Unit / Lesson Title: Cuban Missile Crisis

Grade Level: 9-12

Subject: U.S. History

MDE Standards:
I. N. The student will understand the Cold War, its causes, consequences and its military consequences.
  Benchmark 1. Students will demonstrate knowledge of key events of the Cold War
III. I. The student will demonstrate knowledge of major events and outcomes of the Cold War.
  Benchmark 2. Students will explain key events and revolutionary movements of the Cold War period and analyze their significance: Cuban Missile Crisis

ISTE Standards:
1. Creativity and Innovation
  Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:
      b. create original works as a means of personal or group expression.

3. Research and Information Fluency
  Students apply digital tools to gather, evaluate and use information. Students:
      b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
      c. evaluate and select information sources and digital tools based on appropriateness to specific tasks.

Content Objectives:
  ▪ Students will articulate the events and outcome of the Cuban Missile Crisis.
  ▪ Students will organize the sequence of events of the 13 days of the Cuban Missile Crisis using a graphic organizer.
  ▪ Students will explain why the United States was uncomfortable with Soviet missiles in Cuba.
  ▪ Students will identify and discuss the options President Kennedy was faced with during the crisis.
  ▪ Students will listen to President Kennedy's speech informing the public about the crisis and reflect about what it would have been like to be a high school student in 1962 listening to the speech.

Language Objectives:
  ▪ Students will silently read text.
  ▪ Students will complete a graphic organizer about what they know, want to know, and learned.
  ▪ Students will comprehend content vocabulary in a presidential speech.
  ▪ Students will paraphrase text-based information.

Differentiation Strategies:
  ▪ Process and Product

Part I
Interest Theme – Active Participation

Differentiation Strategy:
  ▪ Process

Materials (Content):

- Computers with Internet access to jfklibrary.org for online reading, and squidoo.com for Internet scavenger hunt.
- SmartBoard for group word wall.
- Pens, pencils, paper.
- Diigo.com accounts and tools.

Procedure (process):
- Students will complete a K and W portions of a K-W-L chart about the Cuban Missile Crisis.
- Students will read a short overview of the crisis from the JFK Library and Museum website. (http://www.jfklibrary.org/Historical+Resources/JFK+in+History/Cuban+Missile+Crisis.htm)
- Students will annotate and highlight pertinent information in the reading using tools from Diigo.com.
- Students will Think-Pair-Share with their table partner about the information in the reading.
- Students will complete the L portion of the K-W-L chart.
- Students will Share as a whole class in a way that explains the information in the reading.
- Students will create a class Word Wall about the crisis using the SmartBoard.

Assessment (product):
- K-W-L

Intelligences addressed:
- Visual-Spatial: Graphic organizers (K-W-L and concept map time line), word wall
- Verbal-Linguistic: Online reading, K-W-L, word wall
- Bodily-Kinesthetic: Word wall, Think-Pair-Share
- Interpersonal: Word wall, Think-Pair-Share
- Intrapersonal: Online reading

Technology used:
- Online reading material: Reading material online allows students to annotate and highlight digitally, and share those annotations with other students and the instructor. Online sources also allow material to be presented at reading levels closer to a student's ability without making an overt statement that singles out the student in front of the entire class. Using online sources also allow students to find materials that they are comfortable using, providing for a better match of reading ability with reading materials. Using SMOG technique for determining reading levels, the assign online reading had a reading level of approximately grade 7.5.
- SmartBoard: The interactive white board allows students to move about the room and at the same time create a visual aid for the classroom that can be easily reference, edited, and added to as necessary. The Smart Notebook page that is the word wall can also easily be shared with students through printing or converting it to a PDF and made available online as a download or distributed via email.

Part II
Interest Theme – Inquiry Based

Differentiation Strategy:
- Process

Materials (Content):
- YouTube for video overview of crisis.
- Student accounts at mywebspiration.com.
- Computers with Internet access to www.squidoo.com for scavenger hunt.
- SmartBoard for group word wall.

- Pens, pencils, markers, colored pencils, poster paper, note paper, glue, scissors.

