

## 12<sup>th</sup> History Cuban Main

Teacher: All right my friends, before we getting started on today's activity list, let's talk briefly about homework. Your packet, the current packet, I'm going to collect next week because it has the instructions for the America and the World Part 2 which if you did American and the World Part 1 that essay, a couple weeks ago, will be no problem because this is just a short addition to it. If you did not do American and the World Part 1, then hurry up and do that one too. Those few people that haven't turned it in. The directions for the addition are in your current packets, the one that says A New World Order on it. This packet has those instructions. This one you'll give to me next week Wednesday. Nod your head yes.

Student: Yes.

Students: Yes.

Teacher: Okay. Good. All right. The new I'm giving you today because there's a reading that I want you to do for the reading ... Well, not a reading, crash course video notes, so we can get started. This next unit is going to focus a lot on what was happening at home in the United States in the 50s, 60s and going into the 1970s. This will be a topic which you know a lot about already. Remember me talking about the Vietnam War, about Martin Luther King and the protests of the 1960s. This is a lot of fun, interesting unit going on. This packet, start off with your first set of notes for Wednesday. The other packet you'll give to me Wednesday, so you have a nice long stretch between now and then. Lots of days of no school and a weekend to get everything taken cared of. Any questions, thoughts? Okay. All right. In that case, let's get started on today's stuff.

[00:02:00] Today, we're going to learn about the events of the Cuban missile crisis. The closest the world ever came to nuclear war between the United States and the Soviet Union. Some historians, myself included, would consider these 13 days in October of 1962 to be the climactic event of the Cold War. For this activity today, you have a packet that is just for today. These are yours, so put your name on it. As we give these out, I need to tell you straight up do not read ahead. It will ruin the activity, if you read ahead, so follow along I'll guide you through the packet as we go along.

Student: Thank you.

Teacher: Give one to yourself?

Student: Yep.

Teacher: Read the letter to the participants on the cover. This is an official memo from President Kennedy designating who was going to be on Ex-Comm. As I mentioned before, it is important to the integrity of activity, as a learning experience, not to read ahead. Take a minute and read the cover. Today, the 4 of you are going to be a group and the 4 of you are going to be a group. The 4 of you will be group today. The 4 of you will be group

[00:04:00] today. I'm going to make 5 of you be a group today, so in a few minutes [Ernie and Timmy 00:03:46] can come on over, so you can talk. We're going to have 3 of you be a group and then 4 of you be a group today.

When the Cuban missile crisis started, when the first hints came into the White House that there was a problem, Kennedy pulled together this executive committee, the Ex-Comm, which is a special group of advisors. The President regularly meets with national security advisors, people who will help him out on those issues, but in this case he knew it was a special event. He brought in a special committee and included the regular and national security advisors, but he also brought in some other people, like the special counsel, which is the lawyer for the White House. He also brought in his brother, the Attorney General Robert Kennedy, who is somebody he trusted, so he brought in a few extra people to give him advice. You are that executive committee now. No one here is going to play Kennedy. You're all going to be his advisors, giving him advice, telling him what you think should happen.

[00:06:00] As a note of introduction, all the documents in this role play are real primary sources from 1962. Some of them have condensed. I took out parts that were extraneous I guess. The overall character of the essential elements are there in tact, as you are dealing with the real thing that Kennedy dealt with and his advisors dealt with at that time. If you want to look them up, they are all at the Kennedy library, which is in Boston, and online. Any questions? While you folks are reading, I'm going to be playing some Cuban music to get us into the mood. To start off, read documents 1, 2 and 3 and complete the first decision page. Don't go beyond that.

[00:10:00] Most people are finishing up and starting to think about a decision. I want to point something out. What had happened in Cuba in the late 1950s? To overthrow by? Who becomes the leader of Cuba?

Students: Fidel Castro.

Teacher: Fidel Castro, right? Fidel Castro is openly communist and the United States then becomes opposed to him. May people who did not want communism in Cuba had fled to Florida, to the United States, so there's a strong anti-Communist, anti-Castro Cuban population in Florida even today. Especially right after the revolution happen in Cuba, the Americans are opposed to Castro, so Castro turns of course to? Who for support?

Students: The Soviet Union.

Teacher: The Soviet Union. All of a sudden, just a few miles from Florida from Miami, is this communist island, so Americans are very opposed to this. Then what had just happened, the Americans had done what? You guys said it over here. The Americans had just done what with Cuba? What did you say at first? Bay of?

