

New Frontiers

A newsletter for ★ educators

THE DEPARTMENT OF EDUCATION AND PUBLIC PROGRAMS AT THE JOHN F. KENNEDY PRESIDENTIAL LIBRARY AND MUSEUM

The 50th Anniversary of the Cuban Missile Crisis

At 8:45 a.m. on October 16, 1962, National Security Advisor McGeorge Bundy alerted President Kennedy that a major international crisis was at hand. Two days earlier, a United States military surveillance aircraft had taken hundreds of aerial photographs of Cuba. CIA analysts, working around the clock, had deciphered conclusive evidence

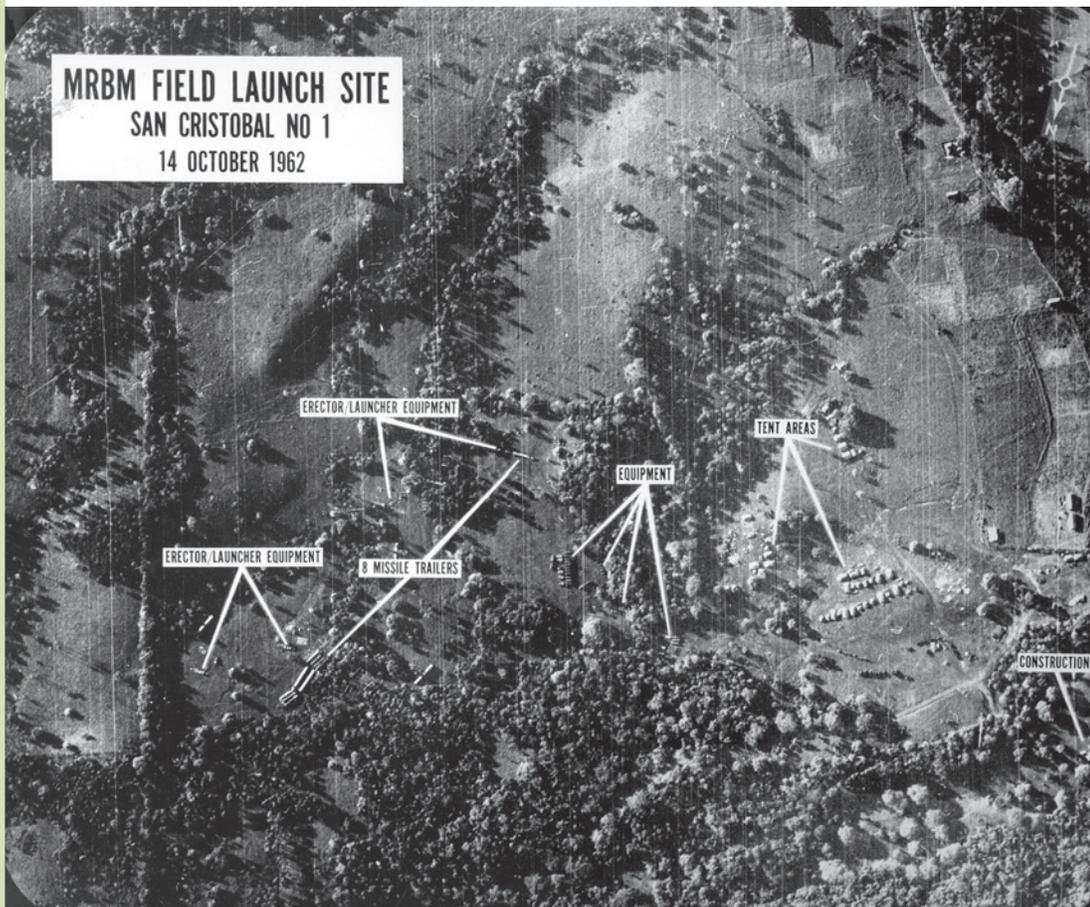
in the pictures that a Soviet missile base was under construction near San Cristobal, Cuba, just 90 miles from the coast of Florida. The most dangerous encounter in the Cold War had begun.

After President Kennedy and key foreign policy and national defense officials were briefed on the U-2 spy plane findings, discussions began on how to respond to

the challenge. To avoid arousing public concern and tipping off the Soviets, the president maintained his official schedule, meeting periodically with advisors to discuss the status of events in Cuba. Two principal courses of action were considered: an air strike and invasion, or a naval quarantine with the threat of further military action.

