

Feinstein School of Education and Human Development

Teacher Candidate Mini Work Sample



Dr. Benziger and Dr. Dixon
Secondary Education-History

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Course: America in the Cold War Era

Learning Goals

Unit Title: "The Presidency of John F. Kennedy: An Unfinished Journey"

This unit will have the students examine an important part of the Cold War and the many foreign conflicts that the United States faced during the Kennedy administration such as Vietnam, The Cuban Missile Crisis, and The Bay of Pigs (1). The unit will also include a wide variety of perspectives that the students will study in order to gain a detailed understanding of the American landscape during the Cold War under the Kennedy administration (2). During the course of the unit, the students will work cooperatively on different activities while also using a wide variety of mediums like photographs, political cartoons, group discussion, short video clips, and primary sources to enhance their understanding of the Cold War and the issues that it brought to the table during the Kennedy presidency (3).

NCSS (National Council for the Social Studies) Standards:

- II. Time, Continuity and Change
- VI. Power, Authority, and Governance
- IX. Global Connections

RIBTS (Rhode Island Beginning Teacher Standards):

- ❖ 1.1
- ❖ 1.3
- ❖ 2.1
- ❖ 2.2
- ❖ 2.3
- ❖ 2.7

Unit Question/Objectives

Overall Unit Guiding Question:

How did the Cold War shape United States' foreign policy during the presidency of John F. Kennedy?

Unit Objectives:

1. The students will analyze the different Cold War obstacles that President Kennedy encountered during his presidency.

Domain/Level Classification:

- ✓ Bloom's Taxonomy: Analysis

NCSS Standards:

- II. Time, Continuity, and Change
- VI. Power, Authority, and Governance
- IX. Global Connections

RIBTS:

- ❖ 1.1
- ❖ 2.2
- ❖ 2.5
- ❖ 2.6

2. The students will examine the relationship between the Soviet Union and the United States during Kennedy's presidency.

Domain/Level Classification:

- ✓ Bloom's Taxonomy: Analysis

NCSS Standards:

- IX. Global Connections
- VI. Power, Authority, and Governance

RIBTS:

- ❖ 1.1
- ❖ 2.2
- ❖ 2.3
- ❖ 2.6
- ❖ 2.7

3. The students will assess the different Cold War policies that President Kennedy implemented during his time as president.

Domain/Level Classification:

- ✓ Bloom's Taxonomy: Evaluation

NCSS Standards:

- VI. Power, Authority, and Governance
- IX. Global Connections
- X. Civic Ideals and Practices

RIBTS:

- ❖ 1.1
- ❖ 2.3
- ❖ 2.5
- ❖ 2.6
- ❖ 2.7

Unit Rationale

This unit explores American history through a survey of international conflicts that the United States faced during the Cold War. Additionally, it will examine each conflict by introducing major concepts so that the students gain a more comprehensive understanding of the conflict's impact on the United States. The unit is also designed to evaluate America's response to each conflict, and the resources that were implemented. When detailing the international conflicts, the unit will also focus on the evolution of relations between the Soviet Union and the United States during the Cold War.

Critical thinking skills and primary source analysis are two of the most crucial elements of the unit. The unit incorporates a wide variety of primary sources that will provide the students with multiple perspectives so that they can become a historian and make their own interpretations about history. When reading primary source material, the students will also have a chance to demonstrate their critical thinking skills by considering multiple perspectives. These important skills will help the students become lifelong, engaged learners that will have developed an essential awareness of the social and political dynamics of the world around them.

While incorporating different activities and important concepts, the unit will also address Howard Gardner's theory of multiple intelligences. Within the unit are various activities that guide the student's learning while also accommodating the student's learning styles. For example, the unit includes many opportunities for the students to work in groups on certain assignments and tasks. This accommodates the interpersonal learners who use collaboration in order to learn new information. The unit also has activities that accommodate the visual-spatial learners by including some pictures that help the students understand the content. This unit also accommodates the intrapersonal and verbal-linguistic learners by incorporating many writing activities like perspective writing and primary source analysis. Both intrapersonal and verbal-linguistic learners use these activities in order to learn effectively.

Additionally, the unit also addresses the different levels of student development. Many activities in the unit ask the student to use both lower and higher level thinking in order to enhance their learning. The unit objectives incorporate higher level thinking skills that help the students analyze history by examining at different perspectives. In addition, the objectives also guide the students toward accomplishing the learning goals by asking the students to use critical thinking skills to make connections between important Cold War themes. In addition, the objectives also ask the students to make their own assessments of Kennedy's Cold War policies and their effect on the relationship between the United States and the Soviet Union which is one of the most important learning goals of the unit.

ASSESSMENT PLAN

Unit Objective #1:

- The students will analyze the different Cold War challenges that President Kennedy encountered during his presidency.

Pre-Assessment:

- KWL chart

Justification: The KWL chart has been chosen for the pre-assessment because it is used to evaluate the student's prior knowledge of the topic. This will help me develop my lessons around what the students already know so that I can both reinforce and enhance their learning of the content by developing a wide variety of activities.

Formative Assessment:

- Jigsaw Reading Activity Questions

Justification: The jigsaw reading activity questions has been chosen as one of the formative assessment types because it allows the students to work collaboratively in groups while also allowing them to use higher level thinking skills in order to answer questions. Also, the jigsaw activity will allow each group of students to examine primary sources which is an important element of the unit. In addition, they will also receive a set of questions that they will have to address after they read the sources.

- Class Discussion

Justification: Class discussion has been chosen as another formative assessment because it allows each group to share what they have discovered about their primary document. The discussion will allow me to clarify any questions and misunderstandings that the student may have regarding the content presented in their document.

Post-Assessment:

- Perspective Paper assignment

Justification: The perspective paper has been chosen for the summative assessment because it will ask the students to take all of the information that they have gathered from the KWL chart, class discussion, and jigsaw activity in order to develop their paper. This assessment will help

indicate whether the students grasped the material covered and how they use this material to develop their paper.

