reading. Students should add these notes in the empty column. If there is information that is discussed in both the lecture and the text, students should

determine if the information is completely overlapping (lecture and text say the same thing), if the information is complementary (different information, but the text adds similar kinds of information to the lecture) or contradictory (the text contradicts the lecture). If it is completely overlapping, they already have the information in the lecture notes and don't need to add anything. If it is new information that complements, they should add it. If it is contradictory, they need to add it and mark it in some way, so that they can come back to it later in order to resolve the contradiction (or to at least find out why there is a contradiction; for example, that the sources represent different perspectives.) Give them time to do this, working in pairs or small groups, if you desire, then share out in a whole group discussion the kinds of information they added. In this particular assignment, most of the text information will come at the end of their notes, with the Bay of Pigs and Cuban Missile slides.

FROM THE STUDENT ACADEMIC NOTEBOOK p 44

Activity

5 Combining Lecture and Text

Take out the Cornell notes you took on the Cold War lecture. Add in 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.)

That activity asks students to integrate information from different sources—a critical part of doing well in college courses. In the next activity, students are *making sense of* what they learned from the lecture and what they learned from reading. Historians look for patterns. This organizer shows multiple elements working together in cause-effect relationships. Have them look at the Pattern organizer in their academic notebooks and talk through the instructions with them. Also, have them refer to both their notes and annotations. First, model the activity by taking one important piece of information from the Cornell notes page and placing it in the Pattern organizer. For example, one cause of the Cuban Missile Crisis may have been the erection of the Berlin Wall by the USSR. The Berlin Wall would be put into a “cause” bubble and in also in the sequence of activities. However, because the sequence should be chronological, tell students that they should first determine what events they will put into the chronology, and then place them in time-order. An effect of the Cuban Missile Crisis might be the installation of a “hot “line. Those directly involved would be Robert Kennedy, Castro, Khrushchev and President Kennedy.

Let students know that the can add bubbles and event lines. Consider giving students larger pieces of paper and letting them draw their own Pattern organizer to accommodate more or fewer items, or, they could use technology to create one.

Also, let students know there is no one “perfect” Pattern organizer with “right answers.” Just as historians organize events in different ways to show cause and effect, students will as well.

Consider letting students work together on this activity, or at least talk through their work with a partner. When finished, ask several students to share their work with the whole class as time allows.

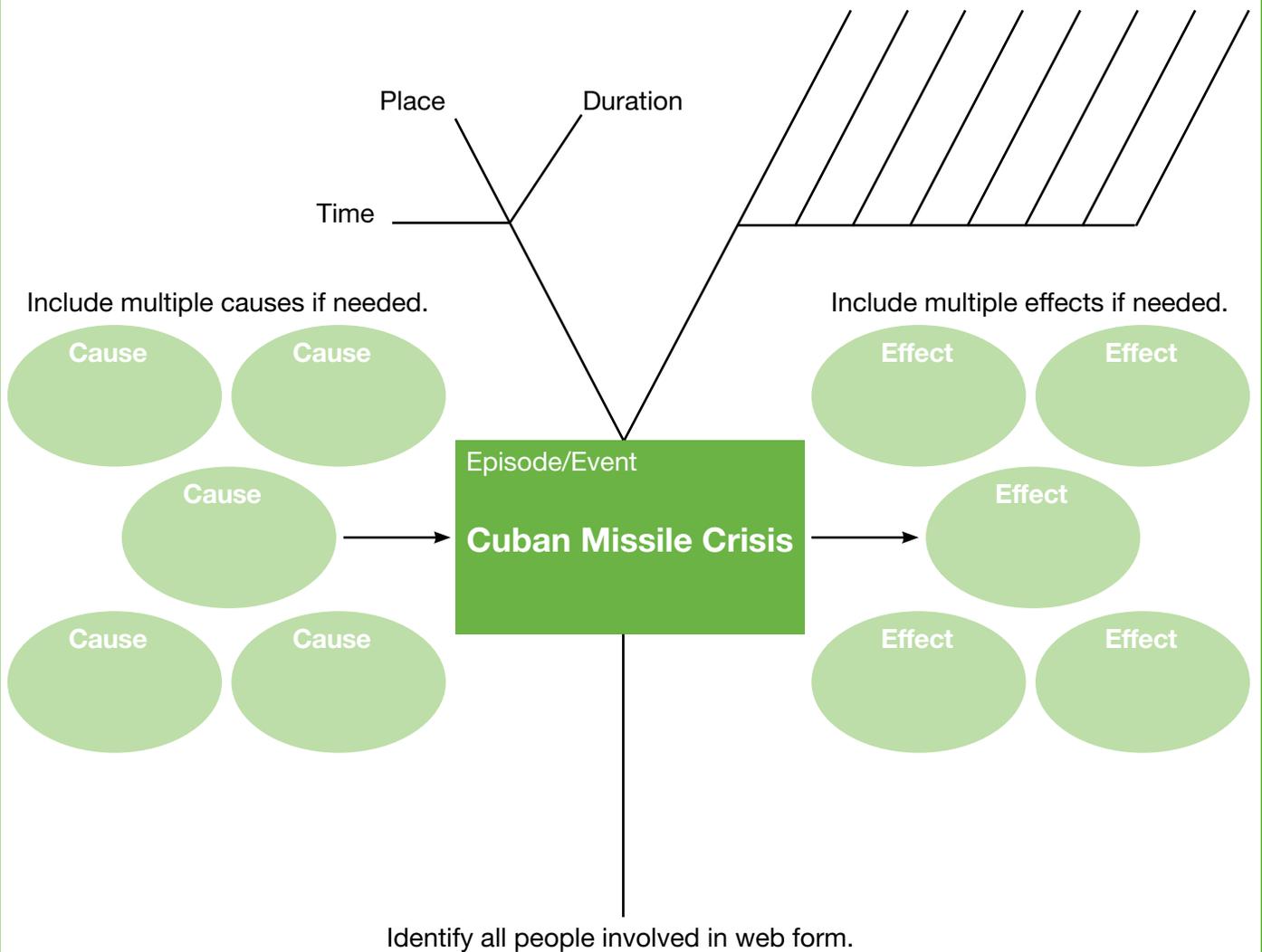
FROM THE STUDENT ACADEMIC NOTEBOOK p 44

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.



