

Performance Tasks:

Students will work in small groups to complete two activities and will complete the third activity independently.

- 1 Create an illustrated timeline of Cuba-U.S. relations over the past fifty years, including key historic and recent events. (Small group)
- 2 Create a poster depicting President Carter's 2002 trip to Cuba. (Small group)
- 3 Write an essay predicting what might happen in Cuba once Fidel Castro is no longer in power. (Individual)

NOTE: This lesson may be adapted to take less time by asking students to complete only one or two of the tasks above.

Procedure:

- 1 Students will work in small groups to review events that led to great tension between Cuba and the U.S. in the 1950s and 1960s, including the Cuban Revolution, the Bay of Pigs, and the Cuban Missile Crisis. Students will also use the CNN Special Report found at <http://www.cnn.com/SPECIALS/cold.war/episodes/10/> as a resource. Students should explore links on that site, including video footage of Castro and of President Kennedy. (Observation; Dialogue)
- 2 Students will continue working in the same small groups to create the illustrated timeline of Cuba's relationship with the U.S. They should refer to the CNN Special Report website and to the Carter Center links above, which relate specifically to President Carter's 2002 trip to Cuba. The timeline should include eight to ten events along with at least one photograph or image to illustrate that event. President Carter's 2002 visit to Cuba should be one of the events included. The timeline may be created on a poster or using software like PowerPoint, Inspiration, or Photoshop. (Observation; Rubric for Timeline)
- 3 Students will continue working in the same small groups to create a poster depicting President Carter's 2002 trip to Cuba. The poster should include photos and other appropriate images (maps, etc.) in addition to the goals of the trip, the people and places visited by President Carter, and the trip's impact on the relationship between Cuba and the U.S. (Observation; Rubric for Poster)
- 4 Finally, students will use the information learned in their small group discussions and activities to write an essay individually in which they predict what will happen when Fidel Castro is no longer in power in Cuba. The essay should include analysis of potential positive and negative impacts of a change in leadership in Cuba. The essay should also explore how the U.S. might be affected by changes in Cuba's government. (Rubric for Essay)

Rubric for Cuban-American Relations Timeline

	4	3	2	1
Content	Includes multiple events with in-depth descriptions in students' own words.	Includes several photographs and illustrations that are clearly related to the essential questions.	Includes several events with descriptions in students' own words.	Includes few events on the timeline and not all descriptions are in students' own words.
Photographs and Illustrations	Includes multiple photographs and illustrations that are clearly	Includes several photographs and illustrations that are clearly related to the	Includes several photographs and illustrations that are somewhat	Includes a few photographs and illustrations but does not clearly identify or explain

	4	3	2	1
Photographs and Captions	Includes multiple photographs with detailed captions explaining the importance of President Carter's visit to Cuba.	Includes several photographs with captions explaining the importance of President Carter's visit to Cuba.	Includes several photographs, some with captions explaining the importance of President Carter's visit to Cuba.	Includes some photographs but with limited captions and limited explanation of the importance of President Carter's visit to Cuba.
Goals of 2002 Trip	Includes an in-depth and detailed explanation of multiple goals of President Carter's trip to Cuba.	Includes a detailed explanation of several goals of President Carter's trip to Cuba.	Identifies goals of President Carter's trip to Cuba but limited explanation.	Identifies goals of President Carter's trip to Cuba.
Impact on Cuban-American relations	Describes clearly the impact of the 2002 visit on Cuban-American relations, using several examples from the Carter Center resources.	Describes the impact of the 2002 visit on Cuban-American relations, using some examples from the Carter Center resources.	Describes the impact of the 2002 visit on Cuban-American relations, citing an example from the Carter Center resources.	Describes an effect of the 2002 visit but does not link to other major events and does not use an example from the Carter Center resources.
Appearance of Poster	Constructs a neat and well-organized poster with no factual errors or mistakes in	Constructs a neat and organized poster with no factual errors and with	Constructs a neat poster with minimal factual errors and with few mistakes in punctuation,	Constructs a poster with some factual errors and several mistakes in punctuation, spelling, or

punctuation, minimal spelling, or grammar

Rubric for _____

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