[00:12:00] Students: Bay of Pigs.

Teacher: Bay of Pigs, right? A group of anti-Castro Cubans had wanted to go back to Cuba and throw Castro out. The CIA had helped to train them. This is one of Eisenhower's own projects. When Kennedy becomes president, he gives the project the green light. These guys go and they land at place called the Bay of Pigs in Cuba. Does it go well?

Students: No.

Teacher: No, this is terrible. They get caught on the beach. They thought the Cuban people would rise up and you know, "We hate Castro and let's join these anti-Castro people." Instead, Castro sends the army and the crew was getting slaughtered on the beach. They call for help and said, "Hey, our friends back at the CIA in the United States, come in with the Air Force and help us out here, so we don't all die on the beach," and Kennedy decided, no he let the whole thing fail, which of course makes the Americans look weak versus communism. Also, makes Kennedy look a little weak. It was a big embarrassment for him that this big project had gone so badly. In the end, Krushchev looks at this and what was noted in there, he says in the second paragraph, "There's an unabated anti-Cuban campaign in the United States." No kidding. We even sponsored this invasion of Cuba. We're pretty obviously against them. For a long time, we were trying to assassinate Castro. We'd like put a bomb inside his cigar and poisoned his wetsuit. He used to go swimming and stuff. We were pretty, unashamedly anti-Castro. When the Russians met with Kennedy and they talk about how like, "We know you're totally anti-Castro." They weren't getting kidding. We were.

[00:14:00] All right. Talk to each other. What option do you recommend and why? What are we thinking? What are we thinking? They're not warmongers. Not that hockness. What do you guys thing?

Student: I think for-

Teacher: Wait. Wait. I think or we think?

Student: We think 4241.

Teacher: 2, 4, 1?

Student: 4 and 2 or 4 and 1, so we ask first. [crosstalk 00:15:37].

Teacher: There's a start low, but threaten big.

Student: Yeah.

Teacher: Okay, write that down.

Student: Well, what if they say [crosstalk 00:15:51].

Student: Then we go to war.

Student: But we don't want to go to war.

Student: If we just told them to move it, they're not going to move it just because we say so.

[00:16:00]

Teacher: Maybe. Maybe, they'd scared.

Student: If we go to war, can't they just bomb us.

Student: Then we bomb them and they bomb us.

Teacher: Is that the road you want to go down Mr. Kennedy? I'm not sure the President is going to take that advice. What are we thinking? 3. Okay. What do we think?

Student: Blockade.

Teacher: 3. Put in the blockage. What are we thinking?

Student: 6.

Teacher: 6 which is a combination of?

Students: 1 and 3.

Teacher: 1 and 3. Blockade and invade. Straight up, you cross the line, here we come. Cavalries coming, this is like the second Rough Riders. Okay. All right, one more minute to finish writing down you? Reason why.

Student: It was obviously though, they admitted to it.

Student: No, they just put a defensive in place.

Student: We realized it didn't make sense. The second half of number 3 contradicts number 1.

Teacher: If you want to number 6, you can pick certain parts. You can be creative in piecing together your response. You ready?

Student: We'll do all 5 at the same time.

Student: All 5 at the same time. We can't do nothing and invade them at the same time.

[00:18:00]

Teacher: Yeah, you can't have it all ways. You've got to give some advice. All right. There's not unlimited time here. There's pressure because the days are passing, so advice to Kennedy. I know you guys are still kind of debating, so back in the corner. Student, what

did you guys say?

Student: We think we should wait.

Teacher: Wait, so number?

Student: 5.

Teacher: 5. Just wait and see. It could get worse now. This is like-

Student: Yeah, but if we go and stop supplies from coming and [inaudible 00:18:34].

Teacher: Literally poking the bear. You don't want like make more troubles, so just let's see what happens.

Student: Yeah.

Teacher: Okay. The food in my lunch bag is rotting, but I'll see what happens, if I wait around another day.

Student: Yeah.

Teacher: Okay. All right. What do you guys say?

Student: We said 4 and number 2.

Teacher: 4 and 2. How's that going to work?

Student: We first say, "Oh, like we know you have it." We ask them nicely. If not, we go kick their asses.

Teacher: Okay, so there's like a, "We know you've got to take it out or else we're going to come in and take it out for you." Okay.

Student: We also thought of a combination of number 4, but I think if we just tell to remove it they're going to remove just because we say so. We can threatened to block their supplies, but not actually do it yet because [inaudible 00:19:37].

