



Cover Sheet



Social Studies and ELA Integrated Unit of Study

Team Members' Names

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Unit Focus (Title and Grade Level)

Title: Cuban Missile Crisis

Grade level: 5

Social Studies Standards**5-5.1**

Explain the causes and the course of the Cold War between the Union of Soviet Socialist Republic (USSR) and the United States, including McCarthyism, the spread of the Communism, the Korean conflict, Sputnik, the Berlin Wall, the Cuban Missile Crisis, and Vietnam War.

Additional ELA Standards

Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in historical, scientific, or technical text based on specific information in the text.

Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent

Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

College and Career Ready Literacy Standards

- | | |
|---|---|
| <ul style="list-style-type: none"><input type="checkbox"/> Read closely to determine what the text says.<input type="checkbox"/> Cite textual evidence.<input type="checkbox"/> Make logical inferences.<input type="checkbox"/> Determine central ideas/themes.<input type="checkbox"/> Summarize key supporting details and ideas.<input type="checkbox"/> Analyze how and why individuals, events, and ideas develop and interact with over the | <ul style="list-style-type: none"><input type="checkbox"/> Interpret words and phrases as they are used in a text.<input type="checkbox"/> Analyze the structure of the text.<input type="checkbox"/> Assess how point of view or purpose shapes the content and style of the text. |
| <ul style="list-style-type: none"><input type="checkbox"/> Integrate and evaluate content presented in diverse formats.<input type="checkbox"/> Identify and evaluate the argument and specific claims in a text. Include validity as well as the relevance and sufficiency of evidence.<input type="checkbox"/> Analyze how two or more texts address similar themes or topics in order to build knowledge or compare the approaches the authors take. | <ul style="list-style-type: none"><input type="checkbox"/> Read and comprehend complex texts. |

Enduring Understandings/ Essential Questions

Essential Question: What part did the Cuban Missile Crisis play in the Cold War?

Learning Targets:

- I can compare/contrast the relationship between the USA & Soviet Union.
- I can explain communism and dictatorship.
- I can compare and contrast Communism and Capitalism.
- I can label Cuba, Soviet Union and USA on a World Map.
- I can discuss the destructive power of nuclear weapons.
- I can interpret the danger of the Cuban Missile Crisis.
- I can evaluate the steps of protection used in schools in the 1960's.
- I can draw on information from multiple sources and analyze multiple accounts leading up to October 23, 1962.
- I can create a time line of each country's steps during the three days.
- I can write an essay on the outcome of the Cuban Missile Crisis from both perspectives.

Content Vocabulary (*Editor's note: these definitions are for teacher use and may be above the grade level understanding without teacher scaffolding*)

Day 1:

Cold War: --- A state of political tension and military rivalry between nations that stops short of full-scale war, especially that which existed between the United States and Soviet Union following World War II.

Soviet Union -- A former country of eastern Europe and northern Asia with coastlines on the Baltic and Black seas and the Arctic and Pacific oceans. It was established in December 1922 with the union of the Russian SFSR (proclaimed after the Russian Revolution of 1917)

and various other soviet republics, including Belorussia and the Ukraine. In 1991 a number of constituent republics declared their independence, and the USSR was officially dissolved on December 31, 1991. Moscow was the capital

dictatorship -- Absolute or despotic control or power

Kremlin -- The citadel of Moscow, housing the offices of the Russian government and formerly those of the Soviet government. The outer walls of the compound date to the 15th century.

Washington, DC -- The capital of the United States of America

Arms race -- (Military) the continuing competitive attempt by two or more nations each to have available to its country more and more powerful weapons than the other(s) arms .

Day 2:

Capitalism: ---An economic system in which the means of production and distribution are privately or corporately owned and development is proportionate to the accumulation and reinvestment of profits gained in a free market

Communism -- A system of government in which the state plans and controls the economy and a single, often authoritarian party holds power, claiming to make progress toward a higher social order in which all goods are equally shared by the people.

