

PIER Summer Institutes 2014 Lesson Plan for Classroom Teachers

Based on the SEED Common Core of Teaching (CCT) Rubric for Effective Teaching

Title of Lesson: La Revolución Cubana – parte 1 (The Cuban Revolution – part 1)

Author: Sarah M. Stoecker, Brookfield East High School, Spanish 3 (immersion-style classroom), Grades 9-12, 90 minute lesson

Introduction: In this lesson, students will work to identify, compare, and contrast what “revolution” means from a U.S. perspective via their prior knowledge of the American Revolution as well as the Cuban perspective via the Cuban Revolution.

Geographic Connections: Human-Environment Interaction: Places, Regions and Culture – students will begin to understand how and why Cubans have immigrated to the U.S. over the last 55 years within the framework of the Cuban Revolution.

C3 Social Studies: D2.Geo.4.9-12. Analyze relationships and interactions within and between human and physical systems to explain reciprocal influences that occur among them.

Vocabulary: Terms – revolución, imperialismo, azúcar, agraria, aislar

Concepts – causes and effects of revolution

Actors – Fulgencio Batista, Fidel Castro, Raúl Castro, Ernesto “Che” Guevara

Content Standards (based on the Common Core Social Studies standards): **Due to the multi-grade nature of my class, I have chosen a grade 9-10 standard as well as a grade 11-12 standard.

CCSS.ELA-LITERACY.RI.9-10.6

Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

CCSS.ELA-LITERACY.RI.11-12.1

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.

Essential Question: What is a revolution?

Literacy through the Content Area: Students will work to translate information from English to Spanish and, while doing so, summarize key information in their own words in Spanish. They will also compare and contrast two revolutions using a graphic organizer that helps them differentiate between causes, effects, and important events.

Placement of Lesson within Broader Curriculum/Context: This lesson falls in the middle of our past tense unit (Unit 6: Tell me a story). We have already covered the grammatical difference between the two past tenses

PIER Summer Institutes 2014 Lesson Plan for Classroom Teachers

Based on the SEED Common Core of Teaching (CCT) Rubric for Effective Teaching

in Spanish; now we are studying cultural and historical elements in the language. Students have just viewed Motorcycle Diaries in which they got a brief overview of Ernesto Guevara. They have also done reading on Guevara and now move into the Cuban Revolution. The subsequent lesson will wrap up components of this lesson and will invite students to delve deeper into a particular element of the Cuban Revolution that they find interesting and/or research another revolution from Latin America.

Learner Background: Students in Spanish 3 are considered to be at an intermediate speaking, reading, and writing level. The class is conducted entirely in Spanish with some exceptions when resources are only in English (this is rare).

Objective for Lesson: Students will be able to better understand the causes and effects of the Cuban Revolution and will relate those to the causes and effects of the American Revolution.

Integration of 21st century skills: Students will:

- a) Work in pairs and small groups (collaborative learning)
- b) Engage in higher level thinking via inquiry and summarization
- c) Work to communicate their ideas effectively in Spanish

Assessment: Formative Assessment: Students will complete the first part of their exit slip (a graphic organizer) in which they demonstrate their comprehension of the American and Cuban Revolutions after the lesson. The lesson will not be completed until the next day at which point they will complete their exit slip for a completion grade. The teacher will identify areas that need improvement/where key ideas are missing on each student's exit slip.

Materials/Resources: small and large Post-Its, markers, a projector and SMART/chalk board, copies of the following documents:

- 1) "Los Cubanos en los EEUU" (student copies and teacher key)
- 2) <http://www.latinamericanstudies.org/cuban-rebels/NI-FidelsRevolution.pdf> (student copies)
- 3) "La historia breve de la Revolución Cubana" (student copies and teacher key)
- 4) "Compara y Contrasta" worksheet (student copies)

Lesson Development/Instructional Strategies

Lesson Plan outline:

- 5) (5 minutes) Greet students, ask how they are, allow them to share personal updates on sports, extracurricular activities, etc. while passing out a Post-It note to each student. Explain that this lesson is dedicated to unpacking what "revolution" means and how that might differ depending on where a person finds him/herself. Include that perspective is important and that not all people will necessarily have the same notion of what "revolution" means because it depends on multiple factors which students will begin to work through in this very lesson.

