Cuba Unit -- Grade 7 Social Studies

Lesson 1: Geography
Lesson 2: Clash of Cultures
Lesson 3: Communism in Cuba

Maggie Stevens Lopez
Fair Haven K-8 School
Lesson One: Geography

**Content Objectives:**
1. SWABT identify the political and physical geographical features of Cuba.

**Language Objectives:**
1. Listen to the teacher and individually write names and features on a map.
2. Read a short text about a physical feature in small groups.
3. Orally report to the group about a physical feature of Cuba.
4. Fill out a graphic organizer with information about physical features.

**Performance Indicators for Each Language Level:**

<table>
<thead>
<tr>
<th>Domain/Topic</th>
<th>Expanding and Bridging Level 4 and 5</th>
<th>Developing Level 3</th>
<th>Beginning and Early Emergence Level 1 and 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Listening and writing—Identify political features (1a)</strong></td>
<td>Fill out a blank map with names and features with information from the teacher.</td>
<td>Fill out blank map with names and features with information from teacher by choosing words from a word bank.</td>
<td>Choose the correct name of features and names on a map by listening to the teacher and using a word bank with pictures.</td>
</tr>
<tr>
<td><strong>Reading—Identifying physical features of Cuba (1b)</strong></td>
<td>Read a modified text with contextually defined vocabulary and simplified language.</td>
<td>Read a modified texts with simplified vocabulary and length</td>
<td>Read a modified text with visual support and simple vocabulary</td>
</tr>
<tr>
<td><strong>Speaking and Writing—Identify physical features (2a)</strong></td>
<td>Orally explain a physical feature of Cuba to a small group and fill out a graphic organizer.</td>
<td>Orally explain a physical feature of Cuba to a small group and fill out graphic organizer</td>
<td>Orally explain a physical feature of Cuba using visual supports to a small group and choose appropriate information to fill out graphic organizer.</td>
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</table>

<table>
<thead>
<tr>
<th>Function</th>
<th>Situation</th>
<th>Expression</th>
<th>Words</th>
<th>Grammar</th>
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</thead>
<tbody>
<tr>
<td>Identify</td>
<td>Identify political and physical geographical features of Cuba</td>
<td>“This is/are (a/an)________.”</td>
<td>Cuba, Havana, capital, mountain, mountain range, island, coast, beach</td>
<td>present tense, correct use of articles</td>
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<tr>
<td>Identify physical geographical features of Cuba</td>
<td>“Cuba (is) has a/an ____ (1) ____.” The ____ (1) ____ is/has ________ (2) __________. In Cuba, ____ (1) ____ is found in ____ (3) ____.</td>
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<tr>
<td>(1)</td>
<td>island, mountains, mountain range, plains, archipelago, coast, beach, swamp, marsh, mangrove trees</td>
<td>present tense, dependent clause, correct use of articles</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| (2)   | - Land surrounded by water on all sides  
- High, rocky land  
- Flat land good for growing crops  
- A group of small islands  
- Land that borders the ocean or sea  
- Area of low wet land with trees  
- Trees that survive off salt water |
| (3)   | North, South, East, West, Coast, Center |
Lesson One: Geography of Cuba

Content Objective:
1. SWABT identify the physical and political geographical features of Cuba.

Language Objectives:
1a. Listen to the teacher and individually write names and features on a map.
1b. Read a short text about a physical feature and answer questions in small groups.
1c. Orally report to the group about a physical feature of Cuba.
1d. Fill out a graphic organizer with information about physical features.

Initiation
1. Teacher says, “Today we are going to study the political and physical geography of Cuba. Who can tell me what geography means?” The student responds. Teacher asks class, “Is he/she correct? The teacher shows two different examples of maps (one political, one physical). Tell me about the difference between a political and physical map.” Students answer the question orally.
2. Teacher projects outline map of Cuba. “This is Cuba. It is an island. Cuba is located in the Caribbean, which is southeast of the United States. Puerto Rico, Haiti and Jamaica are also part of the Caribbean. Today we are going to identify and locate the physical and political features of Cuba’s geography.

