

**SEMESTER 2**

**Week 11: Mar. 19 – Mar. 23**

<b>Reading Selections</b>	<b>Genre</b>	<b>Objectives</b>	<b>Pages</b>
Comparing Literature: Ambush / The Gift in Wartime / <i>from</i> Stay Alive, My Son	Short Story / Poetry/ Memoir	<b>Literary Study:</b> Analyzing mood <b>Reading Strategy:</b> Analyzing concrete details <b>Vocabulary:</b> Understanding word origins	255-268

**Assignments**

**Read and Write Book**

- \_\_\_pages 256-257    “Before You Read” Activities    \_\_\_\_\_(points/grade)
- \_\_\_pages 258-266    **Read** (notes & margin activities)    \_\_\_\_\_(points/grade)
- \_\_\_pages 267-268    “After You Read” Activities    \_\_\_\_\_(points/grade)
- \_\_\_page 319    Comparison Map    \_\_\_\_\_(points/grade)

**Writing**

This week’s reading includes three different literary responses to war: a short story (“Ambush”), a poem (“The Gift in Wartime”) and an excerpt from a memoir (“Stay Alive, My Son”). After reading and reflecting on all three, which one has the greatest impact on you personally?

Write a reader’s reflection several paragraphs in length telling which reading reached you most deeply and why. Explain the selection’s impact on you, referring to specific details and passages in the text. Try to describe the effect that these details and passages had on you when you read them and what larger connections or ideas have resulted for you.

**High School Grammar Packet**

- \_\_\_Sentence Revision #4: “Adjectives”    \_\_\_\_\_(points/grade)

**Week 12: Mar. 26 – Mar. 30**

<b>Reading Selection</b>	<b>Genre</b>	<b>Objectives</b>	<b>Pages</b>
Snow	Short Story	<b>Literary Study:</b> Analyzing indirect characterization <b>Reading Strategy:</b> Connecting to contemporary issues <b>Vocabulary:</b> Understanding word parts	296-276

**Assignments**

**Read and Write Book**

- \_\_\_ pages 270-271 “Before You Read” Activities \_\_\_\_\_ (points/grade)
- \_\_\_ pages 272-273 **Read** (notes & margin activities) \_\_\_\_\_ (points/grade)
- \_\_\_ pages 274-275 “After You Read” Activities \_\_\_\_\_ (points/grade)
- \_\_\_ page 276 Thinking Tree \_\_\_\_\_ (points/grade)

**Writing**

The back drop of this story is a conflict known as the Cuban missile crisis. The more you understand about this conflict, the more you will appreciate and understand Julia Alvarez’s story “Snow.”

Complete the K-W-L chart on the next page. Then read the excerpt from the article “Fourteen Days in October: The Cuban Missile Crisis” that follows. Return to your K-W-L chart and fill in the “L” column with a minimum of five (5) solid and interesting facts that you learning about the Cuban missile crisis.

**High School Grammar Packet**

- \_\_\_ Sentence Revision #5: “Participial Phrases” \_\_\_\_\_ (points/grade)

<b>What I <b>K</b>now about the Cuban Missile Crisis</b>	<b>What I <b>W</b>ant to Know about the Cuban Missile Crisis</b>	<b>What I <b>L</b>earned about the Cuban Missile Crisis</b>

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# FOURTEEN DAYS IN OCTOBER: THE CUBAN MISSILE CRISIS

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## Introduction

### An Overview of The Crisis

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"Nuclear catastrophe was hanging by a thread ... and we weren't counting days or hours, but minutes."

**-Soviet General and Army Chief of Operations, Anatoly Gribkov**

The Cuban Missile Crisis was the closest the world ever came to nuclear war. The United States armed forces were at their highest state of readiness ever and Soviet field commanders in Cuba were prepared to use battlefield nuclear weapons to defend the island if it was invaded. Luckily, thanks to the bravery of two men, President John F. Kennedy and Premier Nikita Khrushchev, war was averted.

In 1962, the Soviet Union was desperately behind the United States in the arms race. Soviet missiles were only powerful enough to be launched against Europe but U.S. missiles were capable of striking the entire Soviet Union. In May 1962, Soviet Premier Nikita Khrushchev conceived the idea of placing intermediate-range missiles in Cuba. A deployment in Cuba would double the Soviet strategic arsenal and provide a real deterrent to a potential U.S. attack against the Soviet Union.