Ideology -- The body of ideas reflecting the social needs and aspirations of an individual, group, class, or culture. A set of doctrines or beliefs that form the basis of a political, economic, or other system

John F. Kennedy: President of the United States during 1961-1963 (Bay of Pigs, Cuban Missile Crisis).

Nikita Khrushchev: Premier Soviet leader from 1955-1964

Dwight D. Eisenhower: President of the United States during 1953-1961. Tried to stop the spread of communism.

Fidel Castro: President of Communist Cuba from 1959-2008.

Domino Theory: Propaganda of the United States during the Cold War that stated if one state or region fall to Communism, then the surrounding states or regions will also fall.

Day 3:

Nuclear weapons -- A device, such as a bomb or warhead, whose great explosive power derives from the release of nuclear energy.

NATO: --- North Atlantic Treaty Organization – twelve countries in the West making a promise to defend each other if a crisis arose.

Berlin Wall: Wall erected August 13, 1961 separating East Berlin (Communist) from West Berlin (Democracy).

Iron Curtain: symbolic barrier that represented the ideological conflict and physical boundary dividing Europe after World War II.

Bay of Pigs: Failed military invasion of Cuba by the CIA to unseat Fidel Castro as the Communist leader of Cuba in April 1961.

Day 4:

Blockade -- The isolation of a nation, area, city, or harbor by hostile ships or forces in order to prevent the entrance and exit of traffic and commerce.

Day 6:

Propaganda -- The systematic propagation of a doctrine or cause or of information reflecting the views and interests of those advocating such a doctrine or cause.

Mass media: communications media (radio, TV, newspaper, internet) that reaches a large audience

Hot line -- a direct telephone line in constant operational readiness so as to facilitate immediate communication between the United States of America and The Soviet Union

Day 13:

Red scare --- late 1940's when Americans were anxious about Soviet spies and military Troops (known as "the Reds")

Joseph McCarthy: Senator from Wisconsin who claimed to have a list of over 200 members of the State Department who were active in the American Communist Party creating a witch hunt, ruining lives, careers and families.

Materials

Book: Countdown by Deborah Wiles : The story of a formative year in 12-year-old Franny Chapman and the life of a nation facing the threat of nuclear war. It's 1962, and it seems everyone is living in fear. Franny lives with her family in Washington, DC, during the days surrounding the Cuban Missile Crisis (for a short book review go to: <http://www.bookreporter.com/reviews/countdown>)

Social Studies Weekly, 5th grade (Editor's note: this Core Social Studies Classroom Magazine comes 28 weekly units delivered in 4 quarterly installments. There is a nominal cost.)

<http://www.studiesweekly.com/fifth-grade-social-studies>

Website --- <http://microsites.jfklibrary.org/cmc/>

(Excellent interactive site: *World on the Brink, 13 days in October 1962.*)

Website – www.nrc.gov (nuclear power and science)

Website – www.nucleartourist.com (nuclear power and science)

Website: <http://www.history.com/topics/cold-war/cuban-missile-crisis/videos/bay-of-pigs-cias-pe-failure?m=528e394da93ae&s=undefined&f=1&free=false> (Castro information: 2 minutes.)

Website -- <http://www.mapsofworld.com/>

Website -- (This site has a variety of good maps)

<http://www.google.com/search?q=blank+world+map&safe=active&source=lnms&tbn=isch&sa=Tug1U8uUEaS62wWPhoGIBA&sqi=2&ved=0CAYQAUoAQ&biw=1600&bih=783#facrc=&imgrc=WQJHwfLo4gEPKM%253A%3Bq1x8mEE-bMW6M%3Bhttp%253A%252F%252Fmrphillipsibgeog.wikispaces.com%252Ffile%252Fview%252520World%252520Map-Blank%252520Outline.bmp%252F400322462%252F1.%252520World%252520Map-Blank%252520Outline.bmp%3Bhttp%253A%252F%252Fmrphillipsibgeog.wikispaces.com%252520%252BChallenging%252BEnvironments%3B694%3B403>

