

## **“Represent Cuba!”**

### **Description of the unit:**

- This unit is designed for high school Spanish II students. It is intended to be an introduction to the country of Cuba. It will be presented to the students over a two week period. Students will take charge of their learning by researching, developing and presenting products of their learning to their classmates. Areas of interest will include historical and geographical facts about Cuba, and information about Fidel Castro. Students will also learn about Communism, Guantanamo Bay, Elian Gonzalez, and the famous poet, José Martí. Students will gain skills in research, public speaking, the Spanish language, and computer software. Students will use the Internet Explorer, PowerPoint, and Microsoft Office (Word and PowerPoint). Students will also share their experience in listening to a Pod Cast. Optional lessons might include finding a pen pal who has lived or lives in Cuba.

### **Subject/Grade Level**

- My level two Spanish students (grades 9-12) will participate in this inquiry based unit.

### **Prior Knowledge**

- Must have passed Spanish I
- Must know present tense conjugations of verbs
- Must be able to identify the country of Cuba on a map
- How to use Microsoft Word
- How to use Microsoft PowerPoint
- How to search the Internet

### **Overall Goal**

- Students will gain insight into Cuba's history, people, and culture.

### **Specific Instructional Objectives of the Unit**

- Students will be able to describe the relationship between the United States and Cuba.
- Students will be able to identify and describe Fidel Castro.
- Given a map of Cuba, students will be able to identify Guantanamo Bay and explain its importance to the United States.
- Students will be able to describe Communism.
- Students will be able to explain the pros and cons of Communism.
- Students will be able to identify José Martí and explain why he is Cuba's national hero.

### **Class Activities and Procedures**

- Research topics in computer lab
- Read blog <http://fieldnotes.msnbc.msn.com/archive/2007/10/01/388519.aspx>
- Power Point presentations
- Listen to Pod cast/answer questions
- Listen to music celebrating Cuba on I Pod
- Visit web module and create a travel itinerary

**Materials Needed/Resources**

- Materials/Resources are listed within the table.

**Time estimation for the activities**

- The time spent on each activity should take no longer than 30-45 minutes of each class period with the exception of the two days. Lesson should be complete within two weeks. Further time detailed is described within the lesson plans.

**Evaluation/rubrics Plan:**

- Rubrics for each assignment can be found after the lesson table.

<b>Lesson</b>	<b>Time Frame</b>	<b>Objectives</b>	<b>Equipment and Materials Needed</b>	<b>Procedure</b>	<b>Assessment</b>
Research topics	90 minutes	<ul style="list-style-type: none"> <li>Students will search the Internet</li> <li>Students will be able to rate the reliability of a web source.</li> <li>Students will be able to identify and describe the country of Cuba, Fidel Castro, Elian Gonzalez, Guantanamo Bay, and José Martí</li> </ul>	<ul style="list-style-type: none"> <li>Computer lab</li> <li>Internet hook up</li> <li>Notes on evaluating a website</li> <li>Presentation rubric</li> </ul>	<ul style="list-style-type: none"> <li>Students will receive website evaluation form</li> <li>Students will be divided into groups of 4 and assigned a topic</li> <li>Students will go to the lab, and each student will research the topic their group has</li> <li>Students will take notes on the information they are reading to be later compiled in a group meeting</li> </ul>	<ul style="list-style-type: none"> <li>Students will present a PowerPoint presentation which will be graded using a rubric</li> </ul>
Review research and create PowerPoint presentation	30 minutes	<ul style="list-style-type: none"> <li>Students will be able to compile research to create a PowerPoint presentation</li> <li>Students will communicate using such technology resources such as Skype, Google Docs and email.</li> </ul>	<ul style="list-style-type: none"> <li>Notes from research</li> <li>Computers with Internet access (for home email)</li> <li>Skype</li> <li>Google Docs</li> </ul>	<ul style="list-style-type: none"> <li>At the beginning of class, students will meet with their groups to compile information learned from their research</li> <li>Students will create a PowerPoint presentation and communicate through Skype, Google Docs, and email to complete presentation</li> </ul>	<ul style="list-style-type: none"> <li>Students will present a PowerPoint presentation which will be graded using a rubric</li> </ul>
PowerPoint presentations and Pod Cast	90 minutes	<ul style="list-style-type: none"> <li>Students will effectively share their information with the class</li> <li>Students will be able to discuss culturally</li> </ul>	<ul style="list-style-type: none"> <li>Averkey</li> <li>Computer with Internet</li> <li>PowerPoint presentation</li> <li>I Pod</li> <li>I Pod docking station</li> </ul>	<ul style="list-style-type: none"> <li>Using the Averkey, each group will present their findings in a PowerPoint presentation</li> <li>Students will elicit</li> </ul>	<ul style="list-style-type: none"> <li>Students will present a PowerPoint presentation which will be graded using a</li> </ul>