Unit Objective #2:

- The students will examine the relationship between the Soviet Union and the United States during Kennedy's presidency.

Pre-Assessment:

- Brainstorming Web

Justification: A brainstorming web has been chosen for the pre-assessment because it allows the students to activate their prior knowledge of the topics being covered. This also provides me with a base of knowledge so that I can develop activities that have the students use higher level thinking in order to analyze and examine concepts that they are unfamiliar with.

Formative Assessment:

- Class Discussion

Justification: A class discussion has been chosen for the formative assessment because it allows the students to express what they have either learned or observed from a video clip about the Cuban Missile Crisis. The short discussion will allow me to understand whether the students understood what was presented in the clip. It will also ask the students to actively participate in the discussion of the main ideas of the video and the important themes that it presented which will enhance their knowledge.

- Primary Source Analysis

Justification: The primary source analysis has been chosen for the second type of formative assessment because it allows the students to become historians by having them make their own interpretations and conclusions about history. This allows the students to look at the relationship between the Soviet Union and the United States through a different historical lens. The primary

source analysis also has the students analyzing the message, tone, and themes of the document which will enhance their understanding of the Cold War.

Post-Assessment:

- Persuasive Essay

Justification: A persuasive essay has been chosen for the post-assessment because it allows the students to use the information that they have learned from the other activities to construct a persuasive essay that asks them to justify an argument. This essay allows the students independent practice at examining important concepts that they have learned.

Unit Objective #3:

The students will assess the different Cold War policies that President Kennedy implemented during his time as president.

Pre-Assessment:

- Concept Map

Justification: A concept map has been chosen for the pre-assessment because it allows the students to brainstorm about different concepts while also making connections between them. By making connections, the students will better understand important vocabulary that will be presented during the unit. Finally, the concept map provides the students with a study guide that will help them better understand the content as the unit progresses.

Formative Assessment:

- Photograph Analysis Worksheet

Justification: A photograph analysis worksheet has been chosen as the first type of formative assessment because it allows the students to examine and investigate a couple of photographs. When examining the photographs, this activity will have students answer questions that develop their understanding of the different policies that President Kennedy implemented during Vietnam

and the wide variety of themes that characterized them. When doing so, the students will use higher level thinking which will develop their reading comprehension and interpretative skills.

- **Class Discussion**

Justification: Class discussion has been chosen for one type of formative assessment because it allows students to share their thoughts with the rest of the class about what they have observed from the pictures. The class discussion will also allow me to provide any necessary information that the students did not know about the different policies that President Kennedy enacted and the major groups affected by them. In addition, the class discussion is an effective way for the students to enhance their understanding of the material based on the different responses from the rest of their classmates.

Post-Assessment:

- **Political Cartoon Assignment**

Justification: A political cartoon assignment has been chosen for the post-assessment because it will allow the students independent practice analyzing and assessing President Kennedy's policies through a different medium. In addition, the students will also answer some critical questions that allow the students to further enhance their understanding of the situation in Vietnam.

Assessment Rationale

Unit Objective #1

- **The students will analyze the different Cold War challenges that President Kennedy encountered during his presidency.**

The KWL chart addresses the objective because it asks the students to think about what they know about the Cold War challenges that Kennedy faced which is important in order for them to establish a base of knowledge. The jigsaw reading activity, class discussion, and

perspective paper also appropriately address the unit objective. The jigsaw reading activity addresses the objective by having each group of students analyze primary documents that describe a Cold War battleground that President Kennedy faced. The class discussion also appropriately addresses the objective because it will allow the students to discuss what they have observed and learned about the different Cold War challenge that President Kennedy faced. The perspective paper also addresses the objective because it asks the students to further analyze the different perspectives involved in the different challenges that Kennedy encountered.

All of these assessments are essential when trying to understand student learning. The KWL chart will help me understand the amount of prior knowledge that the student has. The jigsaw reading activity will help me understand student learning because I will be able to monitor each group's progress with the reading and the questions. The class discussion that follows will also indicate whether the students understand the material. Finally, the perspective paper will help me understand whether the students have learned the importance of studying history from different perspectives.

I will evaluate the pre-assessment (KWL chart) by studying what the students already know about the topic so that I can develop my lessons around their prior knowledge. I will also evaluate what the students have learned when they fill out the last section of the KWL chart at the end of the lesson. This will help me understand what important ideas the students learned most about during the lesson and the unit. This will be treated as an informal assessment.

For the jigsaw activity, I will use the questions that they answer and the class discussion as the main ways of evaluating student performance. I will collect the student's questions that they completed in their groups and issue them a check, check plus, or a check minus based on if

they answered all parts of the question and whether they addressed key themes and concepts in their answers. The completed questions will be counted as a quiz grade.

Finally, the post-assessment will be evaluated by specific criteria. The criteria will address how the students use the different concepts that they learned in order to develop their perspective paper. The criteria will also address whether the students are further analyzing the Cold War challenges that President Kennedy faced in order to determine whether the students are meeting the unit objective. These papers will be counted as a test grade.

Unit Objective #2

- **The students will examine the relationship between the Soviet Union and the United States during Kennedy's presidency.**

The brainstorming activity addresses the objective because it has the students thinking about the different elements associated with the relationship between the United States and the Soviet Union. The class discussion appropriately addresses the unit objective because it allows the student to examine the different elements of the relationship between the Soviet Union and the United States during an important Cold War crisis. Finally, the persuasive essay addresses the unit objective because it has the students further examining the relationship by formulating an argument about the Cold War's effect on the relationship.

The brainstorming activity will help me understand whether the students have learned about the relationship between the United States and the Soviet Union based on their responses. The primary source analysis will help me understand whether the students are grasping the meaning of the sources by their answers to the critical questions that will be included in the overall analysis. In addition, the class discussion will show me whether the students are making valuable connections between the central themes of the video clip and the different components of the relationship between the United States and the Soviet Union. These important elements of

student learning are important for addressing the unit objective and also for making sure that the students are obtaining new knowledge. Finally, the persuasive essay will help me understand whether the students grasped all of the material covered and how they use them to develop their argument.