<http://www.google.com/search?q=blank+world+map&safe=active&source=lnms&tbn=isch&sa=Tug1U8uUEaS62wWPhoGIBA&sqi=2&ved=0CAYQAUoAQ&biw=1600&bih=783#facrc=&imgrc=WQJHwfLo4gEPKM%253A%3Bq1x8mEE-bMW6M%3Bhttp%253A%252F%252Fmrphillipsibgeog.wikispaces.com%252Ffile%252Fview%252520World%252520Map-Blank%252520Outline.bmp%252F400322462%252F1.%252520World%252520Map-Blank%252520Outline.bmp%3Bhttp%253A%252F%252Fmrphillipsibgeog.wikispaces.com%252520%252BChallenging%252BEnvironments%3B694%3B403>

Website: GCSE Bitesize: history for kids. (How and why was the USA involved in the Cold War)

http://www.bbc.co.uk/schools/gcsebitesize/history/tch_wjec/usa19292000/3coldwar3.shtml

http://www.bbc.co.uk/schools/gcsebitesize/history/tch_wjec/usa19292000/3coldwar1.shtml

Website: <http://www.history.com/topics/cold-war>

Website: Ducksters – history for kids -- http://www.ducksters.com/history/cold_war/communism

Balanced Assessment Plan

Description of Assessment	Standard/ Indicator/ Skill	Type of Assessment (formative/summative)
Pre-assessment	General knowledge/background Vocabulary/people	Formative
Debate destructive power of nuclear weapons (rubric)	5-5.1	Performance based
Debate – who really was the hero in the Cuban Missile Crisis? (rubric)	Draw on information from multiple print or digital sources	Performance based
	5-5.1	

Exit slips for <u>Countdown</u> Chapters		Formative
Different perspective activity Sheet	Analyze point of view	Summative
Post assessment Essay	5-5.1	Summative

Performance Task

Debate: destructive power of nuclear weapons

Debate: who really ‘saved the world’ from nuclear attacks; Kennedy or Khrushchev?

Group work: time line leading up to the Cuban Missile Crisis

Activity: communism vs. capitalism

Essay: write an essay on the outcome of the Cuban Missile Crisis from one of the following viewpoints: United States; Russia; Cuba; Caribbean; Great Britain; Mexico; Canada

Instructional Progression --- depending on the time frame allotted for your ELA/Social Studies Instruction and how well you can integrate throughout the day, these ‘days’ may extend into more time/days. Monitor and adjust per your students and daily schedules.

Assign Countdown by Deborah Wiles, (*This book is to be read throughout the unit of The Cold War. Student copies of this book can be obtained for less than \$5.*)

Day 1: Cold War

Administer the Vocabulary Pretest

Using the **interactive notebook technique**, set up the Table of Contents to be used throughout the unit

Create a timeline – from World War I to 1962 – list the important events, focusing on the time period from World War I through World War II – the interaction between the United States and Russia as allies in these 2 wars to create background knowledge. This should be put in your interactive notebook.

Geography – World maps, European maps, Western Hemisphere maps (to show the close vicinity of Cuba to Florida and Washington, D.C.). Put these in your interactive notebook.

Working in pairs/small groups **access prior knowledge** of Russia during this time period. Discuss the evolution of Russia to USSR – Soviet Union

Video – <http://www.history.com/topics/cold-war/cuban-missile-crisis/videos/cuban-missile-crisis?m=528e38969e64> (3 minute video). Jot down notes/comments in your interactive notebook.

Create your own definition of Cold War – this could be done independently or in pairs. Write this in your interactive notebook.

Countdown pages 1-61 (discuss pictures and photos)

Reflection : Exit slip (*in supporting resources*)

Day 2: Cold War continued

Review from yesterday. **Share** definitions of Cold War. **Introduce** the vocabulary words.

Write in the interactive notebook.

Create a T chart of leaders, countries, and types of governments in your interactive notebook. Research the personalities of the leaders of the different countries – Eisenhower, Kennedy, Castro, and Khrushchev. Research working in pairs or small groups.

