University of Mary Division of Education

Lesson Plan Format

**Grade Level: 9th**

**Subject(s) Area: U.S History**

**Materials Needed:**

* Computer, PowerPoint, student computers.

**Standards:**

* 9–12.1.1 Interpret and evaluate a variety of visual representations (e.g. charts, graphs, time lines, graphic organizers, maps, flow charts) of data.
* 9–12.1.2 Interpret and evaluate documents (e.g., primary and secondary sources, fact, fiction, or opinion) to enhance the understanding of social studies content.
* 9–12.1.3 Draw conclusions based on the research processes (e.g., collect, organize, evaluate, and synthesize information).
* 9–12.1.4 Use media (e.g., oral, written, websites, computer simulations, multimedia resources) to access, record, analyze, and communicate information relating to social studies.
* 9–12.2.18 Explain events in the development of the Cold War (e.g., Berlin Blockade; nuclear arms and space race; Cuban Missile Crisis; political and economic transformation of Western and Eastern Europe; Korean Conflict, Vietnam Conflict; collapse of Warsaw Pact Nations)

**Objectives: Students will be able to:**

* Students will be able to analyze primary sources to understand the Cuban Missile Crisis
* Students will be able to interpret documents, and other forms of evidence, in their historical context.
* Students will be able to formulate historical questions.
* Students will be able to articulate a well-constructed historical argument.
* Students will be able to understand the timeline of events during the 13 days of the Cuban Missile Crisis.
* Students will be able to connect the Cuban Missile Crisis to previous and later events in the Cold War.

**Learning Activities:**

* Students will be grouped (3-4) and go to the JFK Library website: <http://foundationnationalarchives.org/cmc/> and click *Enter Microsite.* At the bottom of each page in the site there are links to documents and videos, the students should watch the videos and read some of the documents to help them write a 2-page paper answering this question “Why did the Soviet Union place missiles in Cuba?” Each paper must contain at least 3 primary sources to help answer this question.
* The next day, each group will be paired with another group and each will share the answer to their question and discuss the differences they each had in answering the questions.

**Assessment:**

* There will be an entrance slip asking this question “What previous event or events may have led to the Cuban Missile Crisis?”
* I will also assess the students by reading their paper and grading it.

**Reflection:**