

Lesson 1: The Artist and His Era

Concept/Main Idea of Lesson

This lesson is designed to introduce students to the events that have unfolded in Cuba over the past century, and which have helped shape the conditions in the island nation today.

Intended Grade Levels

6th-12th

Infusion/Subject Area(s)

World History, American History, Latin American History, Comparative Government, Various Art courses

National Curriculum Standards

NCSS Standards:

IX: Global Connections: "Social studies programs should include experiences that provide for the study of global connections and interdependence."

VI: Power, Authority, & Governance: "Social studies programs should include experiences that provide for the study of how people create and change structures of power, authority, and governance."

II: Time, Continuity, & Change: "Social Studies programs should include experiences that provide for the study of the ways human beings view themselves in and over time, so that the learner can demonstrate an understanding that different people may describe the same even or situation in diverse ways, citing reasons for the differences in views."

Florida Standards for the Arts:

Skills and Techniques: "The student understands and applies media, techniques, and processes." (VA.A.1.4)

Common Core:

LACC.1112.RI.1.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

LACC.1112.RI.2.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

LACC.1112.L.3.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

LACC.1112.L.3.6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.

CCSS.ELA-Literacy.RH.9-10.7: Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

I. Instructional Objectives

The students will:

- a. identify the events surrounding the background of the Cuban Revolution;
- b. analyze the changes that have impacted Cuba over the past 50 years since the Cuban Revolution.

II. Learning Activities Sequence

- a. **Set Induction/Lesson Initiating Behavior:** Begin the lesson by guiding students through a series of pictures and images (PowerPoint) of what Cuba was like prior to 1959 (the year the Cuban Revolution under Fidel Castro gained control of the country). These pictures will portray the “paradise like” atmosphere that many U.S. citizens believed to be synonymous with the island prior to the Revolution.

After viewing these slides, project brief notes and images that depict the “non paradise” like conditions that many on the island experienced before the Revolution. Discuss with students their reactions to the sharp contrast in these photos from the

earlier images.

After this, show students pictures of automobiles in Cuba today. The teacher should allow for a discussion on students' observations of the cars shown in the slides.

Questions to consider for the discussion include:

- What do you notice about the cars shown in these slides?
- What would be the pros/cons of owning one of these cars?
- Why do you think many Cubans are still driving these antique cars today?

- b. **Learning Activities:** After discussing student responses to these questions, it is important to provide students with a brief overview of the events surrounding Cuba's social, political, and economic transformation both prior to the Revolution, as well as since the revolutionary government under Castro assumed power. To accomplish this, guide the students through the remaining PowerPoint slides that highlight the significant years/events involving the Cuban-Spanish-American War through the emergence of Fulgencio Batista as the leader of Cuba in the early 1950s.

While guiding the students through this PowerPoint, they will have a timeline handout to help them with taking notes on the various events.

After these slides, have the class view the first 20 minutes of the documentary, "Castro: The Survivor". In this documentary, it will introduce the students to Fidel Castro and the reasons for the Revolution against the Batista regime. The students will need to continue using the timeline handout to list important details for the remaining years on the timeline.

After viewing this portion of the documentary, pass out to the students the handout, "Cuba Under Fidel Castro". This is a reading which focuses on (a) Cuba's reasons for forming its alliance with the Soviet Union, (b) the U.S. embargo, and (c) the "Special Period" in Cuba. In pairs, have the students work to complete the reading along with

the guided reading questions. As they are answering each question, encourage students to discuss their answers with their reading partner. Allow the students enough time to complete the assignment, and if there is time, have a brief class discussion on their responses to the questions.

III. Evaluation

The completed PowerPoint Timeline Handout and class discussion will be the basis for the evaluation to ensure that the students have grasped the day's lesson. Additionally, the comprehension check questions located in the "Notes View" of the PowerPoint presentation can also be used to assess understanding.

IV. Materials and Resources

PowerPoint, Laptop/Computer Access, Timeline handout, DVD "Castro: The Survivor"

V. References

"Castro: The Survivor". Dir. John J. Flynn. A&E Television Networks and History Channel Network Productions, 2005. DVD.

Evans, Walker. *Cuba*. Los Angeles: The J. Paul Getty Museum, 2001.