Containment: Failures and Successes during the Kennedy Administration

Unit Length: 5 days (55 minutes periods)
11th Grade US History

By: Dawn Bushyeager
Overview/Goals

This unit is designed to help students with a large Cold War culminating Classroom Based Assessment about the US foreign policy of containment from 1945-1975.

This unit will help students answer the following essential questions:

• Why was the policy of containment used during the Kennedy administration?

• Using specific examples of the Bay of Pigs Incident, Cuban Missile Crisis, Berlin Crisis, and Space Race (United States Space Program), was the policy successful?

• What were the effects of the policy during the Kennedy administration in the United States?

• What were the effects of the policy during the Kennedy administration in other countries (i.e. Cuba, Germany, Soviet Union)

Objectives:

• By the end of this unit, students will be able to analyze primary and secondary source documents and make inferences about the policy of containment and its effects in the United States and foreign countries.

• By the end of this unit, students will be able to identify important causes and effects of the implementation of containment, using specific examples from the Kennedy administration.

• By the end of this unit, students will be able to use and cite primary and secondary sources in a paragraph about the Kennedy administration’s implementation and effects of the Cold War containment policy.
Lesson Descriptions

Day 1:

Materials Needed:
1. Lecture: Background of Kennedy and Election of 1960 (utilize the book Let Every Nation Know and http://www.ushistory.org/us/56a.asp to help construct your lecture along with the included power point.)
2. Video Clip: First Televised Debate between Nixon and Kennedy (use discoveryeducation.com)
3. KNL Chart for warm-up

Activities:
1. Warm-up: KNL Chart (What do you already know about JFK’s foreign policy? What do you need to know about JFK and his foreign policy? What did you learn about JFK and his foreign policy?
   --Fill out the first two columns independently.
   --Have students share with a partner.
   --Share out with the class
   Imbed in the lecture, the video clip from united streaming: The First Televised Debate between Nixon and Kennedy
3. Closing: Reading in Textbook P. 718-723
4. Homework: Answer questions 5 and 6 on P. 723.

Day 2:

Materials Needed:
1. Bay of Pigs Primary and Secondary Source Documents for Station 1:
   --Reading in textbook P. 726 about the Bay of Pigs
   --Photo of Khrushchev and Castro Together*
   --Diplomat Recalls Cuba Break in 1961*
   --Pictures of Prisoners*
   --copies of photograph analysis forms
   --copies of written document analysis forms
2. Cuban Missile Crisis Documents for Station 2:
   --Reading in textbook P. 727-28 about the Cuban Missile Crisis
   --U-2 Photographs of launch site
   --Map of Missile Range in Cuba
   --Letter to Kennedy about the solution to Cuban Missile Crisis (Page 1, Page 2, Page 3)
3. Berlin Crisis Documents for Station 3:
   -- Reading in textbook P. 727 about the Berlin Crisis/Wall
   -- August 15th, 1961: Bridge on the River Spree (political cartoon by Shaw McCutcheon from the Spokesman Review)
   -- Photograph of Berlin Wall
   -- Text of speech of President Kennedy June 26, 1963 in Berlin (Page 1, Page 2)
   -- Copies of cartoon analysis forms
   -- Copies of photograph analysis forms
   -- Copies of written document analysis forms

4. Space Program Speech and Political Cartoons for Station 4 from Let Every Nation Know
   -- Reading in textbook P. 725-26 about the Space Race
   -- May 25, 1961: A Tempting Sight, but Worth the Deposit? (political cartoon by Shaw McCutcheon from the Spokesman Review)
   -- February 21, 1962: Catching Up! (political cartoon by Shaw McCutcheon from the Spokesman Review)
   -- September 12, 1962: Speech: Why Go to the Moon? from Let Every Nation Know
   -- Copies of cartoon analysis forms
   -- Copies of sound recording analysis forms