Discuss their leadership/ideology/governments.

Using maps from yesterday create map scales and determine distances between the main players. Discuss chapters in Countdown --character sketch/analysis – comparing the characters to children of today. Record these notes in your interactive notebook.

Countdown – pages 62-107 (discuss pictures and photos)

Reflection (*The same exit slip can be used for each reading section*)

Day 3: Relations between Super Powers

Introduce the vocabulary words. Write in the interactive notebook.

Editorial cartoons – answer the questions posed with the editorial cartoons. (*Supporting Resources*)

World Tension – Have students read and take bulleted notes in their interactive notebooks

(*attached document and website in supporting resources*)

Kennedy's trip to Austria - <http://www.jfklibrary.org/Asset-Viewer/Archives/JFKPOF-107-011>

Description :This folder contains materials collected by the office of President John F. Kennedy's secretary, Eve Lincoln, concerning President Kennedy's trip to Vienna, Austria.

Bay of Pigs – Perfect Failure – video --- <http://www.history.com/topics/cold-war/bay-of-pigs-invasion/videos/bay-of-pigs-cias-perfect-failure>

Discuss the decisions made regarding the Bay of Pigs invasion

Discuss chapters in Countdown

Countdown – pages 108-135 (discuss pictures and photos)

Reflection

Days 4 - 5: Spies

Introduce vocabulary words. Write in the interactive notebook.

Recon planes noticing movement in Cuba – photos – website

“The Missiles of October”; **The Cuban Missile Crisis Activity #1: The Discovery of the Missiles**

(*attached in supporting resources*)

Official statement of President Kennedy, September 1962 (attached) -- analyze

https://images.search.yahoo.com/search/images; vlt=A0LEVy2wPzhTn3EAuOxXNyoA; vlu=X3B0NXIwZ3RtBHNIYwNzYwRjb2xvA2JmMQR2dGlkA1NXSU1DMF8x? adv_prop=image&fr=901&va=recon+photos+of+missiles+in+cuba+1962

website: (*The National Security Archive at George Washington University: photo documents*)

http://www2.gwu.edu/~nsarchiv/nsa/cuba_mis_cri/photos.htm

Blockade and quarantine of Cuba (*This Day in History*) <http://www.history.com/this-day-in-history/kennedy-announces-blockade-of-cuba-during-the-missile-crisis>

Website:

https://images.search.yahoo.com/search/images; vlt=A0LEVzghODhT40AAG6dXNyoA; vlu=X3TB0NXIwZ3RtBHNIYwNzYwRjb2xvA2JmMQR2dGlkA1NXSU1DMF8x? adv_prop=image&fr=t-901&va=blockade+of+cuba+1962

USSR coming to Cuba's aid

Read and discuss Castro's letter to Khrushchev (*attached in supporting resources*)

“The Missiles of October”; **The Cuban Missile Crisis Activity #3 – Kennedy's “Quarantine”**

Speech (*supporting resources*)

Discuss Countdown

Countdown – pages 136 – 151 (Discuss pictures and photos)

Reflection

Day 6 - 7: Media Responsibility

Introduce vocabulary words. Write in the interactive notebook.

Discuss – World military power, the Red Phone/Hot Line -- : a direct telephone line in constant operation so as to facilitate immediate communication

USSR May Day – website:

<https://video.search.yahoo.com/video/play; vlt=A2KLqIDqQThTD1IAKRT7w8QF; vlu=X3oDMWc0dGJtBHNIYwNzcgRzbGsDdmlkBHZ0aWQDBGdwb3MDMQ--?p=USSR+May+Day+1960%27s&vid=5a010da2ae24ab8bfa70b8708177b5cb&l=00%3A51&turl%3A%2F%2Fts2.mm.bing.net%2Fth%3Fid%3DVN.608045009883105829%26pid%3D15.1&rurl%3A%2F%2Fwww.youtube.com%2Fwatch%3Fv%3DSRx-f7VTacc&tit=May+5%2C+1960.+MayDay+In+Russia&c=0&sigr=11a34c3hl&sig=10ffas1q&ag&tt=b>

Propaganda definition --- (discussion and debates)

Editorial cartoons ---(supporting resources)

Discuss chapters in Countdown

Countdown – pages 152 – 171 (discuss pictures and photos)

Day 8: Options

Introduce vocabulary words. Write in the interactive notebook.