Procedure (process):
- Students will watch a YouTube video that presents events and details about crisis. (http://www.youtube.com/watch?v=5ZYmCQu5oyk)
- Students will discuss as a class the information in the video and compare it to information from the online reading.
- Students will individually complete an information scavenger hunt about the crisis. (http://www.squidoo.com/cubanmissilecrisis)
- Students will share their mywebspiration time lines with their instructor through an email invitation via the mywebspiration control panel. Printing these is not a viable option, because they are reduced in size to fit the page leaving them so small they are not readable.
- Students will add words to the class word wall based on new information in video, from class discussion, and through Internet scavenger hunt.

Assessment (product):
- Completed Internet scavenger hunt

Intelligences addressed:
- Visual-Spatial: Videos, word wall, Internet scavenger hunt
- Verbal-Linguistic: Internet scavenger hunt, word wall
- Bodily-Kinesthetic: Word wall
- Interpersonal: Word wall, group discussion
- Intrapersonal: Internet scavenger hunt

Technology used:
- Videos: Allow students to watch and listen to information instead of just reading it. Use of YouTube video allows students to review the video at their own discretion at another time if they were absent or need a repeat viewing for reflection or review.
- Internet scavenger hunt: Web sites present information to students in an interactive medium. Information is typically text-based that is enhanced with embedded images, photo, audio, and video. Internet scavenger hunts allow students to easily be presented with primary and secondary source information that can be used to prompt and validate student inquiry. Internet scavenger hunts allow students to be better matched with materials at the appropriate reading levels for each student without directing attention to this fact and singling out these students in front of the entire class.

Part III
Interest Theme – Creative

Materials (Content):
- Student accounts at mywebspiration.com.
- Computers with Internet access to jfklibrary.org and squidoo.com for resource materials.
- SmartBoard for group word wall as resource.
- Pens, pencils, markers, colored pencils, poster paper, note paper, glue, scissors.

Procedure (process):
- Students will create a time line for the sequence of events that occurred over the course of the thirteen days of the crisis. Students will use a http://mywebspiration.com concept map to create their time line. Students will be encouraged to use the time line template in mywebspiration. The instructor will demonstrate where to locate the templates and how to use the time line template for this activity.

- Students will search the Internet for information to use on their time line. Students will be encouraged to use the squidoo.com web site previously used for Internet scavenger hunt activity as an information resource.
- As an alternative, students may create their time line by hand on paper using pens, pencils, markets, etc.

Assessment (product):
- Time line

Intelligences addressed:
- Visual-Spatial: graphic organizer
- Verbal-Linguistic: Time line
- Intrapersonal: Time line activity
- Logical: Time line, Internet search
- Bodily-Kinesthetic: Time line by hand on paper

Technology used:
- Web-based graphic organizer: Provides students the ability to easily create, organize, and edit text-based information that can be enhanced by images and graphics.
- Internet search as information resource.

Part IV
Interest Theme – Primary Sources

Differentiation Strategy:
- Process

Materials (Content):
- Computer with Internet access, speakers, and projector for whole class presentation of JFK's speech and crisis photo slideshow.
- iTunes U videos for class discussion.
- SmartBoard for group word wall.
- Pens, pencils, paper.

Procedure (process):
- Students will listen to JFK's speech that informed the public about the Cuban Missile Crisis (http://bit.ly/7B7eBv)
- Students will watch slideshow of government photos from crisis. (http://bit.ly/7AWTJF)
- Students will watch and discuss as a class short videos from Brown University's Choices Program that present information about:
  - the relations between the U.S., USSR, and Cuba,
  - the events of the crisis, the possible actions and outcomes, and how it was resolved
  - how JFK processed the information of the crisis, was in conflict with his military advisors, made the decision he did, and the outcome it had
  - perspective about the crisis from all three countries
  - discovery in 1992 that the USSR actually had nuclear warheads in Cuba during the crisis, as opposed to belief that they only had missiles waiting for nuclear warheads en route.
  (http://www.choices.edu/resources/scholars_cmc.php, also available through iTunes U - http://deimos3.apple.com/WebObjects/Core.woa/Browse/brown-public.2517444866)
- Students will discuss as a class how different the exchange of information was in 1962 compared to 2009 and address the whether something like the Cuban Missile Crisis would be able to secretly happen and have the government be able to keep it a secret for as many days as they did in 1962.