Assessment:

Outcome 4:

Students will combine information from lecture and text and use a Pattern organizer to show their understanding of the events, causes and effects of the Cuban Missile Crisis.

The following criteria can be used to evaluate the Pattern organizer:

	No	Some	Yes
Student identified multiple causes.			
Student identified multiple effects.			
Student put events in chronological order.			
Student identifies people shows their relationship.			
Student’s entries are corroborated by text information.			

Total Points: 15

Activity Six

Thinking about the Theme (Approx. 5 minutes)

College and Career Readiness Standards: History/SS Reading– 7, 9; History/SS, Science and Technical Subjects Writing– 10

Have students complete a paragraph addressing the following questions (page 45):

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?

Assessment:

Outcome 5:

Students will reflect on the relationship between what they are reading and the theme/ essential question.

- Paragraph

	No	Some	Yes
Paragraph draws connections between text and theme.			
Paragraph addresses both US and Soviet conceptions.			
Paragraph is written in reasonable prose.			

Total Points: 15

Close Reading in History

(From History Intervention Team Project READI)

What is close reading in history?

Zeroing in on and carefully reading a portion of text with particular questions in mind that reflect historical inquiry and using self-regulation to engage in problem solving strategies to interpret text.

What skills or strategies does close reading serve?

1. Knowing when to back off and when to dig in to understanding a particular portion of text (depending on whether it helps understanding or helps answer historical inquiry questions).
2. Entertaining conjectures and hypotheses regarding historical inquiry questions while reading text and reading for answers to historical inquiry questions using historical knowledge frameworks.
3. Carefully considering an author's use of language and word choice.
4. Noticing differences in language with other subject matter discourses or informal discourse. Interpreting words and sentences in light of knowledge of historical discourse (e.g., dated terms and sentence structures, metaphorical meanings of words).
5. Synthesizing information in and across portions of texts to create a mental model about historical events and issues.
6. Using knowledge of historical thinking to interpret text: engaging in sourcing (looking for date, author, type of publication, intended audience, etc.), contextualizing the text to determine author/actor perspective and purpose and using that information to inform interpretation and evaluation of historical text.
7. Relating what is read in one part of the text to other parts of the text, to other texts, to what one already knows (corroboration).
8. Identifying an author's claims and the evidence for those claims and evaluating whether that evidence is complete and coherent.
9. Identifying evidence that will answer historical inquiry questions and evaluating evidence based upon author/actor's perspective.

What do teachers need to do to encourage close reading?

1. Create participation structures and classroom norms that encourage students to grapple with text meaning alone and with others (this will take explanation, modeling, practice and feedback), and assess the participation of all students in reading and intellectual work.
2. Provide significant amounts of time for close reading.
3. Refrain from explaining text or meaning to students. Rather, allow students to determine meaning on their own and with other students.
4. Engage in formative assessment and re-teaching. Circulate to provide timely support to students who are having difficulty (such as encouraging students to think of strategies they have at their disposal and guiding them through the use of those strategies). Use prompts such as the following to scaffold student's problem solving:

What do you know/understand so far? How does this relate to the questions guiding the reading?

What have you tried so far? What else could you do?

Did you look at this part of the text? How does reading that help?

Did anyone else have that question or confusion? What did they do?

Let's look at our reading strategies list to see what you might try.

When you've tried this out, let's talk about how that helped and what you figured out.

5. Use what you've learned from students' reading to frame instruction. For example, if students are interpreting events in light of today's norms and are unable to understand the context in which the events took place, provide more instruction that helps them understand the context (that is, use historical empathy).
6. Teach students skills and strategies that are served by close reading (see Skills and Strategies list) using modeling and explanation, guided practice and independent practice feedback.
7. Provide instructional supports such as comparison contrast charts, annotation guides, note-taking formats, etc., for students to use while engaging in close reading, and explain, model and provide guided practice, independent practice and feedback in using the support.

What does it look like when students are engaged in close reading (observable behaviors)?

1. Students are talking to each other about their interpretations of the text, entertaining hypotheses about what the text means and resolving problems and confusions in at the word level and beyond.
2. Students are referencing and cross-referencing the text in these discussions, pointing to particular places in the text, reading particular words and sentences from the text, etc.
3. When students are reading alone or with others, they are annotating the text, taking notes in other forms, circling words, marking points of confusion and using instructional supports. These annotations, notes and instructional supports should indicate significant reader text interaction and attention to elements of historical reading (from the Skills and Strategies section).
4. Students develop their own text-based questions and discuss the textual evidence that answers those questions (in addition to grappling with the questions that are meant to guide the reading).
5. Students' notes and discussions include evidence of sourcing, contextualization, corroboration, author's use of language and other elements in the Skills and Strategies section.
6. In whole-class discussions, students participate actively and make comments referencing the texts and their notes. When others make interesting comments, students write notes about these comments and respond to them.

Close Reading Behaviors Checklist

- 1. Students are talking to each other about their interpretations of the text, entertaining hypotheses about what the text means and resolving problems and confusions in at the word level and beyond.
- 2. Students are referencing and cross-referencing the text in these discussions, pointing to particular places in the text, reading particular words and sentences from the text, etc.
- 3. When students are reading alone or with others, they are annotating the text, taking notes in other forms, circling words, marking points of confusion using instructional supports. These annotations, notes, and instructional supports should indicate significant reader text interaction and attention to elements of historical reading (from the Skills and Strategies section).
- 4. Students develop their own text-based questions and discuss the textual evidence that answers those questions (in addition to grappling with the questions that are meant to guide the reading).
- 5. Students’ notes and discussions include evidence of sourcing, contextualization, corroboration, author’s use of language and other elements in the Skills and Strategies section.
- 6. In whole-class discussions, students participate actively and make comments that reference the texts and their notes. When others make interesting comments, students write notes about these comments and respond to them.

