

PIER Summer Institutes 2014 Lesson Plan for Classroom Teachers

Sample Lesson

Title of Lesson: WHAT IS A REVOLUTION? (DAY 1)- ¿QUÉ ES UNA REVOLUCIÓN? (DÍA 1)

Josue Lopez, Windham Middle School, Social Studies-History, Grade 7 'New Arrivals' Classroom, One 90 minute Class period

Introduction: The class is a self-contained bilingual classroom. Students who are in the classroom are Spanish-speaking students who are all below English proficiency levels as measured by LAS Links.

This “revolutionary” unit has students exploring revolutions, uprisings, and movements in Latin America, the Caribbean, and the United States. They will explore different events in Latin America history with themes that are culturally relevant and valuable in the world today such as poverty, racism, sexism, and more.

Geographic Connections: D2.Civ.12.6-8. Assess specific rules and laws (both actual and proposed) as means of addressing public problems.

-Students will be expected to negotiate through problem-solving skills applied to universal struggles such as poverty and equality. The goal is not to ultimately come up with a democratic analysis of revolution, but to watch the students thinking through these problems and making determinations about what is important to them and, ultimately, what is worth defending.

Key Terms (Day 1 through 5 of Unit):

1. Revolution (*revolución*),
2. Cuba
3. *La Ley de Ajuste Cubano*,
4. terror (*terror*),
5. imperialism (*imperialismo*),
6. businesses (*empresas*),
7. immigration (*inmigración*)
8. Fulgencio Batista
9. Ernesto “El Che” Guevara
10. Fidel y Raul Castro

Content Standards: Common Core Content Standard(s)

-Content Objective: Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text (CCSS.ELA-LITERACY.RI.7.2).

-Objetivo de contenido: Objetivo de contenido: Definen el tema o idea principal y analizan su desarrollo a lo largo del texto. Resumen objetivamente el texto sin dar opiniones o juicios personales (California CCSS in Spanish)

-Language Objective: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings (CCSS.ELA-LITERACY.RI.7.4).

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-Objetivo de lenguaje: Determinan el significado de palabras y frases que se utilizan en un texto, incluyendo tanto el sentido figurado, como el connotativo y técnico (California CCSS in Spanish)

Essential Question(s)

Sub-unit question(s): What is a revolution? What are some advantages and disadvantages of a revolution?

-¿Qué es una revolución? ¿Cuáles son algunas ventajas y desventajas de una revolución?

Whole unit question: What are the differences/similarities between a movement, uprising, and revolution? What can we use to change the world today?

-¿Cuáles son algunas diferencias y similitudes entre un movimiento, levantamiento, y revolución? ¿Qué podemos utilizar hoy para cambiar el mundo?

Literacy through the Content Area: Students will examine various pieces of news, media resources, and more throughout the unit that show competing opinions and/or differing perspectives on one topic. For some students this will be the first time they are exposed to news articles and resources like these so an emphasis is made on how to approach resources, determine what they are saying, and think critically about that information. The citations and links for the sources are available at the end of this lesson.

Placement of Lesson within Broader Curriculum/Context: This lesson follows our discussion of human rights and the concept of a universal standard for social living. Students have previously explored some sources and have discussed looking at titles, skimming, identifying main points, and summarizing.

This lesson is the beginning of the unit “Revolutions, Uprisings, and Movements” and will explore different events in history and present-day to help define these terms that are often substituted for one another. This lesson, “What is a Revolution Day 1” helps the student think about the results of a revolution present day. As the students in the classroom are foreign born, this lesson begins the examination of the impact of the Cuban Revolution through current immigration policies. After establishing a link to the present and providing students with attention-catching sources, students will begin an exploration of the history of the Cuban Revolution beginning with Batista.

Throughout the unit, students will be continually asked to define what they have learned that can help define a revolution, why do people start a revolution, and is this a successful and effective way to change the world.

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Learner Background: The students are from Latin American countries and Puerto Rico, and they all have limited English proficiency. The goal in this course is to ensure learning in their first language while making connections between technical vocabulary in the subject area.

Students have previously explored the Universal Declaration of Human Rights and analyzed why these rights are critical and belong to all people. Students have also spent time with news and media sources and understanding how to determine what the point of the piece is, summarize it so someone else understands it, make a determination on its validity, and determine whether they agree or disagree with the point and explain why.