Teacher: Okay, so start small, but you're going to ramp up. Not quite up as ramping up as seriously as these guys, but the next step for you would be blockade. Okay. In the corner.

Student: 3.

Teacher: 3. Just put in the blockade. You guys crossed the line. We're getting serious. No more [00:20:00] stuff in Cuba, but not invade yet. Not try and blow it up yet. What was the first thing

that you said? I have?

Student: I have children in the US.

Teacher: You warmonger people over here. You're making trouble for your kids here. Right. All right, you guys said?

Student: 3.

Teacher: 3. Blockade also. Same reasons or anything else?

Student: Basically, you're announcing that you already there are missiles because why else would they be blocking it.

Teacher: You're going to put in the blockade you've got to why. Right? And?

Student: 1 and part of 3.

Teacher: 1 and part of 3. How does this work?

Student: We realized that 3 kind of contradicts 1, so we put that we'd blockade Cuba from getting further help from the Soviet Union. Then we invade Cuba and destroy their missiles.

Teacher: Full on. Cut out the cancer. This like the cancer of communism is invading the Western Hemisphere. We're not playing games here. Cutting you off, going in, get rid of Castro, the whole 9 yards. The modern Teddy Roosevelt coming in with the Rough Riders and take over the island.

Student: Yeah.

Teacher: Yeah. What do you guys think?

Student: 4.

Teacher: 4. Just announce, no serious military action.

Student: Yeah.

Teacher: Not like these guys over here. You're hesitant. You want to. You're more stridently anti-Communist. Let's go get them.

Student: Denounce them.

Student: Denounce them.

Teacher: But, your other teammates have decided that's too ...

Student: We'll talk it up first.

Teacher: Talk it up first. You are just like the real executive committee or Ex-Comm there was dissension. Some people wanted more. Some people wanted less. They argued with each other. Ultimately, they gave Kennedy some advice and he decided to institute a blockade, but he called it a quarantine because a blockade officially, according to [00:22:00] international law, is an act of war. He made a blockade, but he called it quarantine. Of course, what is the quarantine really?

Students: Blockade.

Teacher: Of? When do we use this word?

Students: For diseases.

Teacher: For diseases, for infection, like when you bring your dog to Hawaii, you have to have a quarantine for your dog to make sure it's not going to bring in any diseases. I have the quarantine for fruits and vegetables, that sort of thing. That's a quarantine. Right? A blockade is something altogether different, but he called it a quarantine. He also told the country what was going on, so let's see his address.

Video: Good evening my fellow citizens. This Government, as promised, has maintained the closest surveillance of the Soviet Military buildup on the island of Cuba. Within the past week, unmistakable evidence has established the fact that a series of offensive missile sites is now in preparation on that imprisoned island. The purpose of these bases can be none other than to provide a nuclear strike capability against the Western Hemisphere.

[00:24:00] Only last Thursday, as evidence of this rapid offensive buildup was already in my hand, Soviet Foreign Minister Gromyko told me in my office that he was instructed to make it clear once again, as he said his government had already done, that Soviet assistance to Cuba, and I quote, "pursued solely the purpose of contributing to the the defense capabilities of Cuba," that, and I quote him, "training by Soviet specialists of Cuban nationals in handling defensive armaments was by no means offensive, and if it were otherwise," Mr. Gromyko went on, "the Soviet Government would never become involved in rendering such assistance." That statement also was false.

Teacher: That statement also was false. This is nice political way of calling your enemy a liar. You guys are lying to us.

Video: Acting, therefore, in the defense of our own security and of the entire Western Hemisphere, and under the authority entrusted to me by the Constitution as endorsed by the resolution of the Congress, I have directed that the following initial steps be taken immediately. To halt this offensive buildup, a strict quarantine on all offensive military equipment under shipment to Cuba is being initiated. All ships of any kind bound to Cuba from whatever nation or port will, if found to contain cargoes of

offensive weapons, be turned back. It shall be the policy of this Nation to regard any nuclear missile launched from Cuba against any nation in the Western Hemisphere as an attack by the Soviet Union on the United States, requiring a full retaliatory response upon the Soviet Union.

I call upon Chairman Khrushchev to halt and eliminate this clandestine, reckless and provocative threat to world peace and to stable relations between our two nations. I call upon him further to abandon this course of world domination, and to join in an historic effort to end the perilous arms race and to transform the history of man. Our goal is not the victory of might, but the vindication of right. Not peace at the expense of freedom, but both peace and freedom, here in this hemisphere and we hope around the world, God willing, that goal will be achieved.