Score each on a scale from zero to three, with:

0 = not evident; 1 = beginning; 2 = developing; 3 = proficient

Student Name	Talk	References to Text	Use of supports	Questioning	Work products	Active participation

Assessment:

Outcome 6:

Students exhibit clear behaviors of close reading of complex text.

	No	Some	Yes
Evaluate using the Close Reading Behaviors Checklist above			

Total Points: 18

Teacher Checklist

Use this list to ensure that you have completed all of the lesson components. I . . .

- 1. Discussed the textbook chapter authors and had students preview the text.
- 2. Discussed G-SPRITE.
- 3. Helped students interpret important historical information, using selections from Tindall and Shi text.
- 4. Had students annotate the text excerpt and discuss in pairs or small groups.
- 5. Had students self-evaluate their annotations.
- 6. Engaged students in open-ended discussion, and then asked appropriate follow-up questions.
- 7. Had students talk through discipline-specific vocabulary.
- 8. Discussed with students their interpretations of targeted academic vocabulary.
- 9. Modeled to students how to integrate text and lecture notes and gave them time to do it.
- 10. Worked with students to complete the Pattern organizer on the Cuban Missile Crisis.
- 11. Had students return to the theme and engage in a five-minute free-write.

Lesson 5

Reading Primary Documents

Overview and Rationale:

The primary documents used in this unit explore the communications among the various Russian and US individuals key to the Cuban Missile Crisis. As with other primary source documents, historians are careful to interpret these after considering the perspective of the speaker, the audience, the time period and the context in which they were made. Historians treat these kinds of communications as acts by speakers with particular views and even biases, to particular audiences, for particular purposes that are grounded in the salient events that surround the speeches. These purposes are played out in the words the individuals use.

In order for students to understand these points, history educators often use an acronym: SOAPStone. This acronym stands for: **S**ource, **O**ccasion, **A**udience, **P**erspective, **S**ubject, and **T**one. Students can recall this acronym when they are confronted with the task of interpreting documents. Of course, students should also rely on what they have learned about history reading (e.g., annotation guides, G-SPRITE, Pattern organizer).

Skilled readers of history know that a true understanding of a time period or event doesn't come from reading just one text, but comes from comparison and contrast of multiple documents from varied sources. Historians reconstruct the past using information from primary sources (accounts from the time period), secondary sources (retrospective accounts created from primary sources), and sometimes even tertiary sources (accounts that are created from secondary sources, such as textbooks). Historians know not to trust a single source. Rather, they look for corroboration across sources and for converging evidence in support of an interpretation of history. In this lesson, students will compare and contrast the documents to practice the kind of reading in which historians engage.

Tasks/Expected Outcomes:

1. Students will use SOAPStone to help them analyze each document.
2. Students will demonstrate their ability to engage in close reading of primary documents through annotations.
3. Students will compare and contrast the documents.
4. Students will understand meanings of vocabulary found in the documents.

College and Career Readiness Standards (CCRS)

History/Social Studies Standards: Reading

- 1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- 2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- 3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
- 4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
- 6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
- 7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- 8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
- 9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

English Language Arts Listening and Speaking Standards

- 1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- 1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- 2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
- 3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Throughout this course, only grade 11-12 standards are used.

Skills Cluster 2: Reading Process

1. History Epistemology

Ability to read historical documents as evidence and to adopt historical epistemology that texts must be understood as perspectives rather than truth.

2. Sourcing/Contextualization

Ability to use knowledge of source information and the time period of the writing to help determine the perspective of the author and the purpose for writing.

3. Annotation/Note-taking

Ability to read purposefully and select information relative to the study of history; to summarize and/or paraphrase important historical information.

4. History Terminology/Vocabulary

Ability to locate and understand words and phrases that identify key people, places, legislation, policies, government structures, institutions and other vocabulary necessary to understand history texts. This skill also includes the ability to interpret tone and perspective from the words a source uses.

5. Close Reading

Ability to interpret portions of text with particular questions or foci in mind that reflect historian inquiry, and to use self-regulation to engage in problem solving strategies to interpret text.

6. Relationships among Events

Ability to determine relationships among events that show change over time such as chronology and causality, to distinguish significant from less significant events, and to categorize events using historical frameworks (political, social, economic, etc.).

7. Using Multiple Texts

Ability to engage in the interpretation of multiple texts, requiring comparison and contrast, synthesis, and analysis.

(www.literacydesigncollaborative.org)

Materials:

- Library of Congress documents
- Academic Notebook
- Comparison Contrast chart

Vocabulary:

Discipline Specific Vocabulary

Organizations

- Organization of American States (OAS)

Places

- Soviet Union
- US
- Cuba
- Turkey

General Academic Vocabulary:

- ultimatum
- gauntlet
- intimidate
- sovereign
- abyss
- reconnaissance
- unilateral
- proclaiming
- quid pro quo

Words that Help You Discuss the Discipline:

- SOAPStone
- primary sources

Timeframe:

Approx. 100 minutes

People

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

Events

- Quarantine

Activity One

Orientation to the Task (Approx. 10 minutes)

College and Career Readiness Standards: History/SS Reading– 4; Speaking and Listening– 1

Students will be comparing and contrasting several documents in this lesson.

