

## Lesson 3: Social Change and Reconstruction of the Past

### **Concept/Main Idea of Lesson:**

This lesson will focus on the impact of the Cuban Revolution, and how it has prompted many to immigrate to the U.S. This lesson will address the notion of “utopian societies” and will analyze the works of Carlos Garaicoa.

### **Intended Grade Levels**

6-12

### **Infusion/Subject Area(s)**

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

### **National Social Studies 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:

**Aesthetic and Critical Analysis:** “The student assesses, evaluates, and responds to the characteristics of works of art. (VA.D.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. explain and describe the meaning of the word "utopia";
- b. analyze the impact on society when the ideals of creating a utopian society falter;
- c. gain an awareness of Carlos Garaicoa's work as it relates to the notion of utopian societies.

## II. Learning Activities Sequence

- a. **Set Induction/Lesson Initiating Behavior:** Pass out to each student the handout "Ideas of Utopian Societies". Have the students brainstorm a particular place or destination that they would consider "paradise". Have each student list this in the specified box, and also have them answer the question, "If you could draw your own picture of paradise, what would it look like? Try to be as descriptive as possible". Allow about 3-4 minutes for students to process the question and write down their responses. As a class, discuss their responses.

After this, direct the class to the part of the handout that reads, "What is a 'utopia'?" As a class, have students offer their own explanation of what the word means. With assistance from the teacher if need be, have the class come to a general consensus of the meaning of the word "utopia" and have the students fill in their responses in the specific box.

- b. **Learning Activities:** Briefly review with the class from the previous day's lesson detailing U.S. relations with Cuba over the past century along with the emergence of Fidel Castro and the Cuban Revolution of 1959.

In keeping with the theme of paradise and utopia, the teacher will lead the class in a discussion utilizing the following guided discussion questions:

- How are the terms "paradise" and "utopia" similar?
- How are they different?
- (The teacher may want to have the students answer these first two questions by having them complete a Venn Diagram showing the similarities and differences of the two terms.)
- In years past, many in the U.S. described Cuba as simply "paradise". Especially in the 1950s, some would even classify it as a place of "utopia". If that's the case, then why have so many Cubans decided to leave the island since Castro's rise to power?

After discussing these questions, as a class, read together the story of Elizabeth Hernandez and her journey to the U.S. from Cuba.

After discussing Elizabeth's story with the class, also pass out to the class the article entitled, "Troubled Waters". This is an article detailing the journey that thousands of Cubans attempt each year to leave Cuba and enter the United States. As a class, read this article together and analyze the issues surrounding both the reasons for many Cubans deciding to leave, and how the Cuban/U.S. governments have responded to these attempts. Below are suggested guided

reading questions to discuss with your class:

- What is the “wet foot, dry foot” policy?
- Why is this policy controversial?
- What are some of the reasons why many Cubans have decided to leave the island in hopes of making it to the U.S.?

After this discussion, the teacher will project the image of Carlos Garaicoa’s work “De Por Vida”. From the discussion during the last two class periods detailing the changes brought to Cuba under Castro’s regime along with the hope for a better future for the nation under the revolutionary government, have the students analyze this photograph. Guide the students in a discussion on what they believe Garaicoa’s intentions are in this piece.

- c. After this discussion, the next part of the lesson will involve a mini WebQuest in which the students will be reading through information about Cuban born artist Carlos Garaicoa and analyze his views on “utopian societies.” The first website that the students will be going to for this is:

[http://www.tate.org.uk/research/tateresearch/majorprojects/garaicoa/work\\_1.htm](http://www.tate.org.uk/research/tateresearch/majorprojects/garaicoa/work_1.htm)

To guide the students through this webpage, they will be using the same concept map that they have been using for the previous activities.

After they have read through this section, the students should go to the next link, [http://www.tate.org.uk/research/tateresearch/majorprojects/garaicoa/work\\_6.htm](http://www.tate.org.uk/research/tateresearch/majorprojects/garaicoa/work_6.htm)

This portion of the website is devoted to Garaicoa’s work, “Letter to the Censors”. The teacher should encourage the students to browse the different features associated with this piece, and in doing so, they should try to formulate an opinion on what Garaicoa’s message is in this piece. Students should also focus on how this piece addresses some of Garaicoa’s views surrounding the

notion of “utopian societies.”

- d. **Closure:** Have the students create their own unique political cartoon detailing their views on censorship. Prior to starting this political cartoon, it would be useful for the teacher to use an example of a political cartoon depicting censorship to use and discuss with students the characteristics and meaning of the cartoon. Also, they will be writing a two paragraph response dealing with censorship in the U.S. In this writing, they are to answer why they think governments around the world, including in the U.S., feel the need to censor citizens on various issues and topics within society.

### III. Evaluation

The students will be evaluated by adequate completion of their concept maps from class discussion and WebQuest. The teacher will also assess the effort and creativity utilized in the students’ political cartoons and written response pertaining to censorship.

### IV. Materials and Resources

Reading handouts, Concept Map handouts, computer/internet access, political cartoon.

### IV. Internet Links

<http://www.cartoonstock.com/newscartoons/cartoonists/sst/lowres/sstn911.jpg>

<http://contribute.chron.com/ver1.0/Content/images/store/0/14/60f2b421-40e1-4754-9eff-a9ec0f728bc6.Full.jpg>

[http://www.tate.org.uk/research/tateresearch/majorprojects/garaicoa/work\\_1.htm](http://www.tate.org.uk/research/tateresearch/majorprojects/garaicoa/work_1.htm)

[http://www.tate.org.uk/research/tateresearch/majorprojects/garaicoa/work\\_6.htm](http://www.tate.org.uk/research/tateresearch/majorprojects/garaicoa/work_6.htm)

### V. References

Cruz, Barbara. *Triumphs and Struggles for Latino Civil Rights*. Berkeley Heights, NJ: Enslow Publishers, 2008.

Garaicoa, Carlos. *La Enmienda que hay en mi*. Havana: MNBA, 2009.

Goodnough, Abbey. "Troubled Waters". *New York Times Upfront*. 13 March 2006. 22-3.