Teacher: [00:26:00] Very scary for Americans to turn on the television and here you're going to have a President address. Everyone tunes in to see what President Kennedy is going to say and then he tells us, "Hey, the Russians are putting nuclear missiles in our backyard." This is upsetting a serious balance here of who can strike first and how quickly and without warning. If you had been going to school your whole life and getting those messages about duck and cover and be careful about nuclear weapons and we're suppose to know when it's going to happen and suddenly, maybe we won't know. This is pretty unsettling. Right? Americans are terrified when this first came out. Okay. Come on. Read documents 4 and 5. Complete the second decision. You'll notice that document 4 at the top, this is the letter that Kennedy sent to Khrushchev. It's 2 pages. Then document 5, Khrushchev sent a letter back. All right, take a look at these 2 letters.

[00:28:00] We're going to take another minute to read and then we're going to talk about it. Okay, I want to take a look at Kennedy's letter first. We're going to point out a couple things he says that are important. The first line connects directly to what we talked about in the last class. In the middle of the second paragraph there he says, "Since, I have not assumed that you or any other sane man would in this nuclear age deliberately plunge the world into war."

Last class, we talked about the arms race and this idea of mutually assured destruction and that the whole system works if everyone acts rationally and is sane. Kennedy here is faced with the possibility now that maybe Khrushchev is not sane, so he's going to kind of reiterated the point like, "Hey, let's act like logical people here. Let's not get carried away."

On the other side, he makes an interesting case here because some of you said, "We should just tell them take the missiles out and then threaten something else." Kennedy decided he wanted to do more than just demand. He puts in this the blockade called a quarantine because he wants to do something, so he points out he says, the very end almost the last paragraph, he says, "The fact of this minimum response should not be taken as a basis however for any misjudgment on your part." We're starting off small, but like you guys were saying, "Don't mess with us. We're serious here. We're just starting small because we don't want to go big. You guys over here are ready to invade.



Right? He's basically telling them, "Don't mess with us." Now, he didn't promise what would happen next. He kept his options open.

[00:36:00] If you flip over to Khrushchev's one, I love this letter. This is one of my favorite historical documents of all time. First off, imagine that we do this to you basically. Of course, we can't do this. Right? Just like you said, we can demand all we want, but of course they're not going to do it on the other side. He accuses Kennedy of starting the problem. The beginning of that second paragraph he says, "In presenting us with these conditions, you Mr. President have flung the challenge at us." He went on television and told the world, Kennedy is making this problem. Kennedy has started this. Then get down there, he talks about quarantine. He says, "Quarantine exists, for example, in agricultural goods and products." He's calling him out on this one. He says, "You yourself know this." This is a blockade. You know it. You're lying. You're not suppose to be doing this. Straight up. At the end of the next paragraph, he says, "You are no longer appealing to reason. You wish to intimidate us." He knows what Kennedy is up to. He's not going to buy it. Basically, it's a straight up challenge. Right? On the other side, this is great.

The very center of the other side he says, "The folly of degenerate imperialism. You are a has been. You used to be a great country. You used to rule Cuba and the Philippines and now you don't. You are a use to be country. You are falling down in terms of power and this is just like you're grasping on to anything to make you look tough." Calling him a loser without calling him a loser. This is great. At the very end of the other side he says, "We will then be forced on our part to take the measures we consider necessary and adequate in order to protect our rights. We have everything necessary to do so." Just as Kennedy finished his letter by saying, "Don't mistake our small steps to be a sign of weakness." Krushchev says, "Don't think we won't shoot back either." All right, talk to each other. What about the second decision?

[00:38:00] He is. He's calling your bluff. You put up this quarantine to see if he'd play chicken and stop and then no.

Student: We should get some genius to build some kind of special like this to make sure that [crosstalk 00:38:38].

Teacher: How very Mr. Reagan of you to want to make some Star Wars system.

Student: Yeah.

Teacher: You're 20 years too early though. Oh Kevin, don't zone out. This was a hard case. Good job Bert. What do we think?

Student: Continue to the blockade.

Teacher: Do nothing else, just hold up the blockade?

Student: Yes.

Teacher: Write down, you've got your reason why. What do we think? Are you still ready to invade?

Student: Let's go all balls in.

Teacher: Put it all on the table?

Student: I think we should do 4 though.

Teacher: 4.

Student: Now, we should do 4 because everyone sounds like they're pissed at each other.