Washington's/Kennedy's options (at least 5)

Interactive website of Cabinet's options/thoughts

Activity #1 “The Discovery of the Missiles” (found in supporting resources)

Reflect

Discuss chapters in Countdown

Countdown – pages 172 – 193 (discuss pictures and photos)

Day 9: Options continued

Khrushchev's purpose -- page attached – read and analyze in small groups

Castro's goal – page attached – read and analyze in small groups

Website: http://www.encyclopedia.com/topic/Cuban_Missile_Crisis.aspx

Review the 5 options. Which would you choose? Why? Debate and discuss

“The Missiles of October”;

The Cuban Missile Crisis Activity #2 – “Days of Decision” (supporting resources)

Write your summary of your choice and why after the discussion and debate.

Reflect

Discuss chapters in Countdown

Countdown – pages 194 – 215 (discuss pictures and photos)

Day 10: Cuban Missile Crisis – 3 days in October

Timeline revisited

“The Missiles of October”; The Cuban Missile Crisis activity #4 ‘Resolving the Crisis’

Website: http://www.encyclopedia.com/topic/Cuban_Missile_Crisis.aspx

Reflect

Discuss chapters in Countdown

Countdown – pages 216 – 243 (discuss pictures and photos)

Day 11: Inadequate safety precautions for families and school children

Schools, families and homes safety precautions/exercises

Was America adequately informed about the dangers?

Editorial cartoon of school preparedness – attached

Duck and Cover – website and video: http://en.wikipedia.org/wiki/Duck_and_cover

Performance based discussion/debate/comparison about what would be advised today.

Reflect

Discuss chapters in Countdown

Countdown – pages 244 – 269

Day 12: Eyeball to Eyeball and he Blinked

Read, analyze and discuss Bob Dylan’s song, “Masters of War”

<http://alphahistory.com/coldwar/bob-dylan-masters-of-war-1963/> (This website has the words along with a performance of the song that connects it to more modern day images of war. All images are appropriate for 5th grade.)

Have students write their own poems or song lyrics with the knowledge they have now.

Share poems written and offer thoughts and comments.

Who really was the hero? Have students debate this question.

Reflect

Discuss chapters in Countdown

Countdown – pages 270 – 307

Day 13: You were there

Cuban Missile Crisis Articles & Newspaper (supporting resources)

Website: <http://www.archives.com/genealogy/newspapers-cuban-missile-crisis.html>

Red Scare – Joseph McCarthy --- McCarthyism – discuss with class

Cuban Missile Crisis Activity #4, “Resolving the Crisis”

Reflect

Discuss chapters in Countdown

Countdown – pages 308 – 324

Day 14: Lessons learned – short term and long term

Nuclear war is here to stay --- website: <http://www.world-nuclear.org/info/Current-and-Future-Generation/Nuclear-Power-in-the-World-Today/>

China sees USSR as weak

Communism will stay for a while -- Korea, Vietnam

Looking back after 50 years – different perspectives --- analyze

Website: <http://www.usip.org/publications/looking-back-the-cuban-missile-crisis-50-years-later>

How has the crisis changed (in regard to history) or has it from a different perspective of 50 years later? Compare and contrast – double bubble Thinking Map – then summarize

Different countries’ perspectives assessment sheets (attached)

Discuss chapters in Countdown

Countdown – pages 325 – 341 (discuss pictures and photos)

Day 15:

Discuss chapters in Countdown

Countdown – pages 342 – end (discuss pictures and photos)

Post unit test (attached)

This unit could be extended with current events (Russia and Ukraine)

Also Russia, Cuba and United States today and their relationships

(See supporting resources for the handouts and documents to supplement these lessons)