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IB History Summer Assignment 2020-21

Welcome to IB Topics!

Part One: Reviewing the Cuban Missile Crisis

Directions: Watch at least 2 of the videos below.

[Clouds Over Cuba](#) Interactive Documentary (26 minutes)

TED-Ed [History of the Cuban Missile Crisis](#) (5 minutes)

[Kennedy's Oval Office Address](#), October 22, 1962 (18 minutes)

Part Two: Analyzing the Sources

Directions: Read the following sources pertaining to the Cold War. Highlight any key details or important quotes that emphasize the messages of the sources.

Source A: *An extract from America, Russia, and the Cold War 1945-1984, Walter LaFeber, Alfred Knopf, New York, 1985.*

...The roots of the crisis ran back to Krushchev's ICBM-orientated foreign policies after 1957 and his intense concern with removing NATO power from West Berlin. By 1962 these policies were related, for the Soviets needed credible strategic force if they hoped to neutralize Western power in Germany. By the spring of 1962, however, American high officials had publicly expressed their skepticism of Soviet missile credibility. President Kennedy further observed in a widely publicized interview that under some circumstances the United States would strike first. In June Defense Secretary McNamara insisted that American missiles were so potent and precise that in a nuclear war they could spare cities and hit only military installations.

Source B: *Inside the Kremlin's Cold War: from Stalin to Krushchev, Vladislav Zubok and Constantine Pleshakov, Massachusetts: Harvard University Press, Cambridge, 1996.*

Despite the firm belief of an entire generation of American policy-makers and some prominent historians that Krushchev's gamble in Cuba was actually aimed at West Berlin, there is little evidence of that on the Soviet side. What pushed Krushchev into his worst avanturya [reckless gamble] was not the pragmatic search for the well being of the Soviet empire. On the contrary, it was his revolutionary commitment and his sense of rivalry with the United States. ...What mattered for Krushchev was to preserve the impression of communism on the march, which in his opinion, was critical to dismantling the Cold War on Soviet terms. The loss of Cuba would have irreparably damaged his image. It would have also meant the triumph of those in Washington who insisted on the roll-back of communism and denied any legitimacy to the USSR. Krushchev decided to leap ahead, despite the terrible risk, as he had done at the Twentieth Party Congress, revealing Stalin's crimes against the Party and communism.

Source C: *Khrushchev Remembers: The Glasnost Tapes, Krushchev's memoirs, and ed. Jerrold L Schecter and Vyacheslav v. Luchkov, Little Brown, Boston 1970.*

Everyone agreed that America would not leave Cuba alone unless we did something. We had an obligation to do everything in our power to protect Cuba's existence as a socialist country and as a

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working example to other countries of Latin America. . . I had the idea of installing missiles with nuclear warheads in Cuba without letting the United States find out they were there until it was too late to do anything about them. . . My thinking went like this: if we installed missiles secretly and then if the United States discovered the missiles were there after they were already poised and ready to strike, the Americans would think twice before trying to liquidate our installations by military means. . . The Americans had surrounded our country with missile bases and threatened us with nuclear weapons, and now they would learn just what it feels like to have enemy missiles pointing at you. . . I want to make one thing absolutely clear. We had no desire to start a war. Only a fool would think that we wanted to invade the American continent from Cuba. We sent the Americans a letter asking the president to promise there would not be an invasion of Cuba. Finally Kennedy gave in and agreed to make such a promise. It was a great victory for us, though, a triumph of Soviet foreign policy. A spectacular success without having to fire a single shot.

Source D: Cartoon (published in 1962, origin unknown) showing Khrushchev and Kennedy engaged in a trial of strength over the Cuban missile issue.



FINGERS ON THE BUTTONS

Source E: An extract from a speech by Nikita Khrushchev to the Supreme Soviet, 14 January 1960.

There exist two camps in the world today, each with a different social system. The countries in these camps form their policies on entirely different lines. In these circumstances the problem of peaceful coexistence - that is, of safeguarding the world against the disaster of a military conflict between these two essentially hostile systems, between the groups of countries in which the two systems dominate - is of supreme importance. It is necessary to see to it that the inevitable struggle between them becomes solely a struggle of ideologies and of peaceful competition. . . Each side will demonstrate its advantages to the best of its ability, but war as a means of settling this dispute must be rejected. This then is coexistence as we Communists see it.

