

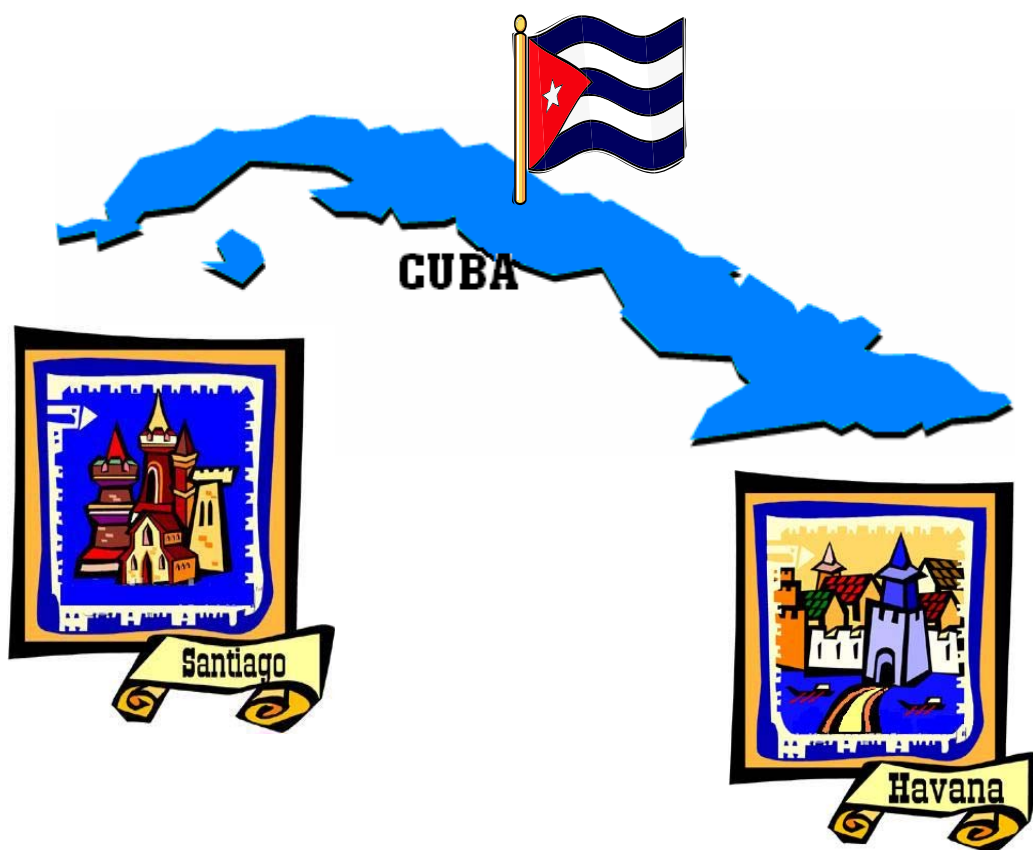
#11967

CUBA

NEW DIMENSION MEDIA/QUESTAR, 2005

Grade Level: 6–10

30 Minutes



CAPTIONED MEDIA PROGRAM RELATED RESOURCES

[#2462 CUBA](#)

[#3620 INSIDE CASTRO'S CUBA](#)

[#9067 CUBA: HAVANA](#)

TEACHER'S GUIDE
Grades 6 to 10 & Up

Cuba

Beyond Our Borders Series

Subject Areas: Geography, Social Studies, Architecture, History

Synopsis:

Reviews the history and geography of Cuba with an emphasis on the colonization and independence movements, which still affect this island nation. Beginning in Havana, surveys the seven major cities and their surrounding sugar fields, cattle ranches, tobacco fields, ocean fisheries and world-renowned beaches.

Learning Objectives:

- Objective 1)** Students will be able to describe the distinctive geographical and historical regions of Cuba.
- Objective 2)** Students will be able to explain that Cuba has suffered under the American embargo although Cubans, like Americans, have an independent spirit.
- Objective 3)** Students will be able to describe Cuban music and dance and its influence on world music and dance.
- Objective 4)** Students will be able to describe the industries that sustain Cuba and provide raw products for export.
- Objective 5)** Students will be able to explain how the slave trade provided laborers for sugar plantations and why Cubans have experienced a series of revolutions ever since.

Vocabulary:

indigenous, villas, revolutionaries, literari, colonial occupation, infectious, prohibition, fortresses, intellectual capital, mysticism, safra, refresco, colonial prosperity, ballast, monotonous, tenajones, anthem, Roughriders, oppressive, radical, nationalized, liberator, idealistic, blockade, embargo, crude oil, ubiquitous, renaissance, phoenix-like

Pre-Viewing Questions and Activities:

- 1) What country is the nearest to the United States? Why can't Americans travel to this country?
- 2) Who were the former rulers of Cuba? Why does the United States still hold rights to Guantanamo Bay?
- 3) What agricultural products does Cuba produce?

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- 4) What kind of geography is typical of Cuba?
- 5) What kind of music is typically Cuban?

Post-Viewing Questions and Discussion:

- 1) If you could visit only one region of Cuba, which would you choose? Why would you choose this region?
- 2) Why does Havana have a Grand Boulevard like those in Spanish cities?
- 3) What are the origins of Cuban music and dance?
- 4) Why is Santiago called the “intellectual capital” of Cuba?
- 5) Why are there so many fortresses in Cuba?
- 6) What political events resulted in the Spanish American War?
- 7) Why has the United States imposed a trade embargo on Cuba?

Additional Activities:

- 1) With an emphasis on Castro’s biography, investigate why he has been a successful leader of the Cuban people.
- 2) Investigate the composition of the Roughriders and Roosevelt’s leadership of this renown fighting unit.
- 3) Create a chart detailing the lives of famous Cuban baseball players, the teams they have played with, their batting averages, etc.
- 4) Investigate the role of the Hearst newspapers in sustaining the political controversy over the Spanish-American war.
- 5) Investigate the Cuban tourist trade. What countries support tourism in Cuba? Has tourism benefited the country? Have there been any negative effects of tourism and the tourist trade?

FOR INFORMATION, OR TO ORDER CONTACT:

NEW DIMENSION MEDIA

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