Students explored present-day labor relations through Cesar Chavez and his impact on agriculture and workers' rights.

Objectives for Lesson:

- **Content Objective:** Students will identify the main arguments in an article and key points which support the argument.
- **Language Objective:** Students will orally summarize an article to a small group or the classroom.

Integration of 21st century skills/Development of Consciousness: Students will question why certain immigration policies exist and how they affect the world today.

Assessments:

- *Assessment of previous knowledge:* Post-its definition of revolution, small group work on Chavez
- *Assessment of content objective/language objective:* Small group work and reporting on articles (whole group and individual).
- *Assessment of 21st century skills/Development of Consciousness:* Short-write after articles are summarized
- *Exit ticket:* Predict why there was a revolution, who revolted, and what happened to Batista?

Materials/Resources: Class arrangement varies from whole group, small group, and individual work. Students will need post-it notes for brainstorming, writing utensils, and their reflective journal. The educator will have the news articles, videos, and power point presentation for the students to access.

Lesson Development/Instructional Strategies

□ **Warm Up (10 minutes):** Introduce the unit and overall questions, and then introduce the sub unit and the questions for it. Pass out one post-it note for students and tell them they will have one minute to write down what they think a revolution is, what is something that has to do with a revolution, or maybe even a revolution they already know about. If a student is finished early, they may get another post-it note. After their post it notes are done, students put them on the board and categorize them how they believe they should be categorized. If students are not sure, facilitate the process by telling them to point out

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similarities, differences, or things that seem unfamiliar. Students must explain why they are categorizing the post-it notes as such.

□ **Activating Prior Knowledge** (15 minutes): *Divide students into groups of three. Each student has a job (organizer, note taker, or reporter). The educator shows the short movie trailer (available in link below) of the Cesar Chavez movie (link provided at the end). Students will have five minutes to answer the following questions based on Cesar Chavez and his work on labor rights:*

-What were the causes of the movement? Who was involved? What strategies were used to change the conditions the workers faced? What were some advantages and disadvantages of the strategies used in this movement? The organizer keeps track of the time, the note taker records agreed upon answers, and the speaker reports answers to the class.

-After the five minutes are up, students report the answers to the classroom.

□ **Body of Lesson** (40 minutes): *Present Day Cuban-American Relations. Distribute note-taking template*

Whole Group (6 minutes)

-Powerpoint showing images of Cuban immigrants coming to the United States as well as Haitian Immigrants. The educator poses the question: Why would someone want to leave their homeland?

-Educator introduces slide with La Ley de Ajuste Cubano. The educator explains that this law says anyone from Cuba who gets to the United States cannot be deported and automatically becomes a resident of the United States. The educator poses the question: Is this fair? Why do you think Cuba gets this special relationship?

Small Group of Three (28 minutes)

*-Distribute articles for groups. Each group gets a different article (If the class is big, then make multiple copies of the articles as necessary). Students will read the articles and answer the following questions using the strategies provided by the educator which are in non-italics: What is the article about? (Look at the title, pictures, and read the first section/paragraph of the article). What is the most interesting or surprising point in the article? (Make a self-to-text, text-to-text, and text-to-world connections). After reading the article, why do you think someone would leave their country? (Use what you read in the article plus what you know about the world to infer (*inferir*)).*

-Students have to read the articles and answer the questions. Students will mark any difficult words or phrases in the text (achieving the language objective) and they can revise those words with the group. Afterwards, the speaker for the group summarizes the article for the rest of the class, and points out the difficult words or phrases they could not figure out. The class attempts to solve them together first, and then the educator can step in if necessary.

Individual Work (6 minutes)

-Wrap up this part of the lesson by sharing the video of the Cuban who windsurfed to the United States in 2013. Following the video, give students 30 seconds to reflect on what they watched, and then take their writing journal out and write for two minutes two answer one of the following questions, answer both questions, or write about something burning in them that they need to share about the topic:

-How do you think the United States and Cuba ended up with La Ley de Ajuste Cubano?

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- Immigration happens all around the world. Why do you think immigration happens?
- Your burning thought connected to revolution, immigration, or Cuba/US...

□ Student Share Out (5 minutes)

-Students share the ideas they wrote about and students can ask or answer questions about them. A student always has the right to pass on sharing their work, but all work will be collected and reviewed after class. The educator is there to facilitate discussion by asking key questions like: How does this connect to you? How does this affect your community? Why are Cubans the only immigrant group that can come to the United States and never be deported? Why do some people oppose immigration?