My pre-assessment for this objective is a brainstorming activity. I will evaluate this pre-assessment by listening to what the students share about what they have written down. This will help me determine whether their ideas that they wrote down relate to the overall unit objective. This activity will serve as an informal assessment.

For the class discussion piece of the lesson, I will evaluate what the students have learned from the video clip by asking them questions about the clip during the discussion itself. When hearing their answers, I will look for specific examples from the video clip in order to see if their answers address the unit objective. I will also look for the students to make their own interpretations about the relationship between the Soviet Union and the United States which will also help address the objective. This discussion will serve as another informal assessment.

For the primary source analysis, I will evaluate the students in a couple of ways. First, I will see whether the students understood what they read based on their answers to the first couple of questions. This will allow me to properly assess the student's reading comprehension skills. Second, I will evaluate whether the students are properly analyzing the primary sources by looking at their answers to some of the higher level thinking questions. These two elements of my evaluation will help me determine whether the unit objective is satisfied. Based on these two elements, I will assign the students a quiz grade in order to formally evaluate their answers.

The last assessment for this unit objective is a persuasive essay. I will assess how concrete their argument is when reading the essay. As a part of my evaluation process, I will

look for specific examples in their essay that include the relationship between the Soviet Union and the United States and other important events that were covered in class. This evaluation method will allow me to determine whether the unit objective was properly addressed because it shows whether the students have further analyzed the relationship between the Soviet Union and the United States in their paper. This will be an important part of the student's final test grade.

Unit Objective #3:

- **The students will assess the different Cold War policies that President Kennedy implemented during his time as president.**

The concept map addresses the unit objective because it will ask the students to not only to identify concepts about foreign policy but to also make connections between them. This will help the students begin to assess Kennedy's Cold War policies. The two formative assessments that I chose for this objective were a photograph analysis and class discussion. These two assessments appropriately address the unit objective in a couple of ways. The student responses to the questions that accompany the photographs will have the students assess and analyze Kennedy's policy towards Vietnam which satisfies the objective. The class discussion also addresses the unit objective because it allows the students to share their particular assessments and reactions to Kennedy's approach toward Vietnam which is another valuable element of the unit objective. The cartoon analysis assignment also satisfies the objective because it asks the students to further analyze Kennedy's policies by using a different medium-a political cartoon.

The concept map will help me understand whether the students are making valuable connections between important concepts that relate to foreign policy. Both the photograph analysis and the class discussion will help me understand student learning in a couple of ways. First, they will allow me to find out if the students understand what the photos are showing and

the meaning behind them. Second, the two assessments will also give me the chance to find out the different learning styles of the students.

My pre-assessment for this objective is a concept map. I will evaluate the connections that the students make between the different concepts which will be my main way of evaluation. This evaluation process will help me determine whether the student's concept maps satisfy what the unit objective is trying to accomplish. The concept map will be treated as an informal assessment.

My second type of assessment for this unit objective is a photograph analysis. I will evaluate this assessment in a couple of ways. First, I will evaluate whether the students understood what the main details of each photograph are. I will evaluate this by passing out a set of questions that asks the students to describe the meaning of the photographs etc. Second, I will evaluate how the students use higher level thinking skills in order to decipher and investigate the meaning of the photograph by examining symbols, etc. Their answers to the questions will help me determine whether they properly assessed President Kennedy's policy towards Vietnam which is what the unit objective addresses. The student's answers will be counted as a quiz grade.

The third type of assessment that I included for the unit objective is a class discussion. I will evaluate how the students incorporate key concepts and themes when sharing their answers to the photograph analysis questions. Also, I will assess how the students use key symbols, etc. from the pictures to justify their answer for each question. The student responses will help me determine whether the students gathered evidence from the pictures in order to help them assess President Kennedy's policy towards Vietnam.

The last assessment that I included is a political cartoon assignment. I will evaluate this assessment by having the students answer some questions that focus on the meaning of the cartoon and its value to understanding the policy decisions that Kennedy made regarding the situation in Vietnam. I will also assess how the students use concepts and themes that were discussed in class to analyze the political cartoon's message, etc. in order to determine whether the unit objective is satisfied. The student's analysis will be counted as a test grade.

DESIGN FOR INSTRUCTION

Day One: Cold War Challenges Overseas-The Bay of Pigs

Critical Question: Why was The Bay of Pigs an important Cold War challenge during the presidency of John F. Kennedy?

Learning Objectives:

- The students will identify the main characteristics of The Bay of Pigs.
- The students will describe the different challenges that President Kennedy faced during the Bay of Pigs invasion.
- The students will analyze the significance of The Bay of Pigs on the presidency of John F. Kennedy

Learner Factors: This lesson differentiates instruction by accommodating some different learning styles. It accommodates the visual-spatial learners because the lesson includes a KWL chart which helps the students see clearly what different ideas accompany the content being presented. In addition, this lesson accommodates the verbal-linguistic learners by including some primary documents that will help those students learn the content presented in the class.

Materials: dry erase markers, whiteboard, copies of KWL chart, copies of Bay of Pigs primary sources, primary source analysis worksheet

Standards Addressed:

NCSS:

- Time, Continuity, and Change
- Power, Authority, and Governance
- Global Connections

RIBTS:

- Standard 2
- Standard 5
- Standard 6

- Standard 8

Motivational Activity: I will start the lesson off with a KWL chart that will revolve around The Bay of Pigs. The students will provide their thoughts and ideas about what they have learned about the invasion, and what they want to learn about it. Each student will receive their own chart. Also, when providing their thoughts they will think about the following question-**Why was The Bay of Pigs such an important part of John F. Kennedy's presidency?**

Teaching Activities: After the KWL chart, I will split up the students into small groups. Some groups will receive excerpts from the primary source entitled, "Military Evaluation of the CIA-Para Military Plan, Cuba" while the other groups will receive excerpts from the source entitled, "NSC Meeting at the White House 10 A.M., April 1961." Each group will read their documents and then answer some critical questions regarding the sources.