Teacher: You were all ready to fight and now you're like, "No, no, no, no. I don't think so." Okay. All right, 30 seconds finish your thoughts. Why are you going to do what you want to do?

[00:40:00]

Student: We got 3.

Teacher: What do you think?

Student: 3.

Teacher: 3. Have we decided?

Student: Yes.

Teacher: All right. Are you stretching or you had a question?

Student: I was stretching.

Teacher: Now, the question on the page points out that the Air Force here ... You've been talking to the Air Force generals. They've been coming into these meetings and they're saying, "Now, we don't know if we can get everything. We can try, but no guarantee we'll hit it all. We'll do our best." Anyone still ready for the full invasion? Number 1.

Students: Not anymore.

Teacher: No, not anymore. Nobody is ready to invade. Number 2, a limited airstrike. Go in, try to get all the missiles, cross your fingers you get them all. Anyone for airstrikes? The military generals were all about this one at this time. They're really putting a lot of pressure on Kennedy, "Just go take care of it. Let's not do a full invasion, but let's at least get rid of the missiles." Number 3, continue the blockade, but no military action.

Student: Yeah.

Teacher: 3? No. All right, most of us 3. Why 3?

Student: Because Krushchev recently said you can do whatever you want we're going to retaliate. If we shoot at them or invade Cuba, then we will [inaudible 00:41:58].

[00:42:00]

Teacher: You're taking him seriously. We did the blockade already. Let's just keep the blockage. We're not going to back off and feel like, "We're scared of you now," but hold the line. All right, we had 2 teams that who didn't like that idea. What did you guys say?

Student: 4.

Teacher: 4 is do nothing now and see what happens, so take the blockage off and then just okay chill. Let's everyone take a step back and calm down. This is like when you have a fight with your friend in elementary school and your teacher's like, "You go sit over there and chill out and then we'll talk about it." Okay. All right. Humans are not that different. Adults are not that different from children. You guys thought?

Student: 4.

Teacher: 4, so you are ready to invade a couple days ago and now all of sudden you're like, "No, no, no, nothing. Just sit and watch." I don't know if I want you as my advisors. You're pretty inconsistent or as you are saying, you got new information maybe?

Student: Yeah, we took into account like he said that.

Teacher: Oh okay, so maybe you're good advisors. You are willing to change your minds based on new information. Okay, we'll see then. All right, what did Kennedy? The blockade was continued. One ship arrived at the blockade lines, the American navy, and they let it through. It was not carrying any weapons, so they let a ship through the blockade. An American U2 spy plane was shot down over Cuba. We're flying around taking more pictures and somebody down below fired a missile and it shot down the plane and the American pilot died. The top military leaders in Washington talking to Kennedy were furious. They said, "They shot first. We need to respond." You don't let somebody throw a punch and hit you in the face without at least doing something back. There is no turning the other cheek in this case. Kennedy said, "No." He would not shoot back. He was very hesitant to believe that this was an official order from Krushchev. He thought some 18-year-old kid down there running the missile station got trigger happy and pressed the ... he didn't want to have a nuclear war start from what may have been a mistake or something perhaps small. One plane gets shutdown is different from nuclear annihilation of the world. He kind of figures, "Well, let's not go overboard yet." The military was furious with him.

[00:44:00]

At the United Nations, this guy Adlai Stevenson who had run for president a couple times as a Democrat and always lost and was generally thought of as a sort of a weak

character, this was like his retirement job in a way, was to go to be Ambassador of the UN. Now, he's got to go there and he's got to show the world that we're not making this whole thing up. This is perhaps, in the public life, his finest moment, so let see him at the United Nations.

Now, they all have headsets and there's a delay and everything because there's translators behind. We will speak in English and then we wait for the guy to translate to Russian for the Russian guys to understand and he speaks in Russian and then we wait. You'll see that everyone here is used to waiting a minute before they answer. Now, do they know little of each other's language?

Student: Yeah.

Teacher: Yeah, they do, at least some.

Adlai: Let me ask you one simple question. Do you, Ambassador Zorin, deny that the USSR has placed and is placing medium and intermediate range missiles and sites in Cuba? Yes or no? Don't wait for the translation. Yes or no?

[00:46:00]

Speaker 8: Mr. Stevenson, would you continue your statement please. You will receive the answer that you ask. Don't worry.

Adlai: I am prepared to wait for my answer until Hell freezes over, if that's your decision. I'm also prepared to present the evidence in this room.