Following many long and difficult meetings, Kennedy decided to place a limited naval blockade around Cuba. The aim of this “quarantine,” as he called it, was to prevent the Soviets from bringing in more military supplies. He demanded the removal of the missiles already there and the destruction of the launching sites. On October

continued on page 2



One of the first images of missile bases under construction shown to President Kennedy on the morning of October 16, 1962

HIGHLIGHTS

3 Cuban Missile Crisis Lesson Plan

4 Web Resources on the Cuban Missile Crisis

5 Road to the White House Activity

7 Freedom 7 Space Capsule

Cuban Missile Crisis, *continued*

22, President Kennedy spoke to the nation about the crisis in a televised address.

No one was sure how Soviet leader Nikita Khrushchev would respond to the naval blockade and US demands. But the leaders of both superpowers recognized the devastating possibility of a nuclear war and publicly agreed to a deal in which the Soviets would dismantle the weapon sites in exchange for a pledge from the United States not to invade Cuba. In a separate part of the agreement, which remained secret for more than twenty-five years, the United States also agreed to remove its nuclear missiles from Turkey. Although the Soviets removed their missiles from Cuba, they escalated the building of their military arsenal; the missile crisis was over, the arms race was not.

★ The Kennedy Library will mark the 50th anniversary of this landmark event with the exhibit *To The Brink – JFK and the Cuban Missile Crisis*. White House tapes form the centerpiece of the exhibit, allowing visitors to listen in as the president and his advisors work furiously to avert a nuclear war. Original documents, artifacts and photographs will also be featured in the display. *To the Brink* will be at the National Archives in Washington, DC from October 12, 2012

through February 3, 2013, and at the Kennedy Library from April 12 through November 11, 2013.

“To the Brink” is made possible with generous support from AT&T.

- ★ *Facing Armageddon: New Perspectives on the US, Soviet and Cuban Leadership Fifty Years After the Cuban Missile Crisis*, a special program for educators, will take place on October 1, from 4:00 p.m. to 7:00 p.m. Featured speakers will be historians James G. Blight and Janet M. Lang, co-authors of the new transmedia project *The Armageddon Letters*; and Svetlana Savranskaya, editor of the recently published *The Soviet Cuban Missile Crisis: Castro, Mikoyan, Kennedy, Khrushchev, and the Missiles of November*. Registration is required. For more information and to register, visit www.jfklibrary.org/Education/Teachers/Professional-Development.
- ★ Teachers are also invited to attend *The 50th Anniversary of the Cuban Missile Crisis*, a public conference featuring the country’s best known historians of the Crisis, that will take place on October 14, from 12:30 p.m. to 5:00 p.m. For more information and to register, visit www.jfklibrary.org/Events-and-Awards/Forums. ★

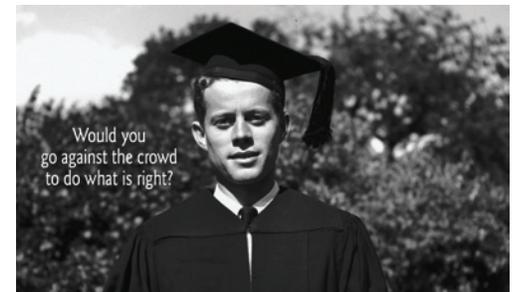
PABLO PICASSO AND THE HORRORS OF WAR

The Museum of Fine Arts, Boston (MFA) has joined with the Kennedy Library to mark the 50th anniversary of the Cuban Missile Crisis with a loan of *Rape of the Sabine Women* by Pablo Picasso. The MFA describes the painting as Picasso’s last major statement about the horrors of war, perhaps inspired by the Cuban Missile Crisis. The display of this artwork reflects the deep conviction of both President and Mrs. Kennedy that the artist can speak to the human spirit in a unique way. The painting will be on display from October 4, 2012 through January 6, 2013.



Pablo Picasso, Spanish (worked in France) *Rape of the Sabine Women*, 1963 Museum of Fine Arts, Boston Juliana Cheney Edwards Collection, Tompkins Collection—Arthur Gordon Tompkins Fund, and Fanny P. Mason Fund in memory of Alice Thevin, 64.709

JOHN F. KENNEDY PROFILE IN COURAGE ESSAY CONTEST!



