Mapping a Crisis: Or How I learned to Stop Worrying and Love the Bomb

<table>
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<th>National Geography Standards</th>
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<td>ELEMENT SIX: THE USES OF GEOGRAPHY 17. How to Apply Geography to Interpret the Past</td>
<td>Concept 6 Geographic Applications PO 3. Analyze how geography influences historical events and movements.</td>
<td>Strand 1: American History Concept 9: Postwar United States PO 1. Analyze aspects of America’s post World War II foreign policy: c. Arms Race (e.g. Cuban Missile Crisis, SALT).</td>
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ELA Common Core Standards Reading Standards for Literacy in History/Social Studies Key Ideas and Details 11-12.RH.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. Integration of Knowledge and Ideas 11-12.RH.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.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects Text Types and Purposes 11-12.WHST.1 Write arguments focused on discipline-specific content. a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates
Overview

The Cuban Missile Crisis was a time when the world came close to a nuclear war.

Purpose

In this lesson students will gain a better understanding of the Cuban Missile Crisis by comparing the distances that Russian-made missiles could travel and possible U.S. cities that could be targets.

Materials

- Rulers.
- North America Map Activity I and II and Answer Keys
- Protractors (optional)
- Northern Hemisphere Map with polar perspective and Locations plotted
- North America Map and Locations plotted
- Intelligence Report Scoring Guide
- Pictures of Missile Sites
- Final Assessment
- Background Information: Soviet Deception in the Cuban Missile Crisis Learning from the Past (See Sources)

The audience’s knowledge level, concerns, values, and possible biases.

c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

e. Provide a concluding statement or section that follows from or supports the argument presented.

Production and Distribution of Writing

11-12.WHST.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Research to Build and Present Knowledge

11-12.WHST.9 Draw evidence from informational texts to support analysis, reflection, and research.

- Kennedy Video
- Computer/Projector
- Possible Outcomes
- Message from Khrushchev
- End Game

Objectives

The student will be able to:

1. Describe the Cuban Missile Crisis.

2. Measure distances on a map and plot locations.

Procedures

Prerequisite Skills Students should be studying the Cold War and have knowledge of the reasons why this time period was known as the Cold War.

SESSION ONE

1. Begin the class using a map of the world and asking the students, “If you were the Soviet Union, where would you place a bases in your country to shoot missiles at the U.S.? “What cities in the U.S. would you attack?” Guide students in to thinking about the northern polar areas in order to launch missiles over the Arctic Circle and what are the largest cities in the U.S. or the ones with the most
military presence. If they have trouble visualizing attacks coming from over the Arctic, use a globe.

2. Distribute the Northern Hemisphere Map Activity. Have the students calculate what cities the Soviet R-7 could strike. Discuss which cities could be reached by the missiles and why they would be selected for attack.

3. Divide the students into 5 groups. Tell them that there is information that the Soviets are placing bases in Cuba.

4. Distribute one site picture to each group and have them examine it and locate any missiles.

5. After a group locates a missile, tell them that the missiles sites are being built in Cuba. Distribute the North America Map Activity to each group or student and have them calculate which cities the Soviet missiles could strike with the R-12 and R-14 missiles.

6. For homework have the students complete the Intelligence Report Activity.

SESSION TWO
5. At the beginning of the class, divide students into groups based on the choice they made for the second paragraph on the Intelligence Report Activity and as a group, discuss why they selected that option.

6. Play the video of Kennedy addressing the nation.

7. Have to students divide themselves into the choice they made for the third paragraph on the Intelligence Report Activity and discuss why they choose that option.

9. Read the possible outcome for each choice. Inform the class that the last choice is option that actually happened

10. Have the students return to their seats and read the “Message from Khrushchev”. Have the class debate on whether to accept or deny the request.

11. After the debate, discuss the “End Game” with the students

12. Have the students take the final assessment

**Assessment**

Student maps and homework papers can be graded for completeness. Final Assessment can be graded for accuracy with 80% being mastery.

**Sources**

Hansen, James; Soviet Deception in the Cuban Missile Crisis Learning from the Past
https://www.cia.gov/library/center-for-the-study-of-intelligence/csi-publications/csi-studies/studies/vol46no1/article06.html#fn1

The Kennedy video came from Youtube

Site Pic 1 came from https://www.cia.gov/library/center-for-the-study-of-intelligence/csi-publications/csi-studies/studies/vol46no1/article06.html - fn1