5. Political Cartoons from the Spokesman Review about JFK Foreign Policy with primary doc analysis sheets for Station 5.
   -- May 25, 1960: May Wish He’d Never Started it! (political cartoon by Shaw McCutcheon from the Spokesman Review)
   -- January 9, 1960: Rather a Poor Season, So Far (political cartoon by Shaw McCutcheon from the Spokesman Review)
   -- June 14, 1961: Display of Not-So-Righteous Indignation (political cartoon by Shaw McCutcheon from the Spokesman Review)
   -- Copies of cartoon analysis forms

6. Video clips from United Streaming for Station 6
Bay of Pigs
Cuban Missile Crisis
Berlin Crisis
Space Race

--Computer access for students to view video clips
--Blank Cornell Notes papers for students to use

7. Explanation Sheet of All Stations for Students (copies for students)
8. Six Manilla Folders for Each Group
9. Station Number Labels (1-6)

Preparation:
1. Have station labels (1-6) throughout the classroom. Desks can be arranged to accommodate group areas and movement.
2. At each station, place the necessary items needed.

Activities:
1. Warm-up: Students silently read about stations.
2. Teacher Description of Stations and Objectives
3. Assignment of Groups (groups of 4-5)
4. Students complete their first station (20-25 minutes)
5. Homework: finish any work you did not complete in class

Day 3 - Day 4

Materials: Same as Day 2

Activities:
1. Students turn in work from Day 1 homework
2. Students complete next two stations
3. Homework: Finish any work you did not complete in class

Day 5

Materials: Same as Day 2
--Blank report card for Kennedy and the foreign policy of Containment (Taken from Breaking Away from the Text)
--KNL chart that students fill out on day 1.
Activities:
1. Students will complete final station.
2. Students will finish and turn in work from today’s station.
3. Students will independently fill out the last column on the KNL chart.
4. Students will share their last column with their group members.
5. Groups will then fill out a report card for Kennedy and the foreign policy of containment.
6. Groups will record their overall grade on the board.
7. Teacher will come up with Kennedy’s final grade for each class period.
Annotated Bibliography


This secondary source provides background to the Bay of Pigs Operation. Since the planning began during the Eisenhower administration, it is important to note when John F. Kennedy decides to follow through with the operation. It also contains notes for further research into the topic. This book should be used as an additional source for teachers.


This is the textbook used for US History students in Central Valley School District. It is a secondary source at the appropriate reading level for juniors in high school.


This book is a great secondary source about the Cold War. It can be used for teachers as a source to help guide in further research because it provides several primary document references within the secondary text. For students, it contains precise descriptions of events during the Cold War that can be assigned as an additional resource to the school textbook.


This contains a photo of Castro and Khrushchev embracing. It will be analyzed by students while studying the motivation, planning, and failure of the Bay of Pigs. The website also contains other photos related to the Cuban Missile Crisis.


This book contains a brief biography of John F. Kennedy along with descriptions of the various speeches he gave during his political career. It is accompanied by a CD that contains the actual speeches, thus combining primary and secondary sources throughout the text. It will give students a chance to listen to John F. Kennedy in his own words and analyze the primary source in its original form.

This is a photograph taken by the Department of Defense at the time of the Cuban Missile Crisis. It shows the location of the missile sites in Cuba. Students will use this in their analysis of events in October, 1962.


This video clip gives students an idea of the space race that took place between The United States and The Soviet Union. It used the “contest” of getting the first woman into space as an example of how serious both countries took the race. Students will analyze the clips and use it to add to their knowledge of the space race during the Kennedy administration.


This is a secondary source for teachers to learn more about the Cuban Missile Crisis. It gives the perspectives of all three countries involved and discusses the crisis along with the decision-making process used by the leaders at the time. This could be used by the teacher as a source shared with the students orally. There are excerpts from primary sources that could be used as a starting point for teacher and student research.


This primary source from 2001 gives first-hand testimony of what happened between the United States and Cuba in 1961. It will be used to show students why and how the United States broke relations with Cuba prior to the Bay of Pigs incident.


This is a photograph of Kennedy looking at the Berlin Wall. It is intended to give students a view of the Berlin Wall right when it was erected and the response by the United States. It will be used by students during their analysis of the Berlin Crisis.