After the students complete these questions, I will have each group share their answers to the questions through a small class discussion. This will reinforce and enhance the student's understanding of The Bay of Pigs and the different perspectives involved

Summary Activity: To end the lesson, I will have the students answer the critical question-**Why was The Bay of Pigs an important Cold War challenge during the presidency of John F. Kennedy?** In addition, I will have the students fill out the last part of their KWL chart in order for them to see what they have learned from the lesson.

Assessment: As a homework assignment, I will assign a short perspective paper that will ask the students to imagine that they were Nikita Khrushchev during The Bay of Pigs incident. The students will answer some critical questions in their paper. I would tell the students that their papers must be 3-5 pages long, and that they need to include concepts from class.

Day Two: The Threat of Nuclear Winter-The Cuban Missile Crisis

Critical Question: How did the Cuban Missile Crisis shape the relationship between the Soviet Union and the United States?

Learning Objectives:

- The students will identify important aspects of the relationship between the United States and the Soviet Union during the Cold War.
- The students will outline the central tenets of the arms race that occurred between the Soviet Union and the United States
- The students will analyze the relationship between the United States and Soviet Union during the Cuban Missile Crisis.

Learner Factors: This lesson accommodates a few learning styles while also challenging the students through different activities. For example, the lesson includes a brainstorming web that will help the visual-spatial learners understand how different ideas are connected. In addition, the lesson includes primary sources which will both challenge and accommodate the students especially the verbal-linguistic learners.

Materials Needed: dry erase markers, whiteboard, brainstorming worksheets, copies of primary sources that detail the communication between Soviet Union and the United States, video clip, projector, primary source analysis worksheet,

Standards Addressed:

NCSS:

- Time, Continuity, and Change
- Power, Authority, and Governance
- Science, Technology, and Society
- Global Connections

RIBTS:

- Standard 2
- Standard 5
- Standard 8
- Standard 9

Motivational Activity: I will begin the lesson with a brainstorming activity that will focus on the relationship between the Soviet Union and the United States during the Cold War. I will ask the students to write down anything they know about this topic. This activity will address this question-**Why is the relationship between the Soviet Union and the United States important when learning about the Cold War?**

Teaching Activities: After the brainstorming activity, I will show the students a short video clip (<http://www.youtube.com/watch?v=Xo8SMzM8X-U>) that provides the students with a basic storyline of the Cuban Missile Crisis. After the students watch the video clip, we will have a class discussion about the key themes, and concepts that were presented in order to enhance the student's understanding of the video.

The second activity that I will do with the students is a primary source analysis. I will split up the students into different groups of four based on excerpts from two different primary source documents that they will receive. Some members of the group will receive one document entitled, "Radio-TV Address of President to the Nation." The other members of the group will the other document entitled, "Letter from Khrushchev to Kennedy on October 24, 1962." The students will answer critical questions in their groups regarding the content presented in each source.

Summary Activity: After the students answer these questions, I will then bring the class together and discuss the different primary sources and their answers. This will enhance the student's understanding of the multiple perspectives involved when trying to understand the politics of the Cold War. This discussion will address the critical question of the lesson- **How did the Cuban Missile Crisis shape the relationship between the Soviet Union and the United States?**

Assessment: The student's homework assignment will ask them to take what they have learned about the relationship between the United States and the Soviet Union during the Cuban Missile Crisis and justify whether the Cold War did/did not have an effect on the relationship between

the United States and the Soviet Union by writing a persuasive essay. The essay must be 5-7 pages long and will count as a test grade.

Day Three: The Vietnam Dilemma

Critical Question: How did President Kennedy's policy towards Vietnam alter the nature of the conflict?

Lesson Objectives:

- The students will identify some of the major themes and concepts associated with foreign policy.
- The students will examine different perspectives that were associated with Vietnam under the Kennedy administration
- The students will assess Kennedy's policy towards Vietnam and the Cold War ideals that it represented.

Learner Factors: This lesson differentiates instruction by accommodating different learning styles while also asking the students to use both lower and higher level thinking in order to complete the activities. The lesson accommodates the visual-spatial learners by including a concept mapping exercise, and a photograph analysis activity. In addition, the lesson accommodates the interpersonal learners by including a class discussion that focuses on what the students observed about the different photographs. Finally, this lesson challenges the students to look at different perspectives when analyzing a historical event like Vietnam.

Materials Needed: dry erase markers, whiteboard, concept map, copies of Vietnam photographs, cartoon analysis worksheet

Standards Addressed:

NCSS:

- Time, Continuity, and Change
- Power, Authority, and Governance
- People, Places, and Environment

RIBTS:

- Standard 2
- Standard 4
- Standard 5
- Standard 8

Motivational Activity: To start the lesson, I will have the students complete a concept map that focuses on foreign policy. The students will need to write down important themes and concepts associated with foreign policy both during the Cold War and today. This will help the students start to think about the influence that foreign policy has on a presidency. This will focus on the question-**How does foreign policy impact a President?**

Teaching Activities: The first activity of the lesson is the examination of a couple of photographs. One photograph will show a Buddhist monk lighting himself on fire in protest of American backed Ngo Dinh Diem's lack of reform in South Vietnam. From: (<http://vinpon.files.wordpress.com/2007/04/windowslivewritersomeofthemospowerfulimagesfroaroundthe-1266a000395-windowslivewritersomeofthemos2.jpg>.) The other photograph will show a picture of the Vietnam Veterans Memorial statue in Washington, D.C. From: (http://blog.mlive.com/chronicle/2008/05/large_01memorial.jpg.) I will split up the students into two big groups. One group will receive the monk picture, while the other will receive the Vietnam memorial picture. Each group will answer critical questions about the picture that they receive. The critical question that the students will focus on when doing this activity is **How do these pictures depict President Kennedy's approach towards Vietnam?**

The second activity will be a class discussion about the answers that the two groups came up with. After the discussion, we will discuss their answers to the critical question that they thought about when doing the first activity **How do these pictures depict President Kennedy's approach towards Vietnam?** The students will have a roundtable discussion offering their own interpretations and evaluations.