PIER Summer Institutes 2014 Lesson Plan for Classroom Teachers

Based on the SEED Common Core of Teaching (CCT) Rubric for Effective Teaching

- 6) (10 minutes) As a warm up, ask students the question “What is a revolution?” and instruct them to jot down their personal definitions on their Post-It. Prompt them to think about revolutions they have studied in their history classes to help them write a definition. (There are no “right” answers here!) After 5 or so minutes, ask them to get up and place their Post-Its on the white/chalk board and organize them into an Affinity Diagram (group similar Post-Its into categories).
- 7) (5 minutes) At this point, your goal is to activate students’ prior knowledge around “revolution.” Divide the class into groups of 3-4 based on the number of students you have. 1 person should be the designated note taker; 1 person is the organizer/director (who keeps the group on task and watches the time); 1 person is the reporter. For a group of 4, there can be 2 directors – 1 would keep the group on track and on task; the other would keep time. Students will likely have some prior knowledge around the American Revolution from their U.S. History class. For a group of heritage speakers, for example, feel free to ask students to reflect on a revolution they are more familiar with. Explain to students that the goal is to reflect on revolution with their group members for a few minutes. In that reflection, they should discuss the following questions:

(5-7 minutes: 1.5 minutes per question)

- a) ¿Qué pasó? (What happened?)
- b) ¿Quién participó?/ ¿Quiénes participaron? (Who participated?)
- c) ¿Qué causó la revolución?/ ¿Por qué ocurrió históricamente? (What were the causes/why did it come to be historically?)
- d) ¿Qué ha pasado desde la revolución?/ ¿Cuáles son los efectos de la revolución? (What has happened since/what were (or are) the effects of said revolution?)

(5-7 minutes)

Ask each group’s reporter to share out their group’s answers to the questions to the whole class. All students should jot notes in the target language for ideas that they not have from their group.

- 8) (2 minutes) At this time, explain to students that you will be studying one particular revolution – the Cuban Revolution - in more detail because the effects of it are still felt today. Additionally, many textbooks do not delve into the complicated history between the U.S. and Cuba and thus this lesson will help shed some light on how U.S./Cuban relations have evolved to be what they are at present.
- 9) (5 minutes) Ask students to quickly come to the board and write down (in the target language, of course) what they think of when they think of Cuba. The goal here is to informally gather information to see what their comprehension and prior knowledge around Cuba is. Expect to see things like: Cuban Missile Crisis, Bay of Pigs, embargo, Fidel Castro, Raúl Castro, communist/communism, etc. In a subsequent lesson, these topics will be studied in more detail and students will be able to link these ideas

PIER Summer Institutes 2014 Lesson Plan for Classroom Teachers

Based on the SEED Common Core of Teaching (CCT) Rubric for Effective Teaching

and thus better explain the relationship between the 2 counties because of/due to/in spite of these concepts.

10) (10 minutes) Pass out the worksheet titled “Los Cubanos en los EEUU”. With a partner, students should try to correctly fill in the percentages for each statistic. When they finish, share the correct answers with them.

11) (20 minutes) Now explain that students will be reading a little bit about the beginning of the Cuban Revolution. Ask students to pair up to read through the following document:

<http://www.latinamericanstudies.org/cuban-rebels/NI-FidelsRevolution.pdf>

After reading for 10 minutes, each pair should work to fill out the first 3 sections on the first page of the document “La historia breve de la Revolución Cubana” in their own words based on the information gathered in the pdf document above. Before transitioning, discuss what they found for common understanding and redirect where necessary.

12) (15-20 minutes) This is the part of the lesson which will involve more direct instruction. Ask students to jot down important people, dates, and events as you explain (using the “Revolucion cubana clave” document) the next 3 pictures in the photo chronology.

13) (remaining 5-10 minutes) At this time students will begin their exit slip worksheet. **They will not be able to finish the document after this lesson as there are more photos in the chronology to cover the next day.** Students should begin to cite similarities and differences between the American and Cuban Revolutions based on what they understand at this point. Pass out the “Compara y Contrasta” worksheet.

Students Needing Differentiated Instruction:

How will you differentiate instruction in this lesson for students you may anticipate struggling with the content/learning objectives?

Students who struggle will be given an alternative note sheet for the “La historia breve de la revolución cubana” in which some of the information is already provided for them. The same will be done for the “Compara y contrasta” worksheet.

How will you provide opportunities for enrichment/higher level of challenge for students?

Those students who have a firm grasp of history as well as the target language will be invited to fill in the entire “La historia breve de la revolución cubana” in pairs or on their own based on the following website: http://news.bbc.co.uk/hi/spanish/specials/2008/cuba/newsid_7802000/7802969.stm and teach a section of it to their peers in class if they so choose.