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Source F: An extract from a speech by Marshal Lin to the 9th Congress of the Chinese Communist Party in Beijing, 1 April 1969.

Since Brezhnev came to power, the Soviet revisionist clique has intensified its suppression of the Soviet people and increased the restoration of capitalism. Externally it has stepped up its collusion with US imperialism and its suppression of the revolutionary struggles of the people of various countries, intensified its exploitation of the various east European countries, and increased its threat of aggression against China. Its decision to send hundreds of thousands of troops to occupy Czechoslovakia and its armed provocation against China on our territory are two unacceptable acts carried out recently by Soviet revisionism. In order to justify its aggression the Soviet revisionists declare their theory of "limited sovereignty". What does this rubbish mean? It means that your sovereignty is limited while his is unlimited. You won't obey him? He will exercise his "international dictatorship" over you.

Source G: An extract from *Diplomacy* by Henry Kissinger, New York, 1994.

The age of America's nearly total dominance of the world stage was drawing to a close. America's nuclear superiority was eroding and its economic supremacy was being challenged by the dynamic growth of Europe and Japan, both of which had been restored by American resources and sheltered by American security guarantees. Vietnam finally signalled that it was high time to reassess America's role in the developing world, and to find some sustainable ground between abdication and over-extension.

New opportunities for American diplomacy were presenting themselves as serious cracks opened up in what had been viewed throughout the Cold War as the communist monolith. Khrushchev's revelations in 1956 of the brutalities of Stalin's rule and the Soviet invasion of Czechoslovakia in 1968, had weakened the ideological appeal of communism for the rest of the world. Even more important, the split between China and the Soviet Union undermined Moscow's pretence to be the leader of a united communist movement. All of these developments suggested that there was scope for a new diplomatic flexibility.

Source H: Cartoon by Vicky (a British cartoonist), published in November 1962. The people in the cartoon are Kennedy, Khrushchev, and Mao. The word "Chicken!" is used in some countries to suggest someone is withdrawing from or failing in some activity through fear or lack of nerve.



“CHICKEN!” Calls Mao from Safety

Part Three: Understanding the Messages

Directions: Answer the following Question 9a's and 9b's. Pay close attention to the marks. Remember, 1 mark means 1 message.

- 9a) According to **Source A** “what were the roots of the crisis..”? [3]
- 9a) What, according to **Source B**, caused Krushchev to take risks in Cuba? [3]
- 9a) What is the message of **Source C** in regards to Krushchev's plans for Cuba? [3]
- 9b) What are the messages portrayed in **Source D**? [3]
- 9a) What is the message of **Source E**? [3]
- 9a) According to **Source F**, what were the wrongdoings of the Soviet revisionists and how must this issue be corrected? [3]
- 9a) How was American world dominance dwindling according to **Source G**? [3]
- 9b: What is the message of **Source H**? [2]

Part Four: The Values and Limitations

Directions: Answer the following Question 10s. Pay close attention to the marks. Remember to use the proper language and include at **least** one of every category.

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10) With reference to origin, purpose, and content of **Document C**, discuss the values and limitations for an historian studying the Cold War. [4]

10) With reference to origin, purpose, and content of **Document E**, discuss the values and limitations for an historian studying the Cold War. [4]

Part Five: Comparing and Contrasting

Directions: Answer the following Question 11s. Pay close attention to the marks. Remember to use the proper language and include at **least** two comparisons and two contrasts for each question.

11) Compare and contrast Sino-Soviet relations as portrayed in **Source F** and **Source G**. [6]

Part Six: Consolidate: Write a letter

Read [this article](#) about a high school student who created a scrapbook as she lived through the Cuban Missile Crisis in 1962. Using her information and the information you remember, write a letter from the perspective of a highschool student during the Cuban Missile Crisis writing to the future generations. What did you see? How did it make you feel? What advice would you want to pass on? Try to cover the major events highlighted in her scrapbook as well as major events you know. Your letter should be at least one page but no more than two pages.