Activity
1. On the board, the teacher posts the vocabulary of the physical features: island, archipelago, coast, marsh/swamp, plain, mountain.
2. The teacher identifies the following places on the map of Cuba (see attached maps of Cuba TEACHER VERSION):
   Varadero
   Havana
   Archipelago de la Reina
   Archipelago de Camaguey
   Archipelago de Sabana
   Archipelago de los Colorados
   Caribbean Sea
   Straits of Florida
   Sierra Maestra Mountains
   Escambray Mountains
   Sierra del Rosario Mountains
   Guantanamo Bay
   Zapata Swamp
3. The teacher says, “Now that we know the location of the physical features of Cuba, you are going to read about one feature in small groups. Then, one person from each group will share the information you learned with another small group.” The teacher should assign groups beforehand with the language levels in mind.
4. In small groups, the students read modified text and fill out graphic organizer. Teacher circulates to students to clarify vocabulary or asks questions to deepen understanding.

5. Teacher assigns a number to each person in each group. Then, the teacher asks each number (1-4) to go to a different location in the room. (Note * to review cardinal directions and intermediate directions, a teacher might assign corners such as north, south, east, and west, etc). Each group will have at least one member from each physical feature group (i.e. one Plains and Mountains, one Zapata Swamp, one Island and Archipelago, etc.)

6. Students will orally present information to the other group members. Students will fill out the graphic organizer.
**Word Bank**

Varadero  
Havana  
Archipelago de la Reina  
Archipelago de Camaguey  
Archipelago de Sabana  
Archipelago de los Colorados  
Caribbean Sea  
Straits of Florida  
Sierra Maestra Mountains  
Escambray Mountains  
Sierra del Rosario Mountains  
Guantanamo Bay  
Zapata Swamp
Physical Features of Cuba: Modified Texts

Island and Archipelago (Levels 1 and 2)

Cuba is located in the Caribbean Sea. A sea is salty water. A sea is a smaller ocean. The name of this area is called The Caribbean.

Cuba is an island. An island is land that is surrounded by water on all sides. Cuba is close to other islands. Jamaica and Haiti are two islands that are close to Cuba.

Cuba has 4 archipelagos. An archipelago is a group of small islands. An archipelago has many small islands. An archipelago is close to a big island or piece of land.

The names of the archipelagos are:
Archipelago de la Reina
Archipelago de Sabana-Camaguey
Archipelago de Canarreos
Archipelago de los Colorados

Archipelago de Sabana-Camaguey is in the North. Archipelago de los Colorados is in the North. In the Northeast is Archipelago de Sabana-Camaguey. In the Northwest is Archipelago de los Colorados.

Archipelago de Canarreos is in the South. Archipelago de la Reina is in the South. In the Southeast is Archipelago de la Reina. In the Southwest is Archipelago de Canarreos.
Coast: Sandy beaches (Level 3)

Cuba is an island. Cuba is located in a tropical climate. A tropical climate means the temperature is warm or hot most of the time.

Cuba has a long coastline. The coast is the land that borders the sea or ocean. On the coast, there are sandy beaches.

In the north of Cuba, there is a famous beach called Varadero. Many people go to visit this beach because of the warm water and sandy beaches. The beach is more than 10 miles long. Varadero has white sand.

The beaches of Cuba are home to many animals like birds and reptiles. There are more than 31 different birds that live in Cuba. There are more than 24 different reptiles that live in Cuba, like geckos and sea turtles.

Some of the coast of Cuba is protected. That means that people cannot live there. That part of the coast is just for animals.

There are 289 beaches in Cuba. Many people from around the world visit the beaches.

Plains and Mountains (Level 3 and 4)

Cuba has both mountains or high, rocky land and plains, low flat land.

The most well known mountain range is Cuba is called the Sierra Maestra mountain range. The Sierra Maestra mountain range is located in the Southeast of Cuba. The highest mountain is called Turquino Peak. Turquino Peak is 6,470 feet tall.

Trees like mahogany and cedar grow in the mountains. The wood from these trees is valuable. People pay a lot of money for this wood. People also plant crops in the mountains. People plant coffee in the mountains.

The Escambray Mountains are located in the center of the country. The Sierra del Rosario mountain range is located is the west.

Most of the island has plains, or low flat land. Before, the land was covered in trees. When the Spanish came to the island, they cut down the trees to plant sugarcane and tobacco. The land is good to grow crops or plants. The land is good because it is fertile or has many nutrients to help plants grow.
Zapata Swamp: Mangrove marshes (Level 4 and 5)
In the Southwest of Cuba, there is a national park called Zapata Swamp. A swamp is low, wet land with trees. The Zapata Swamp is a salt marsh. That means that the wet land is wet with salt water.

The swamp or marsh is home to many animals and plants. There are 900 different kinds or species of plants and 1200 different kinds or species of animals. The animals and plants are special because they can live with salt water.