Explain to students these are **primary source documents**, and in order to provide the best interpretation, they will need to be thinking about the source and context of the speeches. If they have completed the first history unit, they will be familiar with the acronym SOAPStone. **If not, introduce this term to them, explaining to them that they can use this acronym to remind them of the kinds of questions they should be asking of each text, starting before they even begin reading.**

FROM THE STUDENT ACADEMIC NOTEBOOK p 47

Activity

1 Orientation to the Task

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 Two

Using SOAPStone to Source and Contextualize Documents (Approx. 10 minutes)

College and Career Readiness Standards: History/SS Reading– 4; Speaking and Listening– 1

If students are unfamiliar with this technique have them turn to the first document and together, without reading the entire document, go through the SOAPStone process. Students will not be able to analyze the entire purpose or tone until they actually read the document, but you may choose a paragraph or a sentence from the document and discuss what tone is being conveyed. **Have students analyze the second document as practice (except for tone) individually, in pairs or small groups. Have them talk through their analysis with the whole group. Then they can do the third document independently.** If they are already familiar with SOAPStone, they can use the first document for review. The possible answers below are for your benefit and are not in the Academic Notebook.

First document:

Speaker: Nikita Khrushchev

Occasion: October 24, 1962—on learning of the quarantine of Cuba

Audience: President Kennedy

Purpose: Need to read some of the document; from the first paragraph, the purpose is to castigate Kennedy about his choice of quarantine. As students get into the document, they will find that it is also to announce that Russia will not abide by the quarantine.

Subject: The US quarantine of Cuba

Tone: (From the first paragraph: angry, accusatory, disrespectful, as if he were talking to a child.)

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.

Let students know as they read the rest of the document, they will have other insights into the purpose and the tone.

Ask students, “Given what you have found out already about the document you are going to read, what do you expect it to say? Why? What do you think Khrushchev’s motivations are for writing this to Kennedy?” (The point is not to just source and contextualize as an empty exercise. The exercise should lead students to make some early inferences. Make sure that students understand that point.)

FROM THE STUDENT ACADEMIC NOTEBOOK p 48

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:	
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?)	

(Chart provided for all three documents.)

Second document:

Speaker: Dobrynin (Soviet Ambassador to the US)

Occasion: October 27, 1962 – the day that the situation was resolved between Russia and the United States

Audience: The Soviet Foreign Ministry

Purpose: To provide an account of the conversation between he and Robert Kennedy. (Students will find out more about the purpose as they read.)

Subject: At this point, students will know from the chapter they are talking about removing the missiles from Cuba. While students are reading, they will also find out that there is talk about having the US missiles in Turkey removed.

Tone: Factual (other answers are also acceptable with evidence).

Ask students, “Given what you have found out already about the document you are going to read, what do you expect it to say? Why? What do you think Dobrynin’s motivations are for writing this to the office of Foreign Affairs?”

Third document:

Speaker: Robert Kennedy (Attorney General and JFK's younger brother)

Occasion: October 28, 1962 – the day after the telegram accepting Khrushchev's first offer.

Audience: Secretary of State Dean Rusk

Purpose: To provide an account of the conversation between him and Dobrynin. (Students will find out more about the purpose as they read.)

Subject: At this point, students will know from the chapter they are talking about removing the missiles from Cuba. While students are reading, they will also find out that there is talk having the US missiles in Turkey removed.

Tone: Accept reasonable answers with evidence).

Assessment:

Outcome 1:

Students will use SOAPStone to help them analyze each document.

To assess students' ability to use SOAPStone to source and contextualize, informally assess the discussion (whole-class and partner/small group work) and check students' academic notebooks. Reasonable information should be filled into the graphic organizers, similar to the answers provided above. Award 2 points per SOAPStone element for each of the three documents, even if you modeled document 1 as a whole class activity. Total Points: 36

Activity Three

Reading the Documents (Approx. 50 minutes)

College and Career Readiness Standards: History/SS Reading– 1, 2, 3, 4, 5, 6, 7, 8, 9; Speaking and Listening– 1, 1a, 2

Explain to students a major reason they will be reading the documents is to better understand and compare/contrast the perceptions in Russia and the US about the Cuban Missile Crisis.

Direct students to read and annotate the full documents. Remind students before they begin of the various kinds of information they have been taught to annotate in their previous lesson; students should annotate that kind of information and also the SOAPStone information. Let students know attention will be paid to the evidence they have annotated in each of the elements of SOAPStone. For "tone," this will mean students should underline or mark words that signal tone and state the tone somewhere in the margins. For "purpose," students should underline parts of the text that signal purpose and write this purpose (or those purposes) in the margins.

Document copies may be found in the student academic notebook pages 51-57.

FROM THE STUDENT ACADEMIC NOTEBOOK p 51

Activity

3 Reading the Documents

Document 1:

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.

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

After students have read and annotated the full documents, have them talk through their annotations to a partner or in a small group, then fill out the comparison/contrast chart in their academic notebook pages 58-60 (see also page 79 of this guide). Students can do this together.

Bring students together to discuss the comparison/contrast charts. Tell students to bring in other sources they have read at this point, too. For example, ask:

1. Did anything surprise you?
2. What perceptions do you have about the Cuban Missile Crisis as a result of reading these documents? Why do you say that?
3. What did these documents say about US conceptions of liberty for Americans?
4. What arguments about liberty were being made by the Soviets?
5. Did the documents disagree at any point? If so, in what way?
6. Did the documents disagree with Tindall and Shi at any point?
7. Did the documents corroborate each other at any point? If so, in what way?
8. What did you notice about the occasion (including the time) these communications were written? What can you infer from that information?

For *tone* and *purpose*, have students use the graphic organizers in their academic notebook page 58, and consider placing two large charts on the walls—one for tone and one for purpose. Divide each chart into three columns, one for each text. Have students put a phrase or sentence that signified purpose from each of the readings on the purpose chart and one or two words or phrases that signified tone for each of the readings on the tone chart.

These charts can then be used to discuss students' perceptions of purpose and tone, using the words on the chart as their evidence. It may be interesting to see if there are disagreements about purpose or tone and if these can be resolved through class discussion.

FROM THE STUDENT ACADEMIC NOTEBOOK p 61

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		

If students did not find any points of disagreement, direct them to the following sections:

From Dobrynin’s account

“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.