Challenge your students to write the next profile in courage.

The Profile in Courage Essay Contest for High School Students provides a unique opportunity to integrate lessons in history, writing, and current events while addressing national standards in social studies and language arts. Students can win up to \$10,000.

For complete guidelines, curriculum materials, and a link to a video, visit the Profile in Courage Essay Contest on the Library’s website. **The deadline for submissions is January 5, 2013.**

With support from *John Hancock*

The Cuban Missile Crisis: How to Respond?

GRADE LEVEL: 9 – 12

Subject Area: US and World History after World War II

Time Required: one class period

Goals/Rationale

During the Cuban Missile Crisis, Kennedy’s advisors discussed many options regarding how they might respond to the installation of Soviet missiles in Cuba. In this lesson plan, students consider some of the options discussed, what groups and which individuals supported each option, and the respective pros and cons of the alternatives.

Essential Question

Does an individual’s role in government influence his or her view on how to respond to important issues?

Connections to Curriculum (Standards)

National History Standards

US History, Era 9

Standard 2: How the Cold War and conflicts in Korea and Vietnam influenced domestic and international politics.

Standard 2A: The student understands the international origins and domestic consequences of the Cold War.

Massachusetts History and Social Studies

Curriculum Frameworks

USII.19 – Analyze the sources and, with a map of the world, locate the areas of Cold War conflict between the U.S. and the Soviet Union. (H,G)

Objectives

Students will:

- discuss some of the options considered by Kennedy’s advisors during the Cuban Missile Crisis;
- identify the governmental role of participants involved in decision making and consider whether or not their role influenced their choice of option(s);
- consider the ramifications of each option;
- evaluate the additional information that might have been helpful as of October 18, 1962 for Kennedy and his staff to know in order to make the most effective decision.

Materials

The President’s Desk Recording — Cuban Missile Crisis Meeting, 10/16/62 (microsites.jfklibrary.org/presidentsdesk/#/secretTapes)

Memo written by Ted Sorensen for President Kennedy, dated 10/18/62 (microsites.jfklibrary.org/cmc/oct18/)

JFK’s late night recording of 10/18/62. (Go to www.cubanmissilecrisis.org/background/original-historic-sources/audio/#tele and scroll down to Tape 31.1: “Kennedy Summarizes a Late-Night Meeting on the Cuban Missile Crisis.”)

JFK’s “Radio and Television Report to the American People on the Soviet Arms Buildup in Cuba,” 10/22/62 (microsites.jfklibrary.org/cmc/oct22/doc5.html)

Historical Background

For additional information, visit *The World on the Brink: JFK and the Cuban Missile Crisis* microsite on the Library’s website (microsites.jfklibrary.org/cmc/), and the History Now portion of the JFK50 website (www.jfk50.org).

Procedure

1. Have students listen to Defense Secretary Robert McNamara’s 10/16/62 discussion of possible responses to the installation of missiles in Cuba. McNamara outlines three approaches: (1) political, (2) “open surveillance,” and (3) military action. Have students note McNamara’s comments on each approach.

2. Have students read Ted Sorensen’s memo of 10/18/62 (microsites.jfklibrary.org/cmc/oct18/) in which he spells out the various options and who supports each one.

Ask them:

- What were the options that Kennedy’s advisors were considering as of October 18th?
- What government positions did each of these officials hold? How might their positions relate to their recommendations?
- If you were the president, what information would you want to know to rule out or proceed with each of these options?

continued on page 4

The Cuban Missile Crisis: How to Respond? *continued*

Assessment

Have students research the arguments of one of Kennedy's advisors mentioned in Sorensen's memo and/or McNamara's discussion and then have them write a 2 – 3 page essay on the rationales for their advisor's arguments and some follow-up questions that President Kennedy might have asked of the advisor.

As a concluding activity, have students listen to JFK's late night recording of October 18, 1962. (Go to www.cubanmissilecrisis.org/background/original-historic-sources/audio/#tele and scroll down to Tape 31.1: "Kennedy Summarizes a Late-Night Meeting on the Cuban Missile Crisis.") Ask them:

- Who else did JFK consult about the crisis?
- What additional option was mentioned in this recording? What was the rationale given by these advisors for this option? How did Berlin factor into the discussion?
- How did JFK describe the plan to proceed with the blockade as of October 18th?
- Why might he have taken this position over other options?