The Zapata Swamp is a national park. That means all the animals and plants are protected. People must take care of the park. They cannot throw garbage. They cannot kill animals or plants.

Mangrove trees live in the marsh.
Mangrove trees are special trees. They can live in salt water.

The mangrove trees are the habitat or home for many animals like oysters and shrimp. Those animals help clean the water. Other animals eat mangrove leaves. The roots of mangrove trees are very strong. The roots hold the dirt in place. The roots stop the dirt from eroding or washing away in the water.
<table>
<thead>
<tr>
<th>Definition of physical feature</th>
<th>Coast: Sandy Beaches</th>
<th>Plains and Mountains</th>
<th>Island and Archipelago</th>
<th>Zapata Swamp: Mangrove marsh</th>
</tr>
</thead>
<tbody>
<tr>
<td>coast:</td>
<td></td>
<td>plain:</td>
<td>island:</td>
<td>swamp/marsh:</td>
</tr>
<tr>
<td>mountain:</td>
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<tr>
<td>Location</td>
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<tr>
<td>Where is it?</td>
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<tr>
<td>Additional information</td>
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</table>
# Lesson Two: Clash of Cultures

## Content Objectives:
1. SWABT compare the Ciboney and Taino cultures.
2. SWBAT analyze the effects of the Spanish on the native cultures of Cuba.
3. SWBAT list 3 effects of and evaluate the Spanish conquest.

## Language Objectives:
1a. Read an article about the Ciboney and Taino.
1b. Fill out a T Chart
2a. Listen to a selection about the Spanish conquest of Cuba.
2b. Fill out a listening guide.
3a. Write answer an open-ended question.

## Performance Indicators for Each Language Level:

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<th>Developing Level 3</th>
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</thead>
<tbody>
<tr>
<td>Reading and Writing—Compare Ciboney and Taino cultures (1a and 1b)</td>
<td>Read two articles about Ciboney and Taino cultures and fill out T chart</td>
<td>Read two articles about Ciboney and Taino cultures with simplified structure and vocabulary and Fill out T Chart</td>
<td>Read a list of facts about Ciboney and Taino cultures with visual supports and fill out a T Chart</td>
</tr>
<tr>
<td>Listening—Analyze the effects of Spanish conquest of native cultures (2a)</td>
<td>Listen to a text about the effects of Spanish conquest on Cuba and fill out listening guide.</td>
<td>Listen to a text about the effects of Spanish conquest on Cuba and fill out listening guide with a word bank.</td>
<td>Listen to a text about the effects of Spanish conquest on Cuba and fill out listening guide with a word bank and visual supports.</td>
</tr>
<tr>
<td>Writing—Evaluate Spanish conquest</td>
<td>In small groups list 3 effects of the Spanish conquest and individually write short answer response to an open-ended question</td>
<td>In small groups, list 3 effects of the Spanish conquest and individually write a response to an open-ended question with a sentence starter.</td>
<td>In small groups, identify the 3 cause of the Spanish conquest and individually write a response to an open-ended question with a sentence starter, word bank, and multiple choices.</td>
</tr>
<tr>
<td>Function</td>
<td>Situation</td>
<td>Expression</td>
<td>Words</td>
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<tr>
<td>-----------</td>
<td>------------------------------------------------</td>
<td>-----------------------------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>Compare</td>
<td>Compare Ciboney and Taino cultures</td>
<td>The Ciboney and Taino cultures are <em><strong>(1)</strong></em>__ because _<strong>(2)</strong>__.</td>
<td>(1) similar&lt;br&gt;different&lt;br&gt;&lt;br&gt;(2)&lt;br&gt;-both fished.&lt;br&gt;-both traveled in small boats&lt;br&gt;-both spoke Arawak&lt;br&gt;-used clay to make tools and jewelry&lt;br&gt;-used shells to make tools and jewelry&lt;br&gt;-lived in caves&lt;br&gt;-lived in small huts called bohios</td>
</tr>
<tr>
<td>Evaluate</td>
<td>Evaluate the effects of Spanish conquest on Cuba</td>
<td>If I was a Taino, I would <em><strong>(1)</strong></em>_ because _<strong>(2)</strong>__.</td>
<td>(1)&lt;br&gt;- start a rebellion&lt;br&gt;- pay taxes and accept my work&lt;br&gt;- accept a new culture&lt;br&gt;- learn Spanish&lt;br&gt;- move from Cuba&lt;br&gt;&lt;br&gt;(2)&lt;br&gt;- the Spaniards have no right to control me.&lt;br&gt;- I want to stay alive.&lt;br&gt;- I want to maintain my culture.&lt;br&gt;- I am afraid of what the Spaniards might do to me and my family.&lt;br&gt;- I don’t want to be a slave.</td>
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</tbody>
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Lesson Two: Clash of Cultures