...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 two to three people know about it in Washington.

From R. Kennedy’s account

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.

Ask students to think about the differences in these two accounts and what might have motivated these two to have different versions of the conversation. Help them to see that historians have to make those same sorts of inferences as they read conflicting documents.

Direct students to the section in their academic notebook that directs students to discuss the trustworthiness of the documents in groups and give them a few minutes to write their thoughts in the spaces (page 62). Discuss as a whole class.

FROM THE STUDENT ACADEMIC NOTEBOOK p 62

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: *(Space provided)*

Document 2: *(Space provided)*

Document 3: *(Space provided)*

Assessment:

Outcome 2:

Students will demonstrate their ability to engage in close reading of primary documents through annotations.

Outcome 3:

Students will compare and contrast the documents.

Use the annotation checklist to assess students' annotations. Award 1 point for each checked box for items 1-6, and 2 points for each question answered about their performance. Total Points: 20

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)

- 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?

Another grading option is to assess the graphic organizers in their academic notebooks, using the following guidelines:

	Never	Somewhat	Always
Student’s answers included text evidence.			
Student’s answers were reasonable, given text evidence.			
Student’s answers were complete.			
Student’s answers showed understanding of the documents.			

Total Points: 20

FROM THE STUDENT ACADEMIC NOTEBOOK compiled from pp 51-57

	Khrushchev to Kennedy		Dobrynin to Foreign Ministry		R. Kennedy to Rusk	
	Answer	Evidence from the text	Answer	Evidence from the text	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?						

Activity Four

Vocabulary (Approx. 30 minutes)

College and Career Readiness Standards: History/SS Reading– 4;
Speaking and Listening– 1

Ask students if there are vocabulary words they still do not understand. **Resolve the meanings of any remaining unknown vocabulary words with the class. Here are some possibilities:**

FROM THE STUDENT ACADEMIC NOTEBOOK p 63

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.

Regarding the word “proclaiming,” discuss the difference between it and some reasonable synonyms. For example, what is the difference between proclaim and “say?”

Add the discipline specific words below to a word list in the room and have students explain to each other in partners what these words mean and what their significance with regard to the Cuban Missile Crisis.

FROM THE STUDENT ACADEMIC NOTEBOOK p 63

“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

Assessment:

Outcome 4:

Students will understand meanings of vocabulary found in the documents.

Choose two general academic words and two discipline specific words to have students explain the meanings and their significance, given the context. For example, *quid pro quo* could mean a *trade-off*, and it is significant in this context because Kennedy said he told Dobrynin that he should not be expecting the US to pull out of Turkey just because the USSR was pulling out of Cuba (but Dobrynin had a different version of the talk). For each word, points can be given for a definition and/or an explanation of significance. Total Points: 12

Teacher Checklist

Use this list to ensure that you have completed all of the lesson components. I . . .

- 1. Had students review SOAPStone.
- 2. Had students use SOAPStone on the documents and discussed the implications of the information.
- 3. Had students read and annotate the documents.
- 4. Directed students to fill out the comparison/contrast chart and bring them together for a discussion.
- 5. Had students answer tone and purpose questions in the academic notebook.
- 6. Discussed differences in the two documents about the talk between R. Kennedy and Dobrynin.
- 7. Reviewed vocabulary with students.

Lesson 6

Participating in a Socratic Seminar

Overview and Rationale:

This lesson uses a Socratic Seminar to help students think about the essential questions that guide the unit:

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

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?

A Socratic Seminar is a discussion technique where students sit in a circle, facing each other, to reflect on a genuine question that has no “right” answer. The dialogue that ensues, while initially prompted by the teacher, is between students. The teacher acts as an infrequent facilitator: he or she can pose questions when the discussion lulls or moves off-topic and can sometimes provide clarification when asked by a student, but does not comment on what the students say and remains invisible and silent when a discussion is taking place. The students’ responsibilities are to study the text(s) in advance, listen actively (with pen in hand) and share ideas using **evidence from the text(s) for support**.

To keep the discussion going and to have everyone participate, some teachers have used the following tools:

- “Chips” that are dispensed equally to participants at the start of the discussion that they turn in when they talk. All chips and no more can be used.
- Checklist to monitor contributions.
- Fishbowl: students outside the inner circle observe students in the seminar to evaluate their participation.

Please note a Socratic Seminar is not a debate. Rather, it is an open discussion of ideas for the purpose of enlightenment rather than persuasion. You will need to explain to students it is not their task to convince others to share their opinions, nor is it their task to attack others’ arguments. They should be interested in helping other students explain and support their views.

Tasks/Expected Outcomes:

1. Students will demonstrate their ability to use evidence from the texts they have read to create and support a preliminary claim in answer to the essential question(s).
2. Students will organize the claim and evidence in graphic form.
3. Students will participate meaningfully in a Socratic Seminar.
4. Students will use vocabulary that they have read in their previous lessons.
5. Students will revise claims and evidence and construct an argumentative essay.

College and Career Readiness Standards (CCRS)

History/Social Studies Standards: Reading

- 1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- 2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- 3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
- 4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
- 6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
- 7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- 8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
- 9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

History/Social Studies, Science and Technical Subjects Standards: Writing

- 8 Write Arguments based on discipline-specific content and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- 9 Draw evidence from informational texts to support analysis, reflection, and research.

English Language Arts Speaking and Listening

- 1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- 1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

- 1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- 1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- 1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
- 2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally). in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
- 6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 here for specific expectations.)

Throughout this course, only grade 11-12 standards are used.

LDC

Skill and Ability List

Skills Cluster 2: Reading Process

1. History Epistemology

Ability to read historical documents as evidence and to adopt historical epistemology that texts must be understood as perspectives rather than truth.

2. Sourcing/Contextualization

Ability to use knowledge of source information and the time period of the writing to help determine the perspective of the author and the purpose for writing.

3. Annotation/Note-taking

Ability to read purposefully and select information relative to the study of history; to summarize and/or paraphrase important historical information.