□ Cuban Revolution: Fulgencio Batista (10 minutes)

-10 minute lecture-style presentation through powerpoint on Fulgencio Batista and the status of Cuba. Students will fill in the graphic organizer with the information presented (informal assessment of following lecture which can be checked at the end of class).

□ Closing (5 minutes)

-Review the content and language objective before closing the lesson. Pose the following questions and have students answer them with one full-sentence answers as their exit ticket to leave the classroom: Why do you think there was a revolution? Who do you think participated in the revolution? Who do you think did not participate in the revolution? What do you think happened to Fulgencio Batista?

*Five minutes of time are left over for transitions between conversations and allowing students to expand/continue discussion as available.

Students Needing Differentiated Instruction:

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

Students are put in heterogeneous groups of three based on their reading levels. This means there will be an advanced reader, an on-grade reader, and a reader who is approaching grade level. Images are included in the lesson through Powerpoint to assist students following the lesson. Resources are designed to engage students through different modalities i.e. pictures, readings, videos, etc.

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

Enrichment students will be challenged engaging with the questions for class discussions. Enrichment students should always be grappling with question of social justice because of the rigor and problem solving it requires.

For a more concrete experience (which I would not limit to enrichment/higher level students), I would have them apply the content and language objectives to two images that promote revolution in Cuba.

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Students can discuss what these images mean, what they are challenging, and what they mean to the people (the images are included with the citations).

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In order to preserve the formatting of this document, please use this link to go to the images:

-Images for Haitian and Cuban Refugees

https://drive.google.com/?tab=mo&authuser=0#folders/oB_TDc-Zgysl6YzhCRGFmVDNUemc

-Images on Batista, terror, and a New Cuba

-Note Organizer (Four out of ten terms in Day 1)

-Maps of world with flags, map of Cuba with Central America

https://drive.google.com/?tab=mo&authuser=0#folders/oB_KQ3zxPcAkJUHo2LW5QZTAwSo
[o](#)

-Articles for students:

Arroyo, Lorena. 'El Cubano que emigró a EE. UU. En tabla de windsurf' en *BBC Mundo, Miami*. 6 May 2014. Web.

http://www.bbc.co.uk/mundo/noticias/2014/05/140428_cubano_inmigro_eeuu_tabla_windsurf_lav.shtml

EFE. 'Aumenta el número de cubanos que intenta llegar a Estados Unidos' en *EL País Internacional*. 9 October 2011. Web.

http://internacional.elpais.com/internacional/2011/10/09/actualidad/1318180232_363821.html

*Allen, Gregg. 'Poll Findings: On Cuban-Americans and the elusive American "Dream"' in *Morning Edition*. National Public Radio. 22 January 2014. Web.

<http://www.npr.org/blogs/codeswitch/2014/01/22/264689163/poll-findings-on-cuban-americans-and-the-elusive-american-dream>

*Gregg's article was translated by the Cuban government and reproduced in their own media. The article is this below:

Aguirre, Jorge. 'El "Sueño Americano" es pesadilla para los cubanos que llegan a EEUU, revela importante encuesta' en *Cubadebate*. 24 Enero 2014. Web.

http://www.cubadebate.cu/noticias/2014/01/24/sueno-americano-ya-no-es-tal-para-los-cubanos-que-llegan-a-eeuu-revela-importante-encuesta/#.U8gw3_mSzCZ

Videos for students in lesson:

-Windsurfer from Cuba video:

Arroyo, Lorena. 'El Cubano que emigró a EE. UU. En tabla de windsurf' en *BBC Mundo, Miami*. 6 May 2014. Web.

http://www.bbc.co.uk/mundo/noticias/2014/05/140428_cubano_inmigro_eeuu_tabla_windsurf_lav.shtml

-Cesar Chavez video:

Cesar Chavez Trailer En Español HD. Youtube. Uploaded by: Clevver TeVe. 1 March 2014. Web.

<https://www.youtube.com/watch?v=AwRIWZmB8MU>

-Fall of Batista in 1959 clip

DiFilm- Caída de Fulgencio Batista en Cuba (1959). Youtube. Uploaded by: archivodichiara. 5 December 2011. Web.

<https://www.youtube.com/watch?v=VMNAMri6vHM>