Content Objectives:
1. SWABT compare the Ciboney and Taino cultures.
2. SWB: compare the Ciboney and Taino cultures.
3. SWBAT analyze the effects of the Spanish on the native cultures of Cuba.
4. SWBAT evaluate the Spanish conquest.

Language Objectives:
1a. Read an article about the Ciboney and Taino.
1b. Fill out a T Chart
2a. Listen to a selection about the Spanish conquest of Cuba.
2b. Fill out a listening guide.
3a. Write answer an open-ended question.

Initiation
1. Teacher says, “Today we are going to begin the study of the history and culture of Cuba. Today we will focus on the history. We are going to talk about what cultures lived in Cuba and who came to the island and what happened as a result of the encounter between the different cultures. Turn to a partner and make a prediction about what will happen to the native cultures.”
2. Students turn and talk. A select few students share out responses.
3. Students complete a Native Cultures word splash.

Activity
1. Individually, students will read two leveled articles about the two native cultures Ciboney and Taino peoples and fill out a T Chart comparing the two cultures.
2. Then they will check their work with a partner.
3. Teacher will ask groups to share their ideas for different aspects of the T chart and write information on projector/Computer/chart paper. Then the teacher will ask students to contribute more information to add to the chart. The teacher may need to add additional information. If errors are present, send students to look in the text to correct the errors.
4. Teacher says, “Now we are going to listen to an article about the effects of Spanish conquest of Cuba. You must listen very carefully because I am only going to read the article one time. I will not repeat any words. This will help you learn to be a better listener. Your task is to listen and fill out the listening guide while you are listening, not after.”
5. Teacher hands out listening guide and reads text slowly, pausing after each sentence. The teacher will read the text only one time. The students have leveled listening guides.
6. After the listening guide, students will list three effects of the Spanish conquest of Cuba in small groups.
7. Individually, the students will respond to a leveled open-ended question, “If you were a Taino during the Spanish conquest of Cuba, what would you do? Why?”
Ciboney

The Ciboney people come from South America. They were navigators who traveled to many islands in the Caribbean. The Ciboney lived in Cuba from 800 A.C.E. to 1500 A.C.E.

They were great fishermen. The Ciboney people used canoes to fish. They made the canoes from trees on the islands. They raised turtles for food. Ciboneys also ate flamingos and wild fruit. Seashells were used for eating utensils, jewelry, and tools.

Ciboney people lived in caves. They slept in hammocks. The caves offered protection from the wind and the rain. The caves kept them safe from animals.

Like many other native cultures in the Caribbean, Ciboneys speak a dialect of the Arawak language. When they met other native people in the Caribbean, the Ciboneys could communicate.

Taino

Tainos lived in many islands in the Caribbean like Puerto Rico and the Dominican Republic. Tainos lived in small yucayeques (villages) that were run by a cacique (chief) with the help of the bohique (priest or medicine man).

The Tainos written language was in the form of petroglyphs or symbols carved in stone. They spoke Arawakan. Christopher Columbus, an explorer from Spain, wrote in his journal that Tainos had beautiful muscular slender bodies, with copper color skin and wore short haircuts with a long hank at the back of the head, and their forehead was flattened. The mothers would flatten a baby’s forehead with a piece of wood. The Tainos thought flat foreheads were attractive.

Tainos wore no clothes except for a nagua (a frontal slip) used only by married women. Dressing up meant painting their bodies with bright color paints with intricate designs. Body paints were made from plants. Their jewelry; necklaces, earrings, armbands and bracelets, was made from stone and clay.

Tainos built their villages close to water. Their homes are huts called bohios. Bohios are made from tree branches and grass. Tainos slept in hammocks.

Music was an important part of Taino life. Their drums were hollowed tree trunks that were hit with sticks to produce rhythmic sounds. They made shakers called maracas out of hollowed out gourds. Güiros were a rhythmic instrument made from the marimbo gourd. These musical instruments are a legacy of the Tainos and are still used today. Children learned to play instruments very young and helped their parents make the instruments.
Ciboney

The Ciboney people come from South America. They traveled in boats. The Ciboney lived in Cuba from 800 A.C.E. to 1500 A.C.E.