This is a planning resource for teachers. It contains different ideas for classroom activities for US History. It is in chronological order, making it easy to use as a regular resource in the classroom. In addition, the activities can easily be adapted to other types of history classes.


This video clip gives students a good visual of this event. It shows the decision-making process used by the Kennedy administration when deciding to help Cuban exiles invade Cuba.


This video clip shows the huge differences between East and West Berlin and the problems that arose because of it. It also shows the ultimatums and final decisions made by both leaders at the time. Students will be able to see the tension of the moment and the end result.


This video clip shows the decision-making process during the Cuban Missile Crisis. It also shows public opinion about the possibility of war with the Soviet Union versus having permanent missiles aimed at The United States. Finally, the clip shows how the crisis was resolved by both sides making concessions. It is a good visual for students and adds to their understanding of the seriousness of the crisis.


This political cartoon depicts a public opinion of the Berlin Crisis. Students will get to see what others from Spokane in the 1960’s viewed in the *Spokesman Review* during this crisis.


This political cartoon depicts public opinion of the Space Race. Students will get to see what others from Spokane in the 1960’s viewed in the *Spokesman Review* at the beginning of the race.

This political cartoon was created shortly after the Cuban Missile Crisis and shows students what happened after the crisis. It helps students understand that the problem did not end in October, 1962. The Kennedy administration was still faced with several problems as the missiles were removed from Cuba.


This political cartoon was created to show public opinion about Castro and his relationship with Khrushchev and Soviet cold war foreign policy. Students will need to discuss and determine why Castro has strings attached to him in various places and the significance to the upcoming crises with the United States.


This political cartoon depicts public opinion after the discovery the United States was spying on the Soviet Union using the new U-2 spy plane and one of the pilots had been captured after being shot down by Soviet soldiers. Students will need to analyze this cartoon closely because it takes place before Kennedy was elected to office, but it critical for public opinion and US foreign policy under the new administration.


This political cartoon depicts public opinion about the Cuban Tobacco Embargo. Students will need to analyze why a tobacco embargo was significant to the other events that happened in Cuba.


This political cartoon depicts Cuba after Castro had taken over and the beginning of US sanctions. Students will need to analyze this cartoon closely because, although it was created before Kennedy was elected President, it contains information this will help them understand the foreign policy decisions made by Kennedy’s administration in regards to Cuba.


This political cartoon depicts public opinion on the cost of sending a man to the moon. It will gives students an opportunity to view what others from Spokane got to see during this race with the Soviet Union.
This is the text of a telegram sent to President Kennedy from Premier Khrushchev in regards to the Cuban Missile Crisis. Khrushchev first justifies the placing of missiles in Cuba by stating the United States had missiles pointed at the Soviet Union stationed in Turkey. Then, Khrushchev proposes a solution to the crisis. He ends with the significance of the two countries agreeing on how to end this crisis that could lead to further agreements regarding nuclear testing. Students will analyze this document while studying the Cuban Missile Crisis.

This contains the famous text of Kennedy’s speech while visiting West Berlin after the building of the Berlin Wall. It contains Kennedy’s beliefs about the significance of the Berlin Wall and the fight against communism. Students should be able to see Kennedy refer to the past, present, and future hopes for Berlin, Germany, and Europe as a whole.

This contains the full text of the first televised presidential debate between John F. Kennedy and Richard Nixon in 1960. Students will be asked to judge who one the debate based on what they saw during the debate. Students can compare this televised debate to other presidential debates they have seen in a class discussion.

This map was used by the Kennedy administration during the Cuban Missile Crisis to show the dangers of having missiles in Cuba. This primary source will be provided to students as they student the Cuban Missile Crisis.