- Students will write a personal reflection about what they would be thinking if they were listening to President Kennedy speaking to the American public on October 22, 1962.

Assessment (product):
- Written reflection

Intelligences addressed:
- Visual-Spatial: Videos, photo slideshow
- Verbal-Linguistic: Listen to JFK speech, reflection
- Existential: Reflection
- Interpersonal: Group discussion
- Intrapersonal: Reflection
- Musical: JFK speech, narration and audio information in videos

Technology used:
- Audio recording of JFK's speech: Students could read the transcript from the speech, but listening to JFK's comments allow students to personally experience his message and its tone, and it provides an opportunity for students to role play and reflect as though they were a high school student in 1962 listening first-hand.
- Videos: Allow students to watch and listen to information instead of just reading it. Use of web-based video allows students to review the video at their own discretion at another time if they were absent or need a repeat viewing for reflection or review.

Part V
Interest Theme – Creative

Differentiation Strategy:
- Product

Materials (Content):
- Computers with word processing or desktop publishing software, presentation software, Internet access, and audio recording and editing software.
- Student accounts at mywebspiration.com for referencing time lines
- Student accounts at weebly.com for creating web pages.
- Computers with Internet access to jfklibrary.org for online reading, and squidoo.com for resource materials.
- SmartBoard for group word wall resource.
- Pens, pencils, markers, colored pencils, poster paper, note paper, glue, scissors.

Procedure (process):
- Students will summarize the events and outcome of the Cuban Missile Crisis in a project from a unit menu.
- Students will create one of the following:
    - Mini-Poster
    - PowerPoint slideshow
    - Web page
    - Radio news report

Assessment (product):
- Project (Unit Menu):
    - Mini-Poster
    - PowerPoint slideshow
    - Web page

   o Radio News Report

Intelligences addressed:
- Visual-Spatial: Project: Mini-poster, PowerPoint, web page
- Verbal-Linguistic: Project: Mini-poster, PowerPoint, web page, radio news report
- Bodily-Kinesthetic: Radio news report
- Interpersonal: Project: Radio news report
- Intrapersonal: Project: Mini-poster, PowerPoint, web page
- Musical: Radio news report

Technology used:
- Internet search: Students can use the Internet to locate images of JFK and primary sources from the crisis to use in their posters, presentations and projects.
- Desktop Publishing (Word): Using desktop publishing software allows students, including those with limited English proficiency and lower reading abilities to create, organize, and edit text-based information. Desktop publishing allows students to publish their poster integrated with text using a variety of fonts, colors, graphics, and images. Doing this will create opportunities for students to print or email the product to their instructor in the original digital format.
- Presentation software (PowerPoint): Students can use PowerPoint to demonstrate their understanding of the key events, people, and outcome of the crisis in a concise manner and at the same time incorporate visual enhancements using images, colors, and graphics.
- Web page: Creating web pages allows students to present and list information through written text that can be easily arranged and enhanced by images, graphics, audio, video, and links that connect this information to outside resources. When students publish their information in a web page they are publishing for potentially a larger audience than just their instructor or classmates.
- Audio recording (Audacity or Garageband): Students can use to capture and edit audio for use in their radio news report. Provides a hands-on task for students and a way for students to demonstrate understanding in non-visual format.

Unit / Lesson Resources:
JFK Library and Museum
http://www.jfklibrary.org
Online reading: http://www.jfklibrary.org/Historical+Resources/JFK+in+History/Cuban+Missile+Crisis.htm
Audio presentation of JFK speech to public about crisis: http://bit.ly/7B7eBv
Photo slideshow of government photos during crisis: http://bit.ly/7AWTJF

Squidoo.com – Cuban Missile Crisis
http://www.squidoo.com/cubanmissilecrisis

YouTube video about Cuban Missile Crisis by Gil Jesus
http://www.youtube.com/watch?v=5ZYmCQu5oyk

Webspiration graphic organizers
http://mywebspiration.com

Brown University's Choice Program podcasts via iTunesU
http://deimos3.apple.com/WebObjects/Core.woa/Browse/brown-public.2517444866

Weebly free web pages
http://www.weebly.com

Discussion:

This lesson was planned with a specific group of students in mind, my U.S. History class. As described, the students in this class are enrolled in an Area Learning Center. There are many reasons a student may be enrolled in an Area Learning Center, but one common theme that seems to connect most of my students is that they are behind grade level in earning credit. This is primarily due to they are not self-motivated learners and typically do not complete assignments or projects outside of school. If my students don't complete an assignment during class time they usually don't finish it, even if they take the work home and have the intention of completing it. Compounding that many of my students are not self-motivated learners, approximately 25% of students in this class read below grade level and 25% of the students come from non-English speaking households.