They were great fishermen. The Ciboney people used canoes to fish. They made the canoes from trees on the islands.

They raised turtles for food. Ciboneys also ate flamingos and wild fruit. Seashells were used for eating utensils, jewelry, and tools.

Ciboney people lived in caves. They slept in hammocks. The caves offered protection from the wind and the rain. The caves kept them safe from animals.

Like many other native cultures in the Caribbean, Ciboneys speak a dialect of the Arawak language. When they met other native people in the Caribbean, the Ciboneys could communicate.

Taino

Tainos lived in many islands in the Caribbean like Puerto Rico and the Dominican Republic. Tainos lived in small communities run by a leader called a chief or cacique.

The Tainos written language was in the form of petroglyphs or symbols carved in stone. They spoke Arawakan.

Christopher Columbus, an explorer from Spain, wrote in his journal that Tainos had beautiful muscular slender bodies, with copper color skin and wore short haircuts with a long hank at the back of the head, and their forehead was flattened. The mothers would flatten a baby’s forehead with a piece of wood. The Tainos thought flat foreheads were attractive.

Tainos wore no clothes. They painted their bodies. The paint is made from plants. They made jewelry and utensils from clay and stone.

Tainos built their communities close to water. Their homes are huts called bohios. Bohios are made from tree branches and grass. Tainos slept in hammocks.

Music was an important part of Taino life. They made drums. They made maracas. People still use these instruments. Children learned to play instruments very young and helped their parents make the instruments.
**Ciboney**

Ciboney people are from South America. They traveled in boats. Ciboney were good fishermen. They ate turtles. Turtles were food. Ciboney made tools from shells. They made jewelry from shells. Ciboney lived in caves. They slept in hammocks.

**Taino**

Tainos are from South America. They traveled in boats. Tainos were fishermen. Tainos made tools from rock and clay. They made jewelry from rock and clay. Tainos lived in bohios. They slept in hammocks.
<table>
<thead>
<tr>
<th>Ciboney Only</th>
<th>Same</th>
<th>Taino Only</th>
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Teacher Directions:
Review the listening guides before reading the passage. Pronounce all the words on the guide. Tell the students to repeat the words several times while looking at the words. Tell the students you are going to read the passage only once. Read the passage slowly only once. Do not repeat any words or sections. Make sure you read very clearly, but do not overemphasize key words. You are teaching students to listen carefully, so let them do so.

Listening Passage: Spanish Conquest of Cuba

In 1511, Spain first created a colony in Cuba. The first settlement was called Baracoa. The Spanish rode on horses to explore the island. The Spanish did not respect the native people of the island. In Camaguey, hundreds of people were tortured and killed. As time passed, Tainos became very sick from Spanish diseases like small pox. Many people died from these diseases.

One leader or cacique called Hautuey fought against the Spanish. With 400 men, Hautuey fought the Spanish explorers, but they were too powerful because they had horses and guns.

The Spanish built large towns with a plaza. The Spanish built Catholic churches. They wanted the native people to change their religion. The missionaries or people from the church taught Tainos to speak Spanish. Some Tainos worked as interpreters, so the Spanish could understand the Arawak language. The Tainos who accepted the catholic religion went to school to learn Spanish and learn the Bible.

The Spanish forced the Tainos to work in the fields growing sugarcane. The Tainos also had to pay taxes. The Tainos worked as slaves.
Listening Guide: Spanish Conquest of Cuba (1/2)

Directions:
√ what you

___ colony             ___ sick              ___ school

___ island             ___ fought            ___ learn Spanish

___ horses             ___ guns              ___ work

___ not respect        ___ Catholic church   ___ pay taxes

___ tortured and killed ___ change religion  ___ slaves
Directions: Fill in the blank with the words from the blank.

1. In 1511, Spanish created a ____________ in Cuba.
2. The Spanish did _______ ____________________ the native people.
3. In Camaguey, hundreds of people were ______________ and ______________.
4. Tainos became very __________ from Spanish diseases…
5. With 400 men, Hautuey_______________ the Spanish explorers…
6. The Spanish were too powerful because they had horses and ____________
7. The Spanish built Catholic ___________________. They wanted the native people to change their ________________.
8. The Tainos who accepted the Catholic religion went to ________________ to learn Spanish and the Bible.
9. The Spanish forced the Tainos to _________________. Tainos also had to _______ ________________ to the Spanish. The Tainos worked as ________________.