Meanwhile, Fidel Castro was looking for a way to defend his island nation from an attack by the U.S. Ever since the failed Bay of Pigs invasion in 1961, Castro felt a second attack was inevitable. Consequently, he approved of Khrushchev's plan to place missiles on the island. In the summer of 1962 the Soviet Union worked quickly and secretly to build its missile installations in Cuba.

For the United States, the crisis began on October 15, 1962 when reconnaissance photographs revealed Soviet missiles under construction in Cuba. Early the next day, President John Kennedy was informed of the missile installations. Kennedy immediately organized the EX-COMM, a group of his twelve most important advisors to handle the crisis. After seven days of guarded and intense debate within the upper echelons of government, Kennedy concluded to impose a naval quarantine around Cuba. He wished to prevent the arrival of more Soviet offensive weapons on the island. On October 22, Kennedy announced the discovery of the missile installations to the public and his decision to quarantine the island. He also proclaimed that any nuclear missile launched from Cuba would be regarded as an attack on the United States by the Soviet Union and demanded that the Soviets remove all of their offensive weapons from Cuba.

During the public phase of the Crisis, tensions began to build on both sides. Kennedy eventually ordered low-level reconnaissance missions once every two hours. On the 25th Kennedy pulled the quarantine line back and raised military readiness to DEFCON 2. Then on the 26th EX-COMM heard from Khrushchev in an impassioned letter. He proposed removing Soviet missiles and personnel if the U.S. would guarantee not to invade Cuba. October 27 was the worst day of the crisis. A U-2 was shot down over Cuba and EX-COMM received a second letter from Khrushchev demanding the removal of U.S. missiles in Turkey in exchange for Soviet missiles in Cuba. Attorney General Robert Kennedy suggested ignoring the second letter and contacted Soviet Ambassador Anatoly Dobrynin to tell him of the U.S. agreement with the first.

Tensions finally began to ease on October 28 when Khrushchev announced that he would dismantle the installations and return the missiles to the Soviet Union, expressing his trust that the United States would not invade Cuba. Further negotiations were held to implement the October 28 agreement, including a United States demand that Soviet light bombers be removed from Cuba, and specifying the exact form and conditions of United States assurances not to invade Cuba.

### **Vocabulary**

Using context clues (the hints that are built into the sentences around words), determine and write a comprehensible but academic definition (meaning no slang or vague words such as “thing”) for each of the underlined words in the article above. Skim the article for additional clues to the words, as several of them are used more than once.

1. averted
2. conceived
3. deterrent
4. inevitable
5. reconnaissance
6. echelons
7. quarantine
8. impassioned
9. dismantle
10. implement

Choose five (5) of the above vocabulary words and write original sentences using the words (or a form thereof) in a way that shows good understanding.

**Week 13: Apr. 9 – Apr. 13**

<b>Reading Selection</b>	<b>Genre</b>	<b>Objectives</b>	<b>Pages</b>
Functional Documents	Functional Documents	<b>Reading Strategy:</b> Analyzing expository texts	295-305

**Assignments**

**Read and Write Book**

- \_\_\_pages 296-297 “Before You Read” Activities \_\_\_\_\_(points/grade)
- \_\_\_pages 298-304 **Read** (notes & margin activities) \_\_\_\_\_(points/grade)
- \_\_\_pages 305 “After You Read” Activities \_\_\_\_\_(points/grade)
- \_\_\_page 321 Workplace Writing: Letter of Application  
\_\_\_\_\_ (points/grade)

**Writing**

Write a 1-2 page type-written (double-spaced) summary of the Cuban Missile Crisis (refer to your reading and notes from last week). An important strategy is paraphrasing the information--that is, putting it into your own words while remaining accurate.

Make sure that your summary has:

- a title
- an introductory paragraph that identifies “who?” “what?” “where?” “when?” “why?”
- two to three body paragraphs organized by topic
- a conclusion that summarizes the main points

**High School Grammar Packet**

- \_\_\_Lesson 65: “Usage: *a* to *altogether*” \_\_\_\_\_(points/grade)

**Week 14: Apr. 16 – Apr. 20**

<b>Reading Selection</b>	<b>Objectives</b>
Released STAR Questions	<b>Reading Strategy:</b> Review and practice for the STAR Test

**Assignments**

**High School Grammar Packet**

\_\_\_ Lesson 66: “Usage: *amount to could of*” \_\_\_\_\_ (points/grade)