Summary Activity/Assessment: To conclude the lesson, the students will pass in their photograph analysis sheets for a quiz grade. In addition, I will assign the students a political cartoon analysis that will be due in one week. The assignment calls for the students to find a political cartoon depicting President Kennedy and his policy towards Vietnam. They will have to answer some critical questions in their analysis. Their analysis must be 3-5 pages long.

Alignment with Learning Goals:

- ❖ The students will examine an important part of the Cold War and the many foreign conflicts that the United States faced during the Kennedy administration such as Vietnam, The Cuban Missile Crisis, and The Bay of Pigs.
- ❖ The students will analyze a wide variety of perspectives in order to gain a detailed understanding of the American landscape during the Cold War under the Kennedy administration.
- ❖ The students will work cooperatively on different activities while also using a wide variety of mediums like photographs, posters, group discussion, short video clips, and primary/secondary sources to enhance their understanding of the Cold War and the issues that it brought to the table during the Kennedy presidency.

The unit helps students meet these learning goals because in each lesson, the students are examining a different foreign conflict that the United States faced during the Kennedy administration. In the first lesson, the students look at The Bay of Pigs and the variety of perspectives associated with by working cooperatively on different activities. These activities include a variety of different mediums like a KWL chart, and primary source analysis, and class discussion. In the second lesson, the students are examining another foreign conflict-the Cuban

Missile Crisis by examining different perspectives through primary source analysis and class discussion. The variety of activities that are included in each lesson provide the student with a comprehensive understanding of the content presented in the class. Finally, the third lesson which focuses on Vietnam also has the students using a variety of different mediums like a photography analysis, class discussion, and concept mapping. Through all of these lessons, the students meet the three learning goals of the unit in many different ways.

Technology plays a small role in my instruction. The only form of technology that I included in my instruction is a video clip that I planned to show during my second lesson on the Cuban Missile Crisis. I included this video clip because it provides the students with valuable details about the Cuban Missile Crisis and the effect that it had on the relationship between the United States and the Soviet Union. Technology only plays a small part in my instruction because I wanted the lessons to focus on discovery learning where the students are asked to use both lower and higher level thinking skills to learn valuable background information and content. This is important because many of my learning goals and unit objectives want the students to become historians and make their own interpretations about history.

Appendices

Lesson One: Cold War Challenges Overseas-The Bay of Pigs

“Military Evaluation of the CIA-Para Military Plan, Cuba”-excerpts will be taken from:
<http://www.maryferrell.org/mffweb/archive/viewer/showDoc.do?docId=1250>

“NSC Meeting at the White House 10 A.M., April 1961.”-excerpts will be taken from:
<http://www.maryferrell.org/mffweb/archive/viewer/showDoc.do?docId=165>

Jigsaw Primary Source Analysis Questions

1. What are some of the main ideas of the document?
2. What does the document tell you about the debate that went on inside the Kennedy Whitehouse?
3. What is the tone of the document?

Lesson #1 - The Bay of Pigs



What you already Know...

What you Want to know...

What you have Learned...

Empty space for writing in the 'What you already Know...' column.

Empty space for writing in the 'What you Want to know...' column.

Empty space for writing in the 'What you have Learned...' column.

4. Based on your reading, what challenges do you think the Kennedy administration faced during the planning of the invasion?
5. Do you feel that the security of the United States was at risk because of the failed invasion? Why?

Perspective Paper Assignment

After reading about how the Bay of Pigs affected Kennedy's presidency, answer the following questions in a perspective paper. The paper should be 3-5 pages long. If you were Nikita Khrushchev, **What would you think about the proposed Bay of Pigs invasion of Cuba? Would your feelings towards the United States improve or decline? Why? Would you take any retaliatory action against the United States even though the invasion failed? If so, what would your plan be? Why?** Be sure to include concepts that you learned in class.