Teacher: I love this. This is great. This is like 2 kids fighting on the playground, right, but as adults with nuclear missile behind them. This is great. Like, "I'm prepared to wait until Hell freezes over." What a great calling each out and then he brings out the satellite photos in the room. This is broadcasted around the world on television this conversation that they're having. Essentially, the United States shows the Russians started this. This is the Soviet Union made this problem for the world. They put the missiles there first. We're not making this up just to instigate some fight. You have lying about this. They've said over and over, "We're not doing anything offensive in Cuba." Even here, he's like, "Oh, I'm not going to answer your question. It's rude to be asking me this kind of thing and accusing us of this bad deal." Then Stevenson says, "Here's the proof everybody. They're lying." It's a major public relations win. A lot of countries in the world have been on the side of the Soviet Union saying, "Look, Kennedy is this super anti-communist guy and he's trying to start a war," and then they see it and they realize the Russians have been lying to us. Kennedy is trying to protect the world and public opinion in the world shifts. It's a really been for Kennedy. All right.

Student: Mister.

Teacher: Yeah.

Student: Were the people in the video laughing?

Teacher: Yeah or like, "Oh my God, did you hear what he said?" That kind of thing. Yeah. This is great. All right. Meanwhile, the Soviets continue to set up the missiles in Cuba at an ever-increasing pace. They've also begun unpacking and assembling some bomber planes that were packaged up. In the US, the military is amassing troops in Florida and Louisiana to prepare for a massive invasion. They are getting ready for option 1. The nuclear force is on high alert. Everybody is ready. The planes are in the air flying with nuclear weapons, loaded up, ready to get the alert to turn and head for Russia. Around the world, people have begun holding 24 prayer sessions and rallies for peace. The Pope is out there at St. Peter's Basilica on the balcony 24 hours a day praying with people for peace. The same deal is happening pretty much everywhere on earth.

[00:48:00]

Read documents 6, 7, 8. Now, I'm going pause because we don't have a lot of time left, so look to document 6. October 26, Krushchev sends a letter to Kennedy with an offer of a deal. If you flip, document 7 I want you to skip it's not essential. Document 8 is October 27, it's the next day. Krushchev sends another letter with a different offer. Read those 2 and then do the third decision.

[00:50:00] Most of us have finished reading. There's 2 letters with 2 different offers, what's the offer in the first letter?

Student: It's better than the second one.

Teacher: Yeah, you're better. What is the deal he offers in the first letter, October 26? What will the American do and what will the Russians do?

Student: The Americans said that they won't invade Cuba.

Teacher: Yes, the Americans promised never to invade Cuba and in return the Soviets will?

Student: Take out the missiles.

Teacher: Take out the missiles. It's a trade. Everyone gives up something. Everyone get something that they want. Then a day later on the 27th, a new letter comes in which says?

Student: You have to take out missiles in Turkey.

Teacher: Not only do you have to promise to not to invade Cuba, but you also have to take out missiles from Turkey. Turkey is one of our NATO allies. Still is. They're right on the border with the Soviet Union and like Krushchev says, "The soldiers there are looking at each other over the border," and here the Americans have put nuclear missile in Turkey. Now, these particular missiles are called Jupiter missiles. They were getting old and they were going to get removed anyway pretty soon, but there's a danger in doing this kind of a trade. Right? What happens if you take the deal and then a year later Krushchev puts some missiles back in Cuba gain and then this time he says, "All right, we'll take the

[00:58:00]

missiles out if you give us West Berlin." Then he turns around another year or 2 later and he does the same thing and he says, "All right, this time we'll take them out if you give us South Korea." There's a danger in taking these kind of deals.

Also, it is weird that he sent 2 letters with 2 different deals. It could be a couple things. One, it could be that he's not in charge anymore. At some point overnight, his generals or other people in the Soviet Union took power. Basically told him, "You're not in charge anymore. We're running the show. You're to continue talking as if you are the leader," but if the hardliners in the Soviet Union have taken over it's a lot more dangerous now. This would be like if those generals who wanted Kennedy to go to war right from start had taken over. It's a more dangerous situation. Or he could be that just like Kennedy or Krushchev is scared and he's trying to find something that Kennedy will take. I sent this letter. I haven't heard anything back. Let me try something else. Let's see what else he'll do and he's just fishing around, but we don't know. There's no hotline yet to call him up and talk to him.

All right. What are you going to do? You've got to be creative if you can't solve the problem, the sun may not come up tomorrow. What do you think?

Student: Create a mutual agreement.