Extensions

Have students look at the image of an October 29, 1962 meeting of the ExComm, and see if they can locate some of the advisors mentioned in the 10/18/62 sources. (www.jfklibrary.org/Asset-Viewer/Archives/JFKWHP-ST-A26-1-62)

Have students read through and listen to JFK's "Radio and Television Report to the American People on the Soviet Arms Buildup in Cuba," October 22, 1962 (microsites.jfklibrary.org/cm/oct22/doc5.html). Have them:

- identify a minimum of three audiences whom JFK was addressing;
- discuss how JFK made his case for his decisions to these audiences;
- consider how and why he addressed the people of Cuba. ★

SAVE THE DATE: CIVIL RIGHTS HISTORY CONFERENCE MARCH 7, 2013

A conference for teachers of grades 3 - 8
and school librarians

WEBSITES ON US RELATIONS WITH CUBA

The Armageddon Letters

www.armageddonletters.com/

The Armageddon Letters is a transmedia project (multi-platform storytelling) that takes visitors behind the scenes during the October 1962 Cuban Missile Crisis, the most dangerous crisis in recorded history. The letters refer to the exchange of communications between Kennedy, Khrushchev and Castro.

The Cuban Missile Crisis, 1962: the 40th Anniversary

www.gwu.edu/~nsarchiv/nsa/cuba_mis_cri/

This National Security Archives site includes a number of primary sources, including audio clips of ExComm meetings and photographs.

The Cuban Missile Crisis: An Online Exhibit

www.cubacrisis.net

A beautifully designed website with documents, pictures, and important background information. The site is presented in French, English, and Spanish by Le Mémorial de Caen: Un Musée pour la Paix (The Caen Memorial for Peace).

Cuban Missile Crisis: Fifty Year Anniversary Website

www.cubanmissilecrisis.org/

This website, created by the Harvard Kennedy School's Belfer Center for Science and International Affairs, commemorates the 50th anniversary of the Cuban Missile Crisis. Users can find key facts about the events of the Crisis, explore the most important lessons drawn from it over the past 50 years, find materials to help teach new students about this critical confrontation, and learn more about the nuclear threats that the world faces today.

Documents Relating to U.S. Foreign Policy: Cuban Missile Crisis

www.mtholyoke.edu/acad/intrel/cuba.htm

A professor of international politics from Mt. Holyoke has assembled this site with links to useful primary sources.

Foreign Relations of the United States: 1961-1963, Cuban Missile Crisis and Aftermath

avalon.law.yale.edu/subject_menus/msc_cubamenu.asp

The Avalon Project at Yale Law School has assembled an impressive list of documents.

Foreign Relations of the United States: Cuba 1961-63

www.state.gov/www/about_state/history/frusX/index.html

This State Department website includes a permanent electronic archive of information released prior to January 20, 2001.

40 Years After the Missile Crisis, Players Swap Stories on Cuba

www.washingtonpost.com/ac2/wp-dyn/A18344-2002Oct12?language=printer

A *Washington Post* article about the conference held in Havana, Cuba in 2002.

The Miller Center of UVA, Kremlin Decision Making Project

millercenter.virginia.edu/scripps/digitalarchive/kremlin/index
Links to minutes from Soviet meetings from 1954-1964.

The Miller Center of UVA, Presidential Recordings

www.millercenter.virginia.edu/academic/presidentialrecordings/
This website includes audio clips and transcripts of presidential recordings.

The Road to the White House:

An Activity on Presidential Campaigns and Elections (Grades 4 – 6)

Your students can get a sense of the spirit and energy of the 1960 presidential campaign by visiting the virtual campaign office of John F. Kennedy in the online interactive exhibit *The President's Desk* (microsites. jfklibrary.org/presidentsdesk). A click on the “Kennedy for President” button on the desk opens the campaign office to student exploration of speeches by JFK, excerpts of televised debates, campaign bumper stickers, jingles and more.

In the activity outlined below, students explore these and other primary sources in order to gather information about the key people in the 1960 election and identify the steps one takes in running for president. With the *Road to the White House Game Board*, they make the “trip” with JFK from the Democratic National Convention in Los Angeles, CA to the presidential election on November 8th. They “travel” around the *Game Board*, answering questions posed on each square with information gleaned from the virtual campaign office.