Perspective Paper Scoring Rubric

Perspective Paper : The Cold War and the presidency of John F. Kennedy

Teacher Name: Mr. XXXXXXXXXX

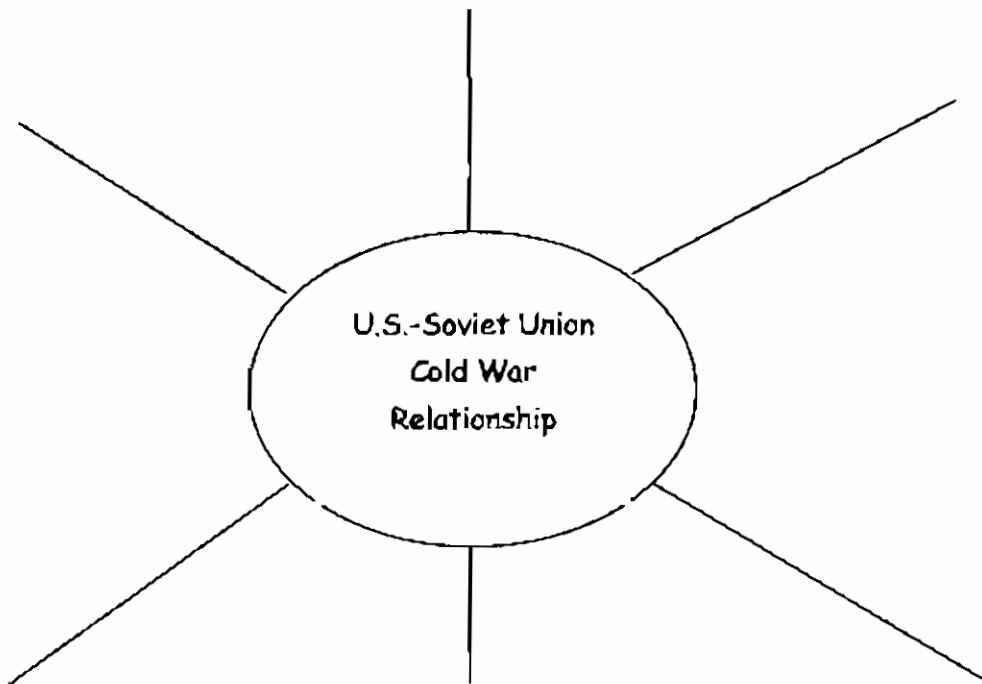
Student Name: _____

CATEGORY	4 -Above the Standard (A)	3 -Meets the Standard (B)	2 -Approaching the Standard (C)	1 -Below the Standard (D)	Score
Focus	The focus of the paper clearly addresses the different questions.	The thesis statement addresses almost all of the questions.	The thesis statement outlines a few of the questions.	The thesis statement addresses only one of the questions.	
Evidence and Examples	All of the evidence and examples are specific, relevant and explanations are given to address all of the questions.	Most of the evidence and examples are specific, relevant and explanations are given to address most of the questions.	At least one of the pieces of evidence and examples is relevant and has an explanation that addresses a couple questions.	Evidence and examples are NOT relevant and addresses only parts of the questions.	
Grammar & Spelling	Author makes small errors in grammar or spelling that distract the reader from the	Author makes 1-2 errors in grammar or spelling that distract the reader from the	Author makes 3- 4 errors in grammar or spelling that distract the reader from the	Author makes more than 4 errors in grammar or spelling that distract the	

	content.	content.	content.	reader from the content.	
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Lesson Two: The Threat of Nuclear Winter-The Cuban Missile Crisis

Brainstorming Activity



Khrushchev to Kennedy

October 24, 1962

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 a 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 yours,

N. Khrushchev

From: <http://www.atomicarchive.com/Docs/Cuba/khrushchevletter1.shtml>

Radio and Television Report to the American People on the Soviet Arms Buildup in Cuba

President John F. Kennedy

The White House

October 22, 1962

Good evening my fellow citizens:

This Government, as promised, has maintained the closest surveillance of the Soviet Military buildup on the island of Cuba. Within the past week, unmistakable evidence has established the fact that a series of offensive missile sites is now in preparation on that imprisoned island. The purpose of these bases can be none other than to provide a nuclear strike capability against the Western Hemisphere.

Upon receiving the first preliminary hard information of this nature last Tuesday morning at 9 a.m., I directed that our surveillance be stepped up. And having now confirmed and completed our evaluation of the evidence and our decision on a course of action, this Government feels obliged to report this new crisis to you in fullest detail.

The size of this undertaking makes clear that it has been planned for some months. Yet only last month, after I had made clear the distinction between any introduction of ground-to-ground missiles and the existence of defensive anti-aircraft missiles, the Soviet Government publicly stated on September 11, and I quote, "the armaments and military equipment sent to Cuba are designed exclusively for defensive purposes," that, and I quote the Soviet Government, "there is no need for the Soviet Government to shift its weapons . . . for a retaliatory blow to any other country, for instance Cuba," and that, and I quote their government, "the Soviet Union has so powerful rockets to carry these nuclear warheads that there is no need to search for sites for them beyond the boundaries of the Soviet Union." That statement was false.

Only last Thursday, as evidence of this rapid offensive buildup was already in my hand, Soviet Foreign Minister Gromyko told me in my office that he was instructed to make it clear once again, as he said his government had already done, that Soviet assistance to Cuba, and I quote, "pursued solely the purpose of contributing to the the defense capabilities of Cuba," that, and I quote him, "training by Soviet specialists of Cuban nationals in handling defensive armaments was by no means offensive, and if it were otherwise," Mr. Gromyko went on, "the Soviet Government would never become involved in rendering such assistance." That statement also was false.

Neither the United States of America nor the world community of nations can tolerate deliberate deception and offensive threats on the part of any nation, large or small. We no longer live in a world where only the actual firing of weapons represents a sufficient challenge to a nation's security to constitute maximum peril. Nuclear weapons are so destructive and ballistic missiles are so swift, that any substantially increased possibility of their use or any sudden change in their deployment may well be regarded as a definite threat to peace.

For many years both the Soviet Union and the United States, recognizing this fact, have deployed strategic nuclear weapons with great care, never upsetting the precarious status quo which insured that these weapons would not be used in the absence of some vital challenge. Our own strategic missiles have never been transferred to the territory of any other nation under a cloak of secrecy and deception; and our history--unlike that of the Soviets since the end of World War II--demonstrates that we have no desire to dominate or conquer any other nation or impose our system upon its people. Nevertheless, American citizens have become adjusted to living daily on the Bull's-eye of Soviet missiles located inside the U.S.S.R. or in submarines.

In that sense, missiles in Cuba add to an already clear and present danger—although it should be noted the nations of Latin America have never previously been subjected to a potential nuclear threat.

But this secret, swift, and extraordinary buildup of Communist missiles—in an area well known to have a special and historical relationship to the United States and the nations of the Western Hemisphere, in violation of Soviet assurances, and in defiance of American and hemispheric policy—this sudden, clandestine decision to station strategic weapons for the first time outside of Soviet soil—is a deliberately provocative and unjustified change in the status quo which cannot be accepted by this country, if our courage and our commitments are ever to be trusted again by either friend or foe.

Our policy has been one of patience and restraint, as befits a peaceful and powerful nation, which leads a worldwide alliance. We have been determined not to be diverted from our central concerns by mere irritants and fanatics. But now further action is required—and it is under way; and these actions may only be the beginning. We will not prematurely or unnecessarily risk the costs of worldwide nuclear war in which even the fruits of victory would be ashes in our mouth—but neither will we shrink from that risk at any time it must be faced.