Teacher: Which one? Or do you have some other agreement. You're going to come back and offer him something else.

[01:00:00]

Student: If we take that, it mean that we're giving them to what they want.

Teacher: What do thing? What's your gut tell you to do?

Student: We still have missiles in other parts of Europe.

Teacher: Make a deal? Maybe deal making, the time has passed. It's time for something else. Like what? What does that mean? What do you thin?

Student: Option 1, it says do you promise not to invade Cuba. Does that go along with option 2?

Teacher: Included in number 2. Number 2 is that and take the missiles out. What do you think? What's your gut tell you to do?

Student: We should also remove our missiles. I feel bad if [inaudible 01:01:22].

Teacher: Doesn't seem fair? You've been kind of pushing your weight around this whole time. Right? With this quarantine business and all this, but they have been lying to the world. What do you guys thing?

Student: I would keep prepping the military, prepping our men.

Teacher: What if they strike first? What if they're tired of waiting for you? You are not accepting any deals. Maybe they think-

Student: Tell them to nuke the world.

Teacher: They think, "Well, Kennedy's not taking any deals. Looks like he's ready for war, so we better strike first."

[01:02:00]

Student: We would move everyone to Seattle.

Teacher: It's the only place out of range in the map, move everyone to Seattle. I don't know if that's feasible here. You've got your military ready to go.

Student: Yeah. Get the men ready for war.

Teacher: Are you going to use it? Or are you going to wait for them to shoot first?

Student: What if shot already? Is shot okay?

Teacher: If in the middle of the night they strike, you go to bed waiting to see what happens and you don't wake up.

Student: You stay awake.

Teacher: All right, there was not unlimited time. You have 2 minutes to make up your minds. What should Kennedy do?

Student: Do they still lose letters?

Teacher: They do still lose letters. It's sent electronically now, but it's still formalized in a fancy kind of way. They can talk to each other though. Nowadays-

Student: Do they text each other?

Teacher: I don't know about ... I don't think they text. Seems like a security danger to have the President with a cell phone. Usually, they talk on the phone now. All right, let's here some thoughts. How many of you are going to take the first deal? Send them a letter, we take the first deal. Pretend the second letter got lost in the mail or something. Who's going to take the first deal? Anybody? All right, no one on the first deal. How about take the second deal? Okay, why do a lot people like this take the second deal. Why the second deal? Why not the first deal?

Student: The first deal is all about honesty.

Teacher: What do you mean all about honesty?

Student: The second sounds more fair.

Teacher: You guys are saying something similar. Right? Why is the second deal fair, but the first one is not? Nice and loud because they're cutting grass or whatever. Got to say a little louder, I'm old.

Student: Because if we have missiles right along the USSR and like you said, [inaudible 01:05:19], but Krushchev is more freaked out than we are.

Teacher: Krushchev makes a good point.

Student: Yeah.

Teacher: You're more likely to get him to accept the deal, if it seems more fair. Is there anyone else who wants to take a second deal have any other thoughts as to why? All right, who's decided that the time for negotiating is over. There's no more chance of this. We're going to have nuclear war. We better shoot first. You're ready for the end of world here.

Student: Yes.

Teacher: You guys some of you were also on to this.

Student: Sure.

Student: That was you.

[01:06:00]

Teacher: You were saying to like, "It's time just for war." Enough talk. Spoiler alert, we didn't have nuclear war. It didn't turn out that way. Here at the end of this day, Kennedy has to make this choice about what to do and his advisers, like you guys, were split. He went and he talked to the person he trusted absolutely the most, which is his younger brother Robert Kennedy. The two of them went and they sat down and they decided that they were going to publicly take the first deal and secretly take the second. Kennedy sent an open letter to Krushchev he said, "We promise not to invade Cuba, if you take your missiles out."

In the middle of the night, his younger brother Robert Kennedy who was only young 30s I think at the time, went to the Russian Embassy late at night. He went in the back door, so people would not see him going there. He met with this guy at the embassy. He was not the ambassador who had originally contacted them about this, about meeting privately. At first, Kennedy and his advisers were like, "Who is this guy? Is this some random person making himself up to sound important, like it's a total distraction." They did some research on him. They found out this kind of low ranking Soviet official had



been one of Krushchev's buddies in World War II. They had fought side-by-side. Just like Kennedy trust his brother the most, this one guy, who actually wasn't that important in the Soviet government was one of Khrushchev's old buddies, was the guy he trusted the most.