For the complete lesson plan featuring a glossary of campaign terms and an activity on the steps involved in a presidential campaign, visit www.jfklibrary.org/Education/Teachers/Curricular-Resources/Elementary-School-Curricular-Materials. For more historical background, visit the “Campaign of 1960” essay in the “JFK/JFK in History” section of the Library’s website.

Procedure

1. Familiarize yourself with the Campaign Button module on *The President's Desk* online exhibit (microsites. jfklibrary.org/presidentsdesk/#/campaign). The specific sources students will need to complete the *Game Board* are listed in the *Sample Game Board Answers* (online lesson).

2. Introduce the following words to students: candidate, primary, convention, nomination, campaign, debate, election, inauguration.
3. Inform students that they will use the vocabulary to play a board game about the 1960 presidential campaign and election.
4. Introduce students to *The President's Desk* exhibit, and specifically the JFK campaign office in the *Campaign Button* module. Show them JFK’s speech announcing his candidacy (program #1 on the television set).
5. Distribute a *Game Board* to each student and explain that, as they explore the *Campaign Button* module, they will be making the trip to the 1960 Democratic National Convention and then on to the November 8th election. Assign either as homework or explore as a whole group activity. Have them record their answers on the *Game Board*. The final question may be answered with students’ previous knowledge or by clicking on January 20, 1961 in the *White House Diary* (whd.jfklibrary.org/Diary/).

On a separate piece of paper, have students jot down what evidence helped them answer the question for each square of the *Game Board*.

6. Evaluation. Review students’ answers and have them cite their evidence. Ask them to write a summary of the “trip” and comment on what portion was most memorable for them and why.

For online resources on the 1960 presidential campaign for grades 3 – 12, visit www.jfklibrary.org/Education/Teachers/Civic-Education-Programs-and-Materials. ★

continued on page 6

2012 NATIONAL STUDENT/PARENT MOCK ELECTION

The John F. Kennedy Presidential Library and Museum will once again coordinate the National Student/Parent Mock Election for Massachusetts. This voter education program actively engages students in grades K-12 in state and national campaigns, and emphasizes the importance of voting and the power of their ballots.

Mock Election Day is Thursday, November 1st. As state coordinator, the Kennedy Library will distribute

curriculum packets featuring biographical information about the candidates, their positions on the issues, and classroom activities. On Mock Election Day, students will cast their vote for the candidate who best represents them. Teachers will tabulate their class’s results, and report them to the Kennedy Library, which will announce the results of the election.

Over 90,000 Massachusetts students voted for president in the 2008 Mock Election — an all-time record. Help us

break the record for votes cast by Massachusetts students by participating in the Mock Election this year! Massachusetts teachers and educators may register by emailing their school’s information to Mock.Election@nara.gov. Teachers and educators outside Massachusetts may sign up and learn more at www.NationalMockElection.com. ★



2012 JOSEPH P. MOAKLEY PUBLIC SPEAKING INSTITUTE

Students participating in the Moakley Public Speaking Institute gather at the annual banquet following the presentation of speeches they wrote on controversial issues and current events. The two-week intensive summer program serves students from Upward Bound and other enrichment programs in the Boston area. ★

For more online educational resources, visit the "For Teachers" section of our website at www.jfklibrary.org and www.JFK50.org, winner of the 2011 Gold MUSE Award for Education and Outreach.



STAFF PHOTO

Additional support for the John F. Kennedy Presidential Library and Museum's history and civic education programs is provided by the Connell Family Fund, and:



Publication of the *New Frontiers* newsletter for educators is generously supported by Comcast.

Museum Hours
Daily, 9 a.m. to 5 p.m.
Closed Thanksgiving,
Christmas, and New Year's Day

The Kennedy Library and
Department of Education and
Public Programs offers free
museum passes to teachers
considering a field trip to the
Library. Please call 617.514.1600.

Columbia Point
Boston, Massachusetts 02125
① JFK/UMass
617.514.1600
www.jfklibrary.org

JOHN F. KENNEDY
PRESIDENTIAL LIBRARY AND MUSEUM



PRSRF FIRST CLASS MAIL
PAID
US POSTAGE
PERMIT NO 157
BOSTON MA