WORD BANK

<table>
<thead>
<tr>
<th>colony</th>
<th>religion</th>
<th>school</th>
<th>fought</th>
<th>guns</th>
</tr>
</thead>
<tbody>
<tr>
<td>island</td>
<td>sick</td>
<td>learn Spanish</td>
<td>horses</td>
<td>tortured and killed</td>
</tr>
<tr>
<td>work</td>
<td>churches</td>
<td>pay taxes</td>
<td>not respect</td>
<td>slaves</td>
</tr>
</tbody>
</table>
Listening Guide: Spanish Conquest of Cuba (4/5)

Directions: Fill in the blank with the words from the blank.

1. In 1511, Spanish created a ____________ in Cuba.
2. The Spanish did _______ __________________ the native people.
3. In Camaguey, hundreds of people were _______________ and ________________.
4. Tainos became very ___________ from Spanish diseases…
5. With 400 men, Hautuey_______________ the Spanish explorers…
6. The Spanish were too powerful because they had horses and ______________.
7. The Spanish built Catholic ___________________. They wanted the native people to change their ________________.
8. The Tainos who accepted the Catholic religion went to ________________ to learn Spanish and the Bible.
9. The Spanish forced the Tainos to ________________. Tainos also had to ________ ________________ to the Spanish. The Tainos worked as ________________.
Open-ended Question Response (4/5)

Name

Date

What would you do, if you were a Taino at the time of the Spanish conquest of Cuba?

If I was a Taino, I would ____________________________________________________

________________________________________________________________________

________________________________________________________________________

because ________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Open-ended Question Response (3)

Name

Date

What would you do, if you were a Taino at the time of the Spanish conquest of Cuba?

If I was a Taino, I would ________________________________

________________________________________________________________________

________________________________________________________________________

because ________________________________

________________________________________________________________________

________________________________________________________________________

- start a rebellion
- pay taxes and accept my work
- accept a new culture
- learn Spanish
- move from Cuba
What would you do, if you were a Taino at the time of the Spanish conquest of Cuba?

If I was a Taino, I would

___ start a rebellion
___ pay taxes and accept my work
___ accept a new religion
___ learn Spanish
___ move from Cuba

because

___ the Spaniards have no right to control me
___ I want to stay alive
___ I want to maintain my culture
___ I am afraid of what the Spaniards might do to me and my family
___ I don’t want to be a slave
___ I want to go to school.
# Lesson 3: Communism in Cuba

## Content Objectives:
1. Define communism.
2. Evaluate communism in Cuba.

## Language Objectives:
1a. Listen to/watch a video about communism
1b. Write a definition to communism
2a. Read about communism in Cuba
2b. Write a response to an open-ended question.

<table>
<thead>
<tr>
<th>Domain/Topic</th>
<th>Expanding and Bridging Level 4 and 5</th>
<th>Developing Level 3</th>
<th>Beginning and Early Emergence Level 1 and 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening and Writing—Define Communism</td>
<td>Watch video and write definition of communism in notebook</td>
<td>Watch video and write definition of communism in notebook with sentence frames and visual support.</td>
<td>Watch video and write definition of communism in notebook with sentence frames, visual support, and word bank</td>
</tr>
<tr>
<td>Reading—Define communism</td>
<td>Read passage about communism in Cuba.</td>
<td>Read a modified text about communism in Cuba with simplified vocabulary</td>
<td>Read a modified text about communism in Cuba with simplified text vocabulary and visual support</td>
</tr>
<tr>
<td>Writing—Evaluate communism</td>
<td>Write an open-ended response to a question in simple sentences.</td>
<td>Write an open-ended response to a question in simple sentences with sentence frames.</td>
<td>Write an open-ended response to a question in simple sentences with word bank and sentence frames.</td>
</tr>
</tbody>
</table>
Lesson 3: Communism in Cuba Functional Language Chart

<table>
<thead>
<tr>
<th>Function</th>
<th>Situation</th>
<th>Expression</th>
<th>Words</th>
<th>Grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Define</td>
<td>Define communism</td>
<td>Communism is an <strong>(1)</strong> system where money is distributed <strong>(1)</strong> among everybody.</td>
<td>(1) economic equally leader power</td>
<td>a/an complete sentence</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluate</td>
<td>Evaluate communism in Cuba</td>
<td>Cuba <strong>(1)</strong> keep a communist government because <strong>(2)</strong></td>
<td>(1) should should not</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(2) free education</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>many people put in jail</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>free healthcare</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>little crime</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>bad transportation system</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>restrictive government: you cannot say anything bad about it</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>poverty: many people live on less than $1 a day</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>chance to play sports internationally, especially baseball</td>
<td></td>
</tr>
</tbody>
</table>
Lesson 3: Communism in Cuba and American Reaction

Content Objectives:
1. Define communism.
2. Evaluate communism in Cuba.