Acting, therefore, in the defense of our own security and of the entire Western Hemisphere, and under the authority entrusted to me by the Constitution as endorsed by the resolution of the Congress, I have directed that the following initial steps be taken immediately:

First: To halt this offensive buildup, a strict quarantine on all offensive military equipment under shipment to Cuba is being initiated. All ships of any kind bound for Cuba from whatever nation or port will, if found to contain cargoes of offensive weapons, be turned back. This quarantine will be extended, if needed, to other types of cargo and carriers. We are not at this time, however, denying the necessities of life as the Soviets attempted to do in their Berlin blockade of 1948.

Second: I have directed the continued and increased close surveillance of Cuba and its military buildup. The foreign ministers of the OAS, in their communique of October 6, rejected secrecy in such matters in this hemisphere. Should these offensive military preparations continue, thus increasing the threat to the hemisphere, further action will be justified. I have directed the Armed Forces to prepare for any eventualities; and I trust that in the interest of both the Cuban people and the Soviet technicians at the sites, the hazards to all concerned in continuing this threat will be recognized.

Third: It shall be the policy of this Nation to regard any nuclear missile launched from Cuba against any nation in the Western Hemisphere as an attack by the Soviet Union on the United States, requiring a full retaliatory response upon the Soviet Union.

Fourth: As a necessary military precaution, I have reinforced our base at Guantanamo, evacuated today the dependents of our personnel there, and ordered additional military units to be on a standby alert basis.....

Seventh and finally: I call upon Chairman Khrushchev to halt and eliminate this clandestine, reckless and provocative threat to world peace and to stable relations between our two nations. I call upon him further to abandon this course of world domination, and to join in an historic effort to end the perilous arms race and to transform the history of man. He has an opportunity now to move the world back from the abyss of destruction—by returning to his government's own words that it had no need to station missiles outside its own territory, and withdrawing these weapons from Cuba—by refraining from any action which will widen or deepen the present crisis—and then by participating in a search for peaceful and permanent solutions.

This Nation is prepared to present its case against the Soviet threat to peace, and our own proposals for a peaceful world, at any time and in any forum—in the OAS, in the United Nations, or in any other meeting that

could be useful—without limiting our freedom of action. We have in the past made strenuous efforts to limit the spread of nuclear weapons. We have proposed the elimination of all arms and military bases in a fair and effective disarmament treaty. We are prepared to discuss new proposals for the removal of tensions on both sides—including the possibility of a genuinely independent Cuba, free to determine its own destiny. We have no wish to war with the Soviet Union—for we are a peaceful people who desire to live in peace with all other peoples.

But it is difficult to settle or even discuss these problems in an atmosphere of intimidation. That is why this latest Soviet threat—or any other threat which is made either independently or in response to our actions this week—must and will be met with determination. Any hostile move anywhere in the world against the safety and freedom of peoples to whom we are committed—including in particular the brave people of West Berlin—will be met by whatever action is needed.

My fellow citizens: let no one doubt that this is a difficult and dangerous effort on which we have set out. No one can see precisely what course it will take or what costs or casualties will be incurred. Many months of sacrifice and self-discipline lie ahead—months in which our patience and our will will be tested—months in which many threats and denunciations will keep us aware of our dangers. But the greatest danger of all would be to do nothing.

The path we have chosen for the present is full of hazards, as all paths are—but it is the one most consistent with our character and courage as a nation and our commitments around the world. The cost of freedom is always high—and Americans have always paid it. And one path we shall never choose, and that is the path of surrender or submission.

Our goal is not the victory of might, but the vindication of right— not peace at the expense of freedom, but both peace and freedom, here in this hemisphere, and, we hope, around the world. God willing, that goal will be achieved.

Thank you and good night.

From: <http://www.jfklibrary.org/jfk/cmc/j102282.htm>

Primary Source Analysis Questions

1. What was the document's intended audience?
2. What are some of the main ideas of the document?
3. What Cold War themes are mentioned?
4. Does the document give you any insight into what life was like during the Cold War in both the United States and Soviet Union?
5. What is the tone of the document? How does it characterize the relationship between the Soviet Union and the United States?
6. How do you think the relationship is between the United States and the Soviet Union today?