4. History Terminology/Vocabulary

Ability to locate and understand words and phrases that identify key people, places, legislation, policies, government structures, institutions and other vocabulary necessary to understand history texts. This skill also includes the ability to interpret tone and perspective from the words a source uses.

5. Close Reading

Ability to interpret portions of text with particular questions or foci in mind that reflect historian inquiry, and to use self-regulation to engage in problem solving strategies to interpret text.

6. Relationships among Events

Ability to determine relationships among events that show change over time such as chronology and causality, to distinguish significant from less significant events, and to categorize events using historical frameworks (political, social, economic, etc.).

7. Using Multiple Texts

Ability to engage in the interpretation of multiple texts, requiring comparison and contrast, synthesis, and analysis.

8. History Argumentation

Ability to identify an implicit or explicit claim in historical writing, to identify evidence that supports the claim, and to evaluate the trustworthiness and appropriateness of the evidence.

Skills Cluster 3: Transition to Writing

1. Bridging Conversation

Ability to connect the task and new content to the historical reading skills knowledge, skills, experiences, interests, and concerns.

Skills Cluster 4: Writing

1. Planning

Ability to develop a line of thought and text structure appropriate to a PowerPoint presentation.

2. Revising

Ability to revise and organize claims and evidence into an argumentative essay.

3. Drafting

Ability to draft an argumentative essay based on discipline-specific texts.

4. Editing

Ability to edit written work based on scoring rubric.

(www.literacydesigncollaborative.org)

Materials:

- Transcript of Dwight D. Eisenhower's Farewell Address (1961)
- Transcript of JFK's Commencement Address at American University, June 1, 1963
- Tindall and Shi's Textbook chapter sections
- Notes from Cold War lecture
- Photograph, political cartoon and quote analyses

- Notes and graphic organizers

- Transcripts of Khrushchev's note to Kennedy; Dobrynin's report to Foreign Ministry; Robert Kennedy's report to Secretary of State.

Timeframe:

Approx. 110 minutes

Vocabulary:

Rather than introduce new vocabulary, instructors should note what vocabulary is being used by students in their discussion.

Activity One

Preparing for the Socratic Seminar (Approx. 30 minutes)

Remind students of the dual assignment of using their information from the texts to participate in the Socratic Seminar and then to respond to the prompt based on the first half of this unit: After reading informational texts on the Cuban Missile Crisis, write a claim with supporting evidence in a graphic organizer and participate in a Socratic Seminar in which you argue your claim on one of the essential questions. Support your position with evidence from the texts. Refer students to the Essential Questions printed on the course overview page of their academic notebook page 3:

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

What differences or disagreements 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 60s as reflected in US foreign policy? If so, how? If not, why not?

Review the Graphic Organizers in the academic notebook page 3 (also Lesson 2, pages 17-18) for students to respond to the Essential Questions. Provide students with time to review the texts and organize their notes on the graphic organizer in the Academic Notebook to list their claim to respond to one of the essential questions and the evidence to support their claims.

FROM THE STUDENT ACADEMIC NOTEBOOK p 65

Activity

1 Preparing for the Socratic Seminar

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):

(space provided)

Assessment:

Outcome 1:

Students will demonstrate their ability to use evidence from the texts they have read to create and support a preliminary claim in answer to the essential question(s).

Outcome 2:

Students will organize the claim and evidence in graphic form.

Check students' graphic organizer on the following criteria.

	No	Some	Yes
Graphic organizer is complete.			
Graphic organizer shows reasonable claims.			
Relevant evidence from texts is used.			
All texts are used as evidence for at least one point.			
Student's final claim is reasonable, given evidence.			
Student can explain evidence.			

Total Points: 18

Activity Two

Participating in the Socratic Seminar (Approx. 40 minutes)

College and Career Readiness Standards: Speaking and Listening– 1, 1a, 1b, 1c, 1d, 2, 6

Before students begin the discussion, have them read the self-evaluation rubric (page 67 in the student academic notebook) and discuss what should be demonstrated during the activity.

Have students sit in a circle so they are facing each other.

Remind students they are to engage in open discussion for the purpose of understanding and that during the discussion you will be monitoring, *in the background*, their ability to take turns, to actively listen (and take notes on what others say), to provide evidence from the texts to support their ideas and be respectful. Also, tell students they will do a self-assessment after the discussion. Have them turn to their academic notebooks again to remind them of the assessment rubric.

Restate the essential question. Decide (or have students decide) how turns will be taken, and choose an individual to begin the discussion. Turns can be taken by, (a) the next person just speaking up without hand raising, or (b) the person who has just finished choosing the next person to speak from the group of people with their hands raised. As mentioned in the overview, you might want to consider ways to encourage everyone to participate. Refrain, however, from taking over the discussion. One option is to provide students with discussion tickets or chips, or you can require a participation rule such as, "everyone must join the conversation at least twice."

While the discussion is taking place, use this monitoring form or something similar to note who is participating thoughtfully. This form can also be used to evaluate whether or not students are using targeted, discipline-specific vocabulary.

**If desired, instead of a check mark, use a rating of one to three on items checked, where:
 1 = minimal; 2 = adequate; 3 = excellent**

Student Name	Participates	Uses Evidence	Actively Listens	Is respectful	Uses Disciplinary Vocabulary

Assessments:

Outcome 3: Students will participate meaningfully in a Socratic Seminar.
Outcome 4: Students will use vocabulary that they have read in their previous lessons.
 Use the above check sheet to formally assess students’ performance in the seminar, (Up to 5 points per category; Total Points: 100). Also, collect the student self-evaluation and award points for completion of the elements as follows: 1 point for each of the 6 elements identified and 7 possible total points for answering all three questions at the bottom of the evaluation. Total Points: 13

Activity Three **Using the Rubric to Evaluate Performance (Approx. 15 minutes)**

After the discussion is finished, have students return to their academic notebooks and complete the Socratic Seminar Self-Evaluation Rubric (page 67). (This can be a possible homework assignment.)
 If a fishbowl was used, the students in the outer circle could also evaluate the fishbowl group’s performance, as well. Consider using the following evaluation tool. When finished, you may distribute these to the targeted group. Also consider holding a class discussion about their performance as a whole.