Language Objectives:
1a. Listen to/watch a video about communism
1b. Write a definition to communism
2a. Read about communism in Cuba
2b. Write a response to an open-ended question.
2c. Students will orally share their written responses.

Initiation
1. Watch Brainpop video
   http://www.brainpop.com/socialstudies/economics/communism/
2. As a whole class, the students will define communism.
3. Teacher says, “Today we are going to examine the effects of communism on Cuba. You are going to decide, is communism good or bad for Cuba. First we have to learn about what life is life in communist Cuba.”

Activity
1. Students will read the pro and con chart about communism in Cuba.
2. Students will indicate with a thumbs up/thumbs down if they think communism should stay in Cuba.
3. Students turn and talk to a partner and explain their reasons why.
4. Students will read about the history of communism in Cuba.
5. Students will add to the pro/con chart about communism in Cuba.
6. Students will respond to an open-ended question.

Closure
1. Students will share their response with a partner.
2. Teacher says, “Now we have examined the meaning of communism and its pros and cons. You have made a decision as to whether you think communism is beneficial or good for Cuba or detrimental or bad for Cuba. How many people think communism should stay in Cuba? (students raise hands) How many people think communism is bad for Cuba? (students raise hands.)
Communism

Definition:
Communism is an ______________ system where money is distributed ______________ among everybody.

The problem is that communist countries have one ______________ with much ______________.
Communism

Definition:
Communism is an ________________ system where money is distributed ________________ among everybody.

The problem is that communist countries have one ________________ with much ________________.

WORD BANK
Power
Equally
Leader
Economic
# Communism in Cuba

<table>
<thead>
<tr>
<th>ARGUMENTS FOR:</th>
<th>ARGUMENTS AGAINST:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Good, free education for all students</td>
<td>- Poverty where half the population survive on less than $1 a day. Good gardeners in Miami can make $20 an hour.</td>
</tr>
<tr>
<td>- Excellent free healthcare system Infant mortality is lower than America’s and Cuba has twice as many doctors per 1,000 patients as the US.</td>
<td>- Bad transportation system. Good roads with buses that break down often</td>
</tr>
<tr>
<td>- There is very little serious crime.</td>
<td>- Restrictive government, which has at least 400 political dissidents imprisoned for up to 20 years. Homosexuals are severely harassed. Restrictions on freedom of speech, assembly and movement.</td>
</tr>
<tr>
<td>- A rich sporting life in schools with promising children given the chance to become well-rewarded professional athletes and emulate the efforts of their world-renowned Olympic medal-winners and sporting stars.</td>
<td>- Being forced to listen to the Great Leader’s long speeches. Castro holds the UN record for the longest speech in the General Assembly - 4hrs 29min - though people at home were surprised at his brevity. His last domestic speech was a mere 150min long.</td>
</tr>
<tr>
<td>- There are few neon signs and advertising billboards, no McDonalds and no foreign newspapers or satellite TV except in the grander hotels.</td>
<td></td>
</tr>
</tbody>
</table>
## Communism in Cuba

