Outcomes for Today

Leadership Focus:
- Students will recognize leadership abilities in themselves.
- Students will identify personality types in themselves.

PREPARE

1. Background Build a context for the ideas, places, person, or events in today’s reading.

Leadership Requires Engagement Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort, Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

Book Background: *(There is little background given to why the missiles were placed in Cuba by the Soviet Union. Read the following for further background knowledge.)*

The Soviet Union consisted of Russia and the surrounding countries: Armenia, Azerbaijan, Belarus, Estonia, Georgia, Kazakhstan, Kyrgyzstan, Latvia, Lithuania, Moldova, Tajikistan, Turkmenistan, Ukraine, and Uzbekistan.

“In 1962, the Soviet Union was desperately behind the United States in the arms race. Soviet missiles were only powerful enough to be launched against Europe but U.S. missiles were capable of striking the entire Soviet Union. In late April 1962, Soviet Premier Nikita Khrushchev conceived the idea of placing intermediate-range missiles in Cuba. A deployment in Cuba would double the Soviet strategic arsenal and provide a real deterrent to a potential U.S. attack against the Soviet Union. Meanwhile, Fidel Castro was looking for a way to defend his island nation from an attack by the U.S. Ever since the failed Bay of Pigs invasion in 1961, Castro felt a second attack was inevitable. Consequently, he approved of Khrushchev’s plan to place missiles on the island. In the summer of 1962 the Soviet Union worked quickly and secretly to build its missile installations in Cuba.”
http://library.thinkquest.org/11046/days/index.html

Why is it hard to be a leader?
Have students think about when it is hard to be a leader. Sometimes when being a leader, the right choice is not always the most popular choice. Have students share with a partner about a time when they had to be a leader in a tough situation.
Questions to think about:
- Do you think it is easy or hard to be a leader, why?
- As the leader, how did you feel when you had to make decisions?
- How did you feel after the decision was made?
- Do you like being a leader?
- What are the pros and cons of being a leader?

2. Wordwall Add five words to the wordwall after explicit instruction and practice.

nuclear (7) administration (9) socialism (9) diplomacy (11) oblivion (15)

3. Review Review the most important timeline events from the beginning.

4. Read Read the selection for today.

Read pg. 7-15 (Foreword)

This is a character chart. In this character chart, you will find a list of characters and an explanation of their role during the Cuban Missile Crisis. Please add on weekly to the class character chart. Those of you who are used to a setting chart, please note that this book is different from our usual novels and some formatting will be different.

<table>
<thead>
<tr>
<th>Character</th>
<th>Description</th>
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<tbody>
<tr>
<td>Robert Kennedy</td>
<td>author of the book, brother and advisor to President of the United States</td>
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<tr>
<td>John Kennedy</td>
<td>Democratic President of the United States of American from 1961-1963</td>
</tr>
<tr>
<td>Nikita Khrushchev</td>
<td>Soviet leader during the Cuban Missile Crisis</td>
</tr>
<tr>
<td>Fidel Castro</td>
<td>Communist leader of Cuba</td>
</tr>
<tr>
<td>Robert McNamara</td>
<td>US Secretary of Defense during the Crisis</td>
</tr>
<tr>
<td>EX Comm</td>
<td>The Executive Committee of the National Security Council: consisted of the people who were responsible for helping the President make decisions during the Crisis</td>
</tr>
<tr>
<td>Anatoly Dobrynin</td>
<td>The Soviet Ambassador</td>
</tr>
</tbody>
</table>

5. Timeline Agree on the most important events in today’s reading, and list 3-5 on the timeline.

Discuss the reading and add 3-5 events to the timeline
- Discuss the story to fix the facts: who, what when, where, why
- Decide on the 3-5 most important even and add these to the timeline
Students might mention:

- The cold war had ended.
- Cuba was an established enemy of the United States.
- The US government had set out to kill Castro, which led to the Bay of Pigs.
- Castro turned to the Soviet Union for protection from the US.
- Castro did not want or request nuclear missiles, but accepted them in order to strengthen socialism.
- The US wanted the missiles out of Cuba.
- After the crisis had been resolved both leaders of the US and Cuba worked together to avoid ever being in a situation like that again.
- If the crisis had turned into a war, both countries may have been completely destroyed.

6. Map Add to an ongoing map, chart or other graphic organizer.

Use a World map and mark: Cuba, the Soviet Union (Russia) and the United States (Washington).

Begin the KWL Chart and add to “Learn” each lesson on the Cuban Missile Crisis.

**KWL Chart: What You Know, Want to Know, and Learn**

**Step One:** Read the chapter or segment you wish to analyze

**Step Two:** Fill out the K [know] column: what do you know?

1. What key things do you know from the story or explanation you have read so far? This might be who, what, where, when, why, or how information.

2. Write this information concisely in the K [What do you know?] column.

**Step Three:** Fill out the W [want] column: what do you want to know?

1. Given what you know, what would you like to know about this story or topic, about what has happened or will happen in the future?

2. Write this information concisely in the W [What do you want to know?] column.

**Step Four:** Fill out the L [learned] column: what have you learned?

1. As you read more of the story, or learn more about the topic, ask yourself what you have learned. Do you have answers to any of the questions in your W column: what you wanted to know?

2. Write this information concisely in the L [What have you learned?] column. You may want to do this at various times as you learn. You may want to check off the questions in the W column when you answer them in the L column.

**Step Five: Review the chart when it is complete**
### KWL Chart

<table>
<thead>
<tr>
<th>K</th>
<th>W</th>
<th>L</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do you know?</td>
<td>What do you want to know?</td>
<td>What have you learned?</td>
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EXPLORE

7. Activity Explore the reading with a visual or oral language activity.

2c12 Cubing 5 Qualities of a Leader:

Have each student create a cube and list the 5 qualities that make a good leader.
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8. **Discussion** Prompt in depth discussion with questions from the 9 territories.

**Key Questions**
1. Why were the Soviet Union and the United States enemies?
2. Why didn’t the President attack Cuba in order to end the crisis?
3. What can we learn from the way Khrushchev and the President settled their issues?
4. How does the author of the book being the President’s brother affect the way the story is told? What is it was written by a different person who was there? Would it be a different story?
5. How do you think a crisis like this would be handled by leaders today?

9. **Analysis** Analyze the key paragraph closely.

**Key Passage, pg. 14**
“Having stared down the nuclear abyss together, the two leaders were determined that the world would never again suffer such a crisis.”

**EXTEND**

10. **Write** Every student writes a short product from today’s prompt to connect to the unit theme.

**Prompt: Leadership Requirements Requires Engagement**
President Kennedy and Soviet leader Khrushchev were both very close to starting a Nuclear War between United States and the Soviet Union. Both leaders were trying to defend and protect their countries in the way that they thought best, but with their actions, they both came very close to devastating war. After the Crisis ended, both leaders were determined to never take steps toward nuclear war ever again. Why did President Kennedy try to stop the Soviets from placing missiles in Cuba? Why did Khrushchev lie about placing missiles in Cuba? How could this crisis have been avoided?

**Write three paragraphs:**
**First:** Why having Nuclear Weapons, as a leader, is good for the common good.
**Second:** Why having Nuclear Weapons, as a leader, is bad for the common good.
**Third:** Argue your opinion on whether or not you think nuclear weapons are necessary for promoting the common good. As a leader, would you need them?

- If the leaders use their weapons, everyone involved would be dead. How is this promoting common good? If the leader doesn’t have them, they are in danger of the country that does. How can the two countries be sure that the weapons won’t be used? How can the leaders know that their actions are good?

11. **Close** Close by extending today’s lesson to life and the world.