FROM THE STUDENT ACADEMIC NOTEBOOK p 67

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 Four

Revising Claims and Evidence (Possible homework assignment) (Approx. 30 minutes)

College and Career Readiness Standards: History/SS Reading– 7, 8, 9; History/SS, Science and Technical Subjects Writing– 8, 9

After the discussion and after students have had a chance to listen and take notes on others’ ideas and evidence, ask students to revise their claim in relation to one of the questions, then list support for the claim from the texts they have read.

Students should make sure the support is trustworthy and it is clearly related to the claim. Thus, an explanation will be needed of why they chose the evidence they did. Explain to students they will return to this question as they continue to study US involvement in foreign relations and this outline will ultimately prepare them for the final essay at the end of the unit.

FROM THE STUDENT ACADEMIC NOTEBOOK pp 68-69

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:

(space provided)

Activity Five

Answering the Prompt (Approx. 30 minutes)

College and Career Readiness Standards: History/SS Writing– 1, 8, 10

Have students use their revisions to the claims and evidence from the Socratic Seminar made in their academic notebook on pages 68-69 to construct an argumentative essay answering the prompt and answer their chose essential question. Have students use internal references to the texts to cite their evidence to support their claims— parenthetical references to indicate the source. Students should begin their drafts in class and complete their writing for homework. Have students refer to the essay scoring rubric (page 72) to revise and edit their work. Have students exchange papers and provide written feedback to each other based on each element of the rubric. Model the process as needed.

FROM THE STUDENT ACADEMIC NOTEBOOK p 72

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.

Total Points for Essay: 100 - See Scoring Grid

Scoring Grid and Calculating Unit Grade

Final Essay Conversion Guide:

Give a score for each of the categories (1-4 including the options of 1.5, 2.5, etc.). Add the four scores and use the conversion guide below to calculate the essay grade.

Score	Grade	Score	Grade
4	25%	10	63%
4.5	28%	10.5	66%
4	25%	11	69%
4.5	28%	11.5	72%
5	31%	12	75%
5.5	34%	12.5	78%
6	38%	13	81%
6.5	41%	13.5	84%
7	44%	14	88%
7.5	47%	14.5	91%
8	50%	15	94%
8.5	53%	15.5	97%
9	56%	16	100%
9.5	59%		

Calculating the Final Unit Grade:

Score for Participating in the Socratic Seminar: +

Score on the Argumentative Essay: +

Total Points from the following 3 activities:

SOAPStone Notes (Lesson 5, Activity 2): +

SOAPStone Notes (Lesson 6, Activity 2): +

Precis (Lesson 6, Activity 5): =

Total: + +

Total of all other assessments: ÷ 3

Divide this total by 3: Total: = =

Subtotal: ÷ 4

Divide the subtotal by 4 for Final Grade: = Final Grade

Assessment:

Outcome 5: Students will revise claims and evidence and construct an argumentative essay.

Use rubric to assess essay.

Assessment:

Score the last assignment in the academic notebook using the following criteria:

	No	Some	Yes
Claim is reasonable, given evidence in the text.			
Evidence that is cited is relevant and supports the claim.			
Explanation of evidence discusses why the evidence supports the claim.			

Total Points: 9

Teacher Checklist

Use this list to ensure that you have completed all of the lesson components. I . . .

- 1. Oriented students to the purpose and procedures of a Socratic Seminar.
- 2. Explained the task of reviewing their notes and using the graphic organizer to prepare for the seminar.
- 3. Discussed the way in which the seminar would be evaluated.
- 4. Determined the structure of the seminar (fishbowl or not, how students take turns).
- 5. Evaluated performance as students participated in the seminar.
- 6. Had students conduct evaluations of performance.
- 7. Gave students an opportunity to revise their claim and the evidence that supported it and to explain the relationship of the evidence to the claim.

Unit 2

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Literacy Ready . History Unit 2

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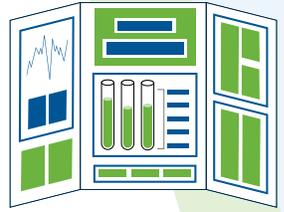
Lesson 6:

None

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

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 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

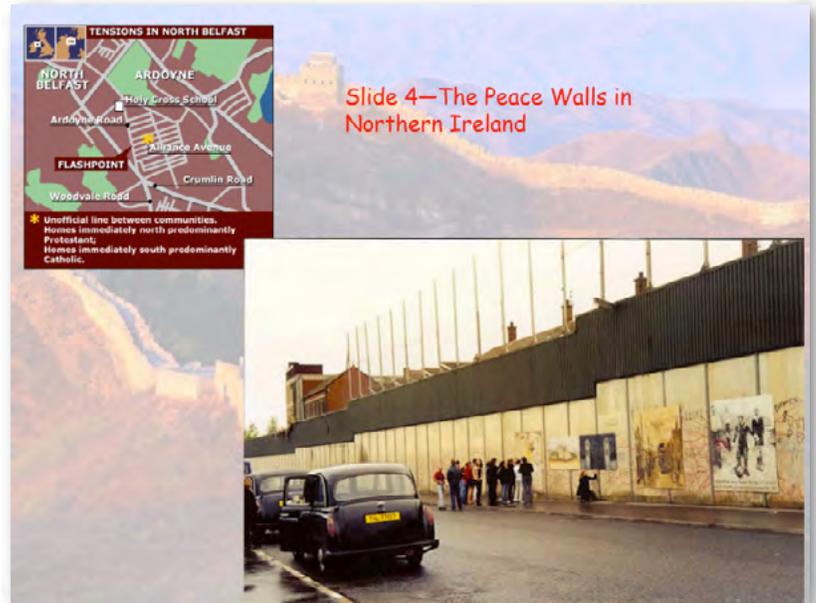
1. What is your overall impression of the subject matter? What is your background knowledge?