This website is a US History online textbook that contains more secondary source information about Kennedy and the election of 1960. This is a great source for teachers to use to gather more information about a topic outside of the textbook provided at their schools. In addition, this may be a valuable resource for students to obtain more information about a topic.
Permission for images: I have permission to post all images but the political cartoons from the Spokesman Review.
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<tr>
<th>Questions:</th>
<th>Notes:</th>
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Summary:
Directions: Fill in a grade (A-F) for President Kennedy and his foreign policy of containment during specific Cold War events. For each class, you need to also include 3-4 comments as to why you assigned the grade that you did. One of your comments should include the effect on either the United States (government, military, etc.) or other countries effected by his policies. In addition, one of your comments should include evidence found during one or more of your stations (documents, photos, maps, speeches, video, political cartoons, etc.).

United States of America

Report Card
Final Grade: 1961-1963 Foreign Policy

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<tr>
<th>Subject</th>
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Group Member Names

John F. Kennedy
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<tr>
<th>What do you already know?</th>
<th>What do you NEED to know?</th>
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United States of America

Report Card
Final Grade: 1961-1963 Foreign Policy

Student’s Name: John F. Kennedy

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Group Member Names

________________________________________
Cold War Foreign Policy under Kennedy
Station Descriptions

By the end of these stations, you should be able to answer the following questions:

- Why was the policy of containment used during the Kennedy administration?
- Using specific examples of the Berlin Crisis, Bay of Pigs Incident, and Cuban Missile Crisis was the policy successful?
- What were the effects of the policy during the Kennedy administration in the United States?
- What were the effects of the policy during the Kennedy administration in other countries (i.e. Cuba, Germany, Soviet Union)

Station Descriptions:

Station 1: Bay of Pigs “Fiasco”

At this station you will look at three different primary source documents related to the Bay of Pigs Incident after reading a short description of the incident in your textbook: p. 726.

You will have to fill out the primary document analysis forms for each document and answer the following critical questions on a separate sheet of paper:

Was the Bay of Pigs “Fiasco” a success or failure for the foreign policy of containment (be specific with example(s))? What were the effects on Cuba after the incident? How do you think the results of the incident affected Kennedy’s future actions when dealing with Cuba?

Station 2: Cuban Missile Crisis

At this station you will look at four different primary source documents related to the Cuban Missile Crisis after reading a short description of the incident in your textbook: p. 727-28.

You will fill out the primary document analysis forms for each document and answer the following critical thinking questions on a separate sheet of paper:

Was the Cuban Missile Crisis a success or failure for the foreign policy of containment (be specific with example(s))? Predict the effects on Cuba? How do you think the results of the crisis affected US Foreign Policy towards Cuba?

Station 3: Berlin Crisis

At this station you will look at three primary source documents related to the Berlin Crisis and the construction of the Berlin Wall after reading a short description in your textbook: p. 727.
You will fill out the primary source document analysis forms for each document and answer the following critical thinking questions on a separate sheet of paper:

Was the Berlin Crisis a success or failure for the foreign policy of containment (be specific with example(s))? Predict how the construction of the Berlin Wall affected Berlin, Germany, and the Soviet Union. How do you think this affected the US policy of containment?

Station 4: Space Race
At this station you will look at two primary source documents and listen to a speech from Kennedy about the space race after reading a short description in your textbook: p. 725-26.

You will fill out the primary source document analysis forms for each document and speech and answer the following critical questions on a separate sheet of paper:
Why does the space race affect the US foreign policy of containment? How do you think the space race affected the Soviet Union?

Station 5: Political Cartoons
At this station you will choose 3 of the 4 political cartoons to analyze about Kennedy’s foreign policy.
You will fill out the cartoon analysis forms.
Then, your group will create its own political cartoon from the Soviet Union’s perspective. Make sure your cartoon contains a caption and you fill out a cartoon analysis form.

Station 6: Video Clips
Your group will view video clips about the Bay of Pigs, Cuban Missile Crisis, Berlin Crisis, and the Space Race.
While viewing the clips, you will take Cornell Notes. You need to include 3-5 questions in the left-hand column along with topics and major headings from the video clips. Then, you need to write a 5-7 sentence summary at the bottom of your notes about the video clips and their significance to understanding the Cold War events we have been learning about.