<table>
<thead>
<tr>
<th>ARGUMENTS FOR:</th>
<th>ARGUMENTS AGAINST:</th>
</tr>
</thead>
<tbody>
<tr>
<td>■ Good, free education for all students</td>
<td>■ Poverty where half the population survive on less than $1 a day. Good gardeners in Miami can make $20 an hour.</td>
</tr>
<tr>
<td>■ Excellent free healthcare system. Less baby deaths than United States</td>
<td>■ Bad transportation system. Good roads with buses that break down often</td>
</tr>
<tr>
<td>■ More doctors than in the United States</td>
<td>■ Restrictive government. At least 400 political prisoners in jail for up to 20 years</td>
</tr>
<tr>
<td>■ There is very little serious crime.</td>
<td>■ Homosexuals are severely harassed. Restrictions on freedom of speech.</td>
</tr>
<tr>
<td>■ In schools, children are trained to be professional athletes, or sports players</td>
<td>■ Being forced to listen to the Great Leader's long speeches. Castro holds the UN record for the longest speech in the General Assembly - 4hrs 29min - though people at home were surprised at his brevity. His last domestic speech was a mere 150min long.</td>
</tr>
<tr>
<td>■ There are few advertising billboards, no McDonalds and no foreign newspapers or satellite TV, except in the big hotels.</td>
<td></td>
</tr>
<tr>
<td>Communism in Cuba</td>
<td></td>
</tr>
<tr>
<td>-------------------</td>
<td></td>
</tr>
<tr>
<td><strong>ARGUMENTS FOR:</strong></td>
<td></td>
</tr>
<tr>
<td>☐ Good, free education</td>
<td></td>
</tr>
<tr>
<td>☐ Excellent, free health care.</td>
<td></td>
</tr>
<tr>
<td>☐ Safe country. Not much crime.</td>
<td></td>
</tr>
<tr>
<td>☐ Students trained to play professional sports</td>
<td></td>
</tr>
<tr>
<td>☐ No McDonalds, no Satellite TV</td>
<td></td>
</tr>
<tr>
<td><strong>ARGUMENTS AGAINST:</strong></td>
<td></td>
</tr>
<tr>
<td>☐ Very poor.</td>
<td></td>
</tr>
<tr>
<td>☐ Buses are full and break down</td>
<td></td>
</tr>
<tr>
<td>☐ Cannot say bad things about the government in public</td>
<td></td>
</tr>
<tr>
<td>☐ People listen to Castro speak. He speaks for 4-5 hours.</td>
<td></td>
</tr>
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</table>
Communism in Cuba

Communism is a system of government that puts the power in the hands of ALL the people. The government owns the major industries and shares the money with the people.

- Its goal is to make poor and rich people equal.
- Most communist countries are lead by a totalitarian dictator (a leader who has complete control)

In 1952, General Fulgencio Batista overthrew the government, which means he took over control. Fidel Castro was put in prison for 15 years. He left Cuba and went to Mexico.

Fidel Castro came back to Cuba in 1956 and fought a battle against the government. In 1958, Fidel Castro forced Batista out of Cuba and Castro became the Prime Minister (leader) of Cuba.

Fidel Castro introduced Communism to Cuba. Some people were angry about communism. Many people were forced to leave the country or be imprisoned. Many of those people went to the United States.

Communism put the government in control of the economy. Cubans got free public education and free healthcare.

Russia was also a communist country. Russia gave Cuba a lot of money to maintain this system of government. The United States had a conflict with Russia, so the United States stop trading with Cuba, called the trade embargo. In 1991, USSR (Russia) split apart. Russia could no longer give money to Cuba. Cuba had an economic crisis. Many people became poor.

The United States does not like Communism because it is the opposite of Capitalism (where individual businesses control the economy). Also, the United States did not like any country that supported Russia. When Russia could not help Cuba, maybe people tried to go to the United States illegally in boats.

People of Cuba could not speak out against the government. If they say anything bad about the government, there was a chance of going to jail.
Communism in Cuba

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Russia was also a communist country. Russia gave Cuba a lot of money. The United States did not trade with Cuba. Russia stopped giving money to Cuba. Many people became poor.

The United States does not like Communism. Communism is not capitalism. The United States likes capitalism. The United States does not like Russia. Many people from Cuba come to the United States. The people come in boats.

People of Cuba could not speak out against the government. If they say anything bad about the government, there was a chance of going to jail.
Should Cuba keep a communist government? Why or why not?

________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
Should Cuba keep a communist government? Why or why not?

Cuba __________________________ keep a communist government because:

1. ________________________________________________________________
________________________________________________________________

2. ________________________________________________________________
________________________________________________________________

3. ________________________________________________________________
________________________________________________________________
Should Cuba keep a communist government? Why or why not?

Cuba __________________________ keep a communist government because:

should/ should not

Choose your reasons from the box below:

1. _________________________________________________________________
   __________________________________________________________________

2. _________________________________________________________________
   __________________________________________________________________

3. _________________________________________________________________
   __________________________________________________________________

Reasons:

- free education
- many people put in jail
- free healthcare
- little crime
- bad transportation system
- restrictive government: you cannot say anything bad about it
- poverty: many people live on less than $1 a day
- chance to play sports internationally, especially baseball