[01:08:00]

Bobby Kennedy and this guy, Krushchev's friend, meet in the middle the night and Bobby Kennedy says, "We'll do the second deal also, but it has to be a secret. You can never tell that we made this deal and we're going wait. We're not going to take the missiles out of Turkey right away. We'll do it a few months from now, so doesn't seem like it was a deal." Secretly take the second deal and the guy on the other side of the table across from Bobby Kennedy says, "All right. We're same people. Just like the song said, "We love our children too." Like, you were saying, we have kids too. We'll make the deal." They publicly take the first deal. They secretly take the second deal. The world did not know about it for many many many years until these documents were declassified years after the fact. We did not know. What's the outcome? Did we ever invade Cuba?

Students: No.

Teacher: Nope. As promised, we never invaded Cuba. We put sanctions on them. Refused to do business with them. We tried to get our friends to not do business with them. When did the sanctions on Cuba end? When?

Students: Last year.

Teacher: Last year. Obama finally said afterward some like 60 years or something of having these sanctions that are not getting rid of Castro ... Castro is still alive. Now his younger brother is in charge. Fidel Castro is retired because he's old and never changed communism in Cuba. They still have it there. Even after the Soviet Union fell apart, Castro is still in charge and Obama said, "Finally, this is it. We've tried this for years and years and years, it's not working. We're going to give up on the sanctions. We'll sell them all kinds of American stuff. We'll put Costco in Havana and then the people will love capitalism." I don't know. We're just opening up now. It's just the beginnings of business related to Cuba. We'll see what happens. Fidel Castro and his younger brother, Raul Castro who's in charge now, are both very old. I don't know what's going to happen. Things will change sometime in the near future. In your lifetime, you'll see things change with Cuba. I don't know, but for years.

[01:10:00]

They did take their missiles out of Cuba. In fact, they left them there for kind of a long time. We didn't realize until many years later, how long they had left them there, but they did eventually take them all out. We took our missiles out of Turkey as promised and we never had nuclear war. We got away with it. We walked up very much to the brink and we didn't have nuclear war.

What do you think? [Mrs. Cabasgegola 01:10:10] loves to give this assignment after she's talked about the Cuba Missile Crisis. What grade would you give Kennedy, if you could

give him a report card on his handling of the crisis?

Student: He gets an A.

Teacher: He gets an A. An A+. No nuclear war, he gets an A+. Who says he gets an A? He did a good job. How about a B? It could have been better, but pretty good.

Student: I'd give a B-.

Teacher: A B-, close to a C. How many people would say a C? This is only a mediocre job as leader of the free world. Anyone with a D? Barely passing. A D? Anyone F? Like he flunked. He just messed this up. No nuclear war. We're going to at least give him a passing grade on handling the crisis.

If there was going to be a crisis like this in the future, who would you want to be the President running the show?

Student: Hope it's not Trump.

Teacher: What not Trump? You don't like Trump. Anyone running that you would trust?

Student: Ben Carson.

Teacher: Ben Carson. You'd take Ben Carson.

Student: No, not Ben Carson.

Teacher: No, not Ben Carson. Ever since the Cuban missile Crisis, this is been one of the tasks that people have in their minds. Who would I trust in a crisis like this? Now, there is an interesting side story. After the fact came out that Kennedy had just recently read a book that was popular at the time called The Guns of August, she's a famous historian in America, did a lot of research on World War I. I forgot her name now. I'm sorry. She wrote this book called The Guns of August, which is about August of 1914 when the first World War started, about how the leaders of Germany and France and other countries in Europe had sort of plunged themselves into war because they wouldn't stop their original plan. Their plan has said on, "This day we'll do this. On this we'll do this because on day 30 something, we'll win." For them, they were so entrenched in their, "Now, we must do this next or they did this, so we must respond," that they wouldn't stop.

[01:12:00]

Kennedy had this in mind and he said, "You now, World War I he thought could've been avoided, if the leaders had been willing to stand up to the military generals and say, "No, we're not going to go through with your plans you've been working on for so long. We're going to negotiate. We're going to try and stop this peacefully."" Kennedy made the military leaders in America furious, but he avoided something that he had just read about happening years before, so good example of the lessons of history.

Knowing what America has done dealing with the Cold War and with Russia and dealing with the Cuban missile crisis, your job is to add to your original essay your final thoughts. The directions are in your packet. You also have a reading to do to start our next topic. I'll see you tomorrow very briefly, but I'll for class Class on Wednesday. Til then, have a good weekend. Good job solving the Cuban Missile Crisis.