

To the Brink: JFK and the Cuban Missile Crisis - FREE

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District: Smithtown

Grade: 9-12

Subject: Social Studies

CCLS: Common Core Reading Standards for Literacy in History/Social Studies
Key Ideas and Details

1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

Craft and Structure

1. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
2. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
3. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

Integration of Knowledge and Ideas

1. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
2. Assess the extent to which the reasoning and evidence in a text support the author's claims.
3. Compare and contrast treatments of the same topic in several primary and secondary sources.

Website:

<https://itunes.apple.com/us/app/to-brink-jfk-cuban-missile/id570032141?mt=8>

Description of application: This app, based on an exhibition by the National Archives and its John F. Kennedy Presidential Library and Museum, brings to life the Cuban Missile Crisis. It is basically a timeline that provides access to primary sources including photographs, audio recordings, video recordings, and documents that are a part of this significant time in our country's history. These sources chronicle how JFK and his advisors struggled to avert a national disaster and possibly a third World War. Many of the primary sources had me totally engaged. Some of these include:

- Khrushchev -- A Personality Sketch
- Psychiatric Personality Study of Fidel Castro

- CIA map showing U.S. cities within range of nuclear missiles from Cuba
- Audio recordings of actual conversations and meetings that took place during the Cuban Missile Crisis. These recordings are accompanied by photographs of the individuals who actually said the words. Some of these accounts had me, literally, on the edge of my seat.
- President Kennedy's address to the nation on October 22, 1962.
- Synopsis of President's speech announcing U.S. military airstrikes. This speech was never delivered.
- President Khrushchev's response to President Kennedy's message dated October 4, 1962.
- Quarantine Proclamation: Interdiction of the Delivery of Offensive Weapons to Cuba - October 23, 1962
- More

Incorporation:

This app could be used to help U.S. History students gain a deeper understanding of the Cuban Missile Crisis. Students could be put into small groups, with each group exploring and analyzing a section. Students would be responsible for examining the photographs, documents, videos, and other primary source documents to learn more about U.S./Soviet relations at the time, the Cold War, and the very real threat of nuclear war that our nation faced. Students would be asked to consider the following:

1. What was the significance of Soviet missiles in Cuba?
2. What were some of the decisions JFK could have made throughout the crisis and what would be the outcome of each of these decisions?
3. What would you do differently and how do you think your actions would affect the outcome?
4. How was the crisis resolved?
5. What did we learn from this crisis?

Students groups could share their information with the rest of the class so that all would benefit from the research and examination of this event.