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?

Proposed fence on the southern border
The proposed fence to prevent illegal crossing of the 1,920-mile US-Mexico border would consist of a two-layer wall.

Category	Length (miles)
Proposed fence	698
Existing fence	83

Slide 5—Border Fencing between the US and Mexico

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.)

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

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.historyinanehour.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

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: _____

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:	
<p style="text-align: center;">Slow ————— Fast</p> <p style="text-align: center;">Negative ————— Positive</p> <p style="text-align: center;">Weak ————— Strong</p>	

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):	
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Slow _____ Fast	
Negative _____ Positive	
Weak _____ Strong	
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Slow _____ Fast	
Negative _____ Positive	
Weak _____ Strong	

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Slow _____ Fast	
Negative _____ Positive	
Weak _____ Strong	

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.

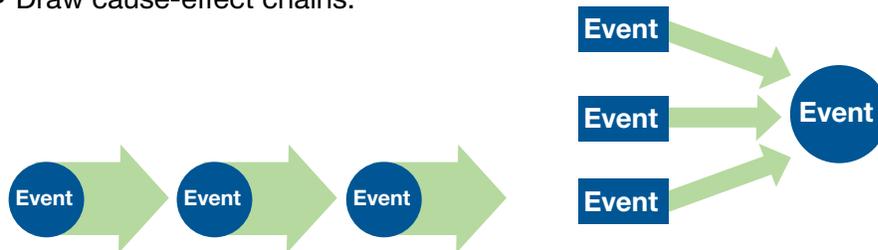
When you annotate, also pay attention to:

- 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

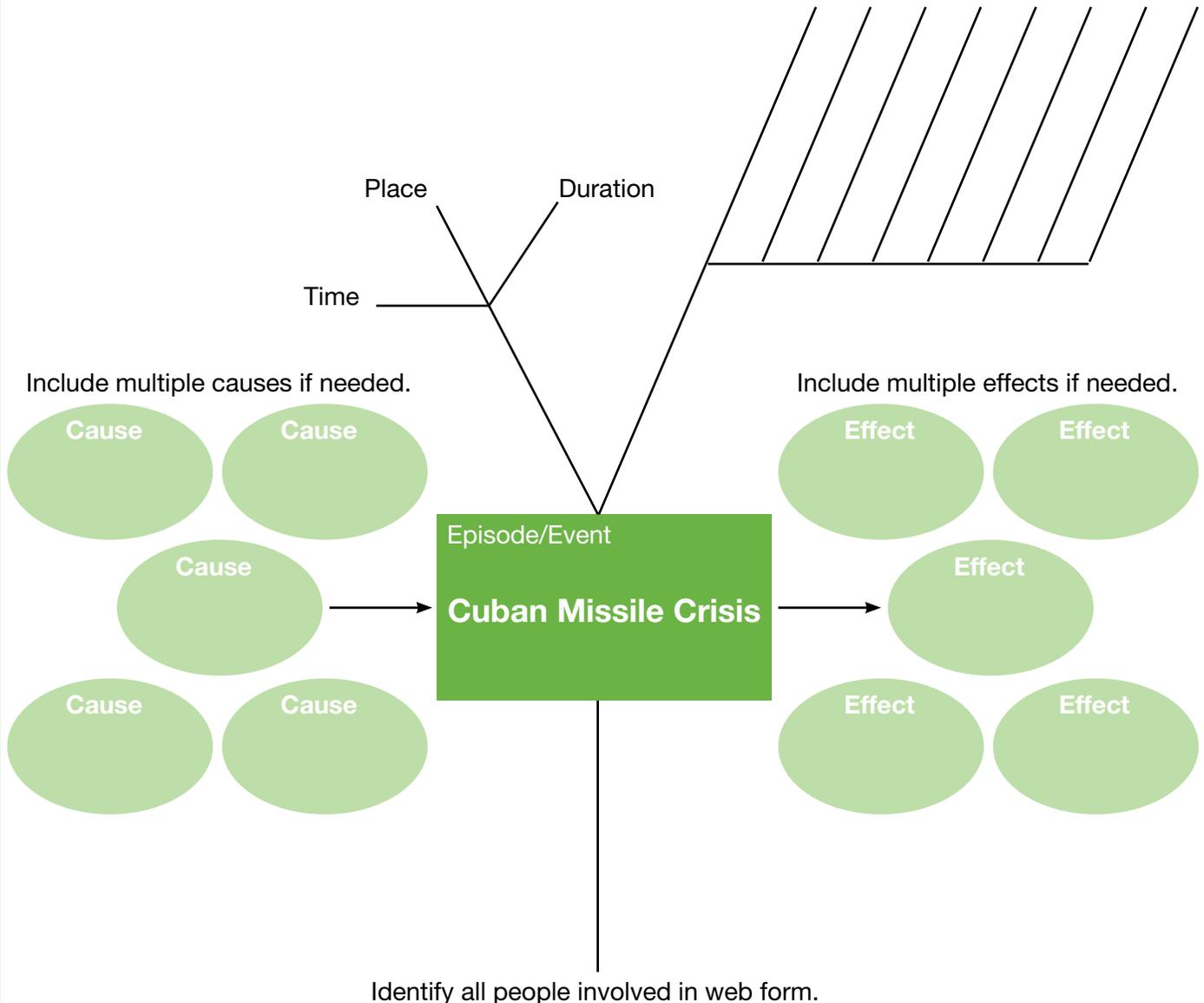
5 Combining Lecture and Text

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.



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. his 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

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:

A large rectangular area with horizontal green lines, intended for student writing. The lines are evenly spaced and extend across the width of the page, providing a guide for handwriting.

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.