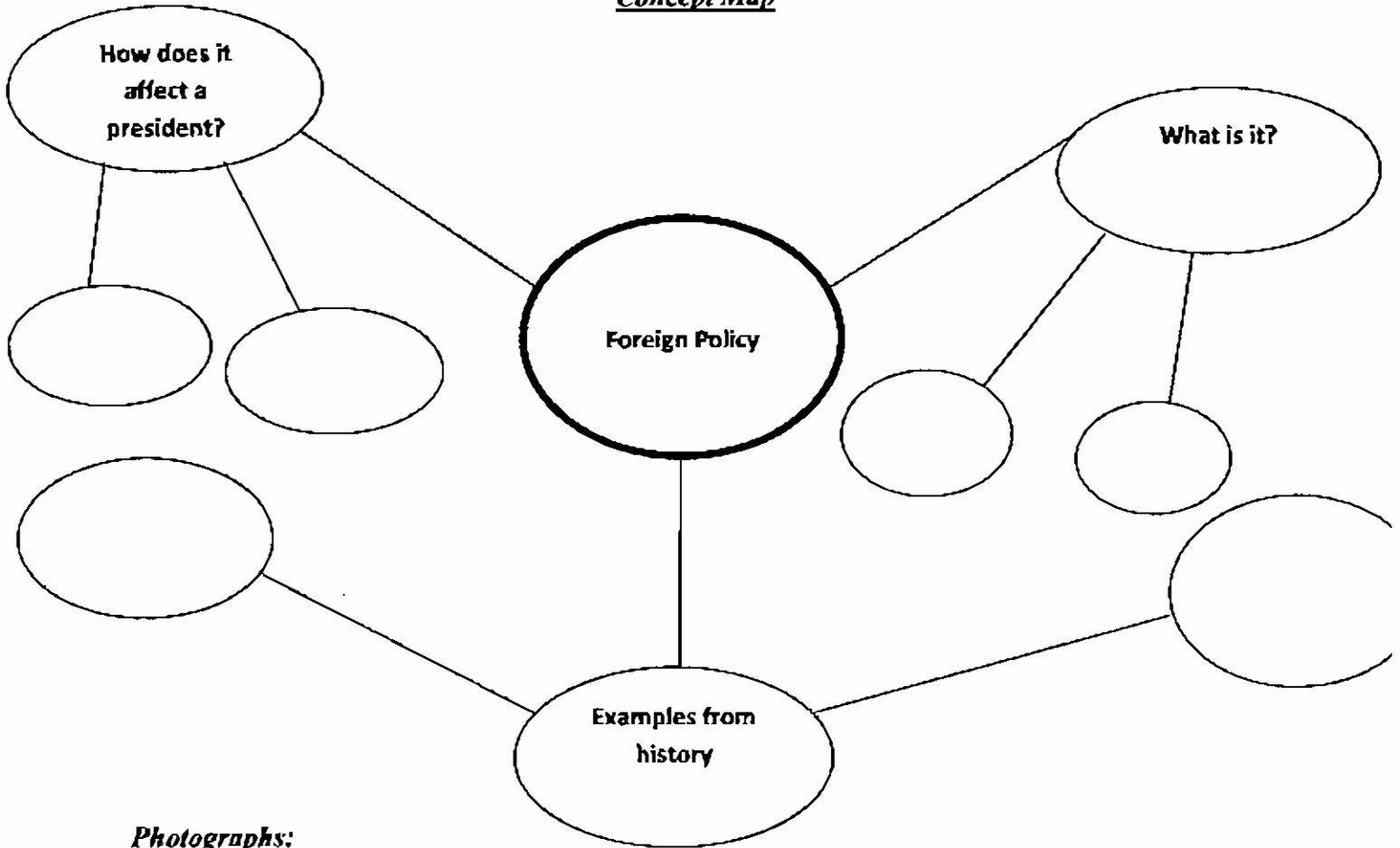
Persuasive Essay Scoring Rubric

Persuasive Essay : U.S.-Soviet Union Relationship During the Cold War

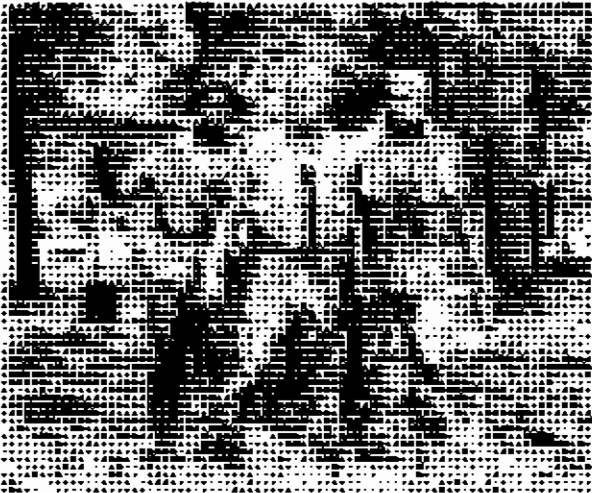
CATEGORY	4 - Above the Standard (A)	3 - Meets the Standard (B)	2 -Approaching the Standard (C)	1 - Below the Standard (D)	Score
Focus or Thesis Statement	The thesis statement names the topic of the essay and outlines the main points to be discussed.	The thesis statement names the topic of the essay.	The thesis statement outlines some or all of the main points to be discussed but does not name the topic.	The thesis statement does not name the topic AND does not preview what will be discussed.	
Support for Position	Includes 3 or more pieces of evidence (facts, statistics, examples,) that support the position statement.	Includes 3 or more pieces of evidence (facts, statistics, examples,) that support the position statement.	Includes 2 pieces of evidence (facts, statistics, examples,) that support the position statement.	Includes 1 or fewer pieces of evidence (facts, statistics, examples).	
Evidence and Examples	All of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.	Most of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.	At least one of the pieces of evidence and examples is relevant and has an explanation that shows how that piece of evidence supports the author's position.	Evidence and examples are NOT relevant AND/OR are not explained.	
Grammar & Spelling	Author makes small errors in grammar or spelling that distract the reader from the content.	Author makes 1-2 errors in grammar or spelling that distract the reader from the content.	Author makes 3-4 errors in grammar or spelling that distract the reader from the content.	Author makes more than 4 errors in grammar or spelling that distract the reader from the content.	

Lesson Three: The Vietnam Dilemma

Concept Map



Photographs:



Photograph Analysis Worksheet Questions

1. What questions does the photograph raise in your mind about Kennedy's policy towards Vietnam?
2. Who do you think the photography's intended audience is?
3. Are there any important symbols in the photograph?
4. What does the photograph tell you about the nature of the situation in Vietnam?
5. What is the mood of the photograph?
6. What would be a good caption for the photograph? Why?

Political Cartoon Assignment

Your task is to find a political cartoon that shows President Kennedy's Vietnam policy and analyze it. You must answer these questions in your analysis. The analysis should be 3-5 pages long.

1. Who is the author of the cartoon? Do you see any of his/her inherent bias in the cartoon?
2. What message does the cartoon portray about President Kennedy's handling of Vietnam?
3. What symbols are in the cartoon?
4. What Cold War themes does the cartoon present?
5. Do you agree with what the cartoon is trying to say about President Kennedy's Vietnam policy?
6. Based on what you have learned about Vietnam and President Kennedy, do you think his policy was the right one? Why/Why Not?

Political Cartoon Analysis Evaluation Sheet

1. Student has analyzed a cartoon about Kennedy's Vietnam policy _____ out of 10.
2. Student answers all questions in analysis _____ out of 10.
3. Student includes different examples from cartoon in their analysis _____ out of 20.
4. Student's explanations answer all parts of the questions _____ out of 20.
5. Student's answers are well structured _____ out of 10.
6. Student's analysis make valuable connections between concepts learned in class and the themes presented in the cartoon _____ out of 20.
7. Student's answers to the questions reflect their understanding of the material presented in class _____ out of 10.