This unit addresses unique learning needs, but still sets high expectations for each student. My unit differentiates by using a variety of processes and activities to engage students based on their interests and learning styles. I address the principles of Universal Design for Learning by incorporating multiple and flexible methods of presentation, engagement, and expression for students. My students may not have the skills or self-discipline to be more independent in their learning than might students who we label as more gifted, but by presenting information in multiple ways, using multiple participation strategies, and providing the flexibility for students to express their learning in various formats they will be able to learn multi-faceted, complex, and more abstract concepts than they would in a more rigid environment that does not take into consideration their individual needs, skills, and learning styles.

In this mixed-ability classroom I must be flexible and provide as much time as is appropriate and reasonable for students to complete assignments and tasks in class. The amount of time I think it will take to complete a task is sometimes over estimated and other times under-estimated depending on the topic, the task, and the individual challenges each student may face. I have found that I am best able to keep my students engaged by using a variety of activities each class period. So, in this lesson, I tried to plan each part to contain a variety of activities that build on a foundation of general information.

This unit starts by examining the very basics of the Cuban Missile Crisis. Using Tomlinson's Equalizer as a visual guide, the first activity using the K-W-L and the online reading is clearly at the foundational end of the spectrum, and the information is built upon in each successive activity to the point where students will have transformed from simply knowing and comprehending the details to applying outcomes in a reflective manner that connects themselves to the events of October 1962.

I used a variety of activities to support not only differences in student interests, learning styles and abilities, but to provide scaffolding for students by beginning with a few key pieces of general information and slowly adding more facets and complexity with each additional activity. The first few activities were very structured, but the final activity of the project is more open giving students more independence to

demonstrate what they learned rather than using a rigid formula to measure specific information. Some of the students adjusted more quickly to new information and moved toward transformational before the end of the unit, while some stayed toward the foundational end of the spectrum throughout the entire unit.

The focus of this class and this project was differentiating through technology, but I also find that many of my students are intimidated and can become frustrated by what they perceive as too much use of technology. To accommodate for this, I try to provide a non-technology option for my students in most activities. For example, some of my students struggle to read lengthy online material. These students prefer to read using printed material that they can highlight, underline, or doodle on. Some of these students instinctively print out the online material, while others need me to have it printed for them at the start of the lesson. In Part I, I had six copies of the reading printed out for the six students I assumed would not want to read online. Five of the students used the printed copy and one worked online.

Another intervention I provided my students to differentiate for reading levels was in the Internet scavenger hung activity. The Internet scavenger hunt activity is at a higher reading level than the initial online reading. To assist lower level readers find the information in the Internet scavenger hunt, I underlined some key words in the questions and showed the students how to use the keyword find/search feature of their browser to target the appropriate sections of the reading to locate the information. The web page used for the Internet scavenger hunt is quite large and this will help them target the appropriate sections of text to locate the information and hopefully not be overwhelmed or frustrated by the quantity of information needed to sift through to find the information needed to complete the Internet scavenger hunt.

The need for flexibility has to be anticipated for when using technology, because things don't always go as planned. For example, the time line activity in Part III required more time due to technology issues using mywebspiration.com. Some students, due to slow web site connectivity, became frustrated and requested to make time lines on paper with pens and markers instead of using the web based concept mapping tool. The students who made their time lines using paper required more time than those using the web based concept map, because they were delayed in starting due to tech issues and they also required additional time to gather the materials and resources they needed to produce their time lines by hand.

Knowing the needs and skills of students before the lesson is my key to keeping them engaged during the activity. It allows me to differentiate, accommodate, and know when to be flexible as appropriate for each student.