		<div>diverse topics</div> <ul style="list-style-type: none"> <li>Students will be able to listen to a Pod Cast and take effective notes</li> </ul>		<div>discussions about each topic presented</div> <ul style="list-style-type: none"> <li>Students will listen to a Pod Cast about present day Cuba and take notes</li> <li>Students will be given a list of questions based upon the Pod Cast to answer</li> </ul>	<div>rubric</div> <ul style="list-style-type: none"> <li>Question sheet from Pod Cast</li> </ul>
Participate in blog discussion and listen to Cuba inspired music.	30 minutes	<ul style="list-style-type: none"> <li>Students will read blog and be able to discuss and debate Cuban immigration into the United States</li> <li>Students will be able to listen to Cuba inspired music and analyze lyrics</li> </ul>	<ul style="list-style-type: none"> <li><a href="http://fieldnotes.msnbc.msn.com/archive/2007/10/01/388519.aspx">http://fieldnotes.msnbc.msn.com/archive/2007/10/01/388519.aspx</a></li> <li>I Pod</li> <li>I Pod docking station</li> <li>Overhead</li> <li>Lyrics on transparency</li> </ul>	<ul style="list-style-type: none"> <li>Students will read online blog (printed out)</li> <li>Students will participate in blog discussion</li> <li>Students will listen to Guantnamera (Celia Cruz/Wyclef Jean) and Represent Cuba (Las Orishas)</li> <li>We will read the lyrics as we listen then discuss the meaning of the lyrics</li> </ul>	<ul style="list-style-type: none"> <li>Discussion guide rubric</li> </ul>
Students will complete web assignment.	Homework grade. Will have three days to complete.	<ul style="list-style-type: none"> <li>Students will research traveling in Cuba</li> </ul>	<ul style="list-style-type: none"> <li>Computer with Internet access</li> <li>Microsoft Word</li> </ul>	<ul style="list-style-type: none"> <li>As a homework assignment, students will visit the website that I have created.</li> <li>Within the website, the students will read the problem statement and create a travel itinerary for an imaginary trip to Cuba.</li> </ul>	<ul style="list-style-type: none"> <li>Travel itinerary rubric</li> </ul>

## Oral Presentation Rubric : Cuba PowerPoint

Teacher Name: **Mrs. Welborn**

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
<b>Preparedness</b>	Student is completely prepared and has obviously rehearsed.	Student seems pretty prepared but might have needed a couple more rehearsals.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.
<b>Stays on Topic</b>	Stays on topic all (100%) of the time.	Stays on topic most (99-90%) of the time.	Stays on topic some (89%-75%) of the time.	It was hard to tell what the topic was.
<b>Collaboration with Peers</b>	Almost always listens to, shares with, and supports the efforts of others in the group. Tries to keep people working well together.	Usually listens to, shares with, and supports the efforts of others in the group. Does not cause "waves" in the group.	Often listens to, shares with, and supports the efforts of others in the group but sometimes is not a good team member.	Rarely listens to, shares with, and supports the efforts of others in the group. Often is not a good team member.
<b>Content</b>	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.
<b>Listens to Other Presentations</b>	Listens intently. Does not make distracting noises or movements.	Listens intently but has one distracting noise or movement.	Sometimes does not appear to be listening but is not distracting.	Sometimes does not appear to be listening and has distracting noises or movements.

## Class Debate : Discussion about Cuba

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Teacher Name: **Mrs. Welborn**

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
<b>Respect for Other Classmates</b>	All statements, body language, and responses were respectful and were in appropriate language.	Statements and responses were respectful and used appropriate language, but once or twice body language was not.	Most statements and responses were respectful and in appropriate language, but there was one sarcastic remark.	Statements, responses and/or body language were consistently not respectful.
<b>Use of Facts/Statistics</b>	Every major point was well supported with several relevant facts, statistics and/or examples.	Every major point was adequately supported with relevant facts, statistics and/or examples.	Every major point was supported with facts, statistics and/or examples, but the relevance of some was questionable.	Every point was not supported.
<b>Level of Participation</b>	Spoke at least three times during the discussion.	Spoke only twice during the discussion.	Spoke only once during the discussion.	Did not speak during the discussion.

# Cuba Itinerary

Teacher Name: **Mrs. Welborn**

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
<b>Attractiveness &amp; Organization</b>	The itinerary has exceptionally attractive formatting and well-organized information.	The itinerary has attractive formatting and well-organized information.	The itinerary has well-organized information.	The itinerary's formatting and organization of material are confusing to the reader.
<b>Writing - Grammar</b>	There are no grammatical mistakes in the itinerary.	There are no grammatical mistakes in the itinerary after feedback from an adult.	There are 1-2 grammatical mistakes in the itinerary even after feedback from an adult.	There are several grammatical mistakes in the itinerary even after feedback from an adult.
<b>Content - Accuracy</b>	All facts in the itinerary are accurate.	99-90% of the facts in the itinerary are accurate.	89-80% of the facts in the itinerary are accurate.	Fewer than 80% of the facts in the itinerary are accurate.
<b>Sources</b>	Careful and accurate records are kept to document the source of 95-100% of the facts and graphics in the itinerary.	Careful and accurate records are kept to document the source of 94-85% of the facts and graphics in the itinerary.	Careful and accurate records are kept to document the source of 84-75% of the facts and graphics in the itinerary.	Sources are not documented accurately or are not kept on many facts and graphics.

The World: Cuba Stories Part I- Hemingway's Cuban Home

Source: PRI's The World

BBC World

Lisa Mullins and Elizabeth Ross

Directions: As you listen to the Pod Cast, please answer the following questions.

1. What three books written by Hemingway are mentioned in this Pod Cast?
2. Hemingway's house is located in Finca la Figia. What does this translate to in English?
3. What did Hemingway write on his bathroom walls?
4. In the restoration of Hemingway's house, the US cannot send money, but they can provide what?
5. When did Hemingway move to Cuba?
6. When did Hemingway leave Cuba?
7. What is the interesting story about Hemingway's boat and World War II?
8. In what year did Hemingway win the Nobel Prize for Literature?
9. Who did he dedicate the prize to?
10. At Hemingway's house, there are tomb stones near the pool. Who are the tomb stones for?
11. What does the Embargo prohibit America to do?
12. Why are some Americans worried about restoring Hemingway's home?
13. The village, Cojimar, inspired what novel by Hemingway?
14. An old man is mentioned at the end of the Pod Cast as being the inspiration for one of Hemingway's novels. What did this old man not wear?