

**Bridging the gap between the U.S. and Cuba**  
**High School – American Government/Civics, International Economics,  
United States History and World History**

**Elaborated Lesson Focus:**

This lesson is designed to allow students to examine the events that led to the strained relationship between Cuba and the United States during the last half of the twentieth century and to examine the efforts of The Carter Center in pushing for democratic and human rights reforms in Cuba.

**Georgia Standards of Excellence:**

**SSCG1 Compare and contrast various systems of government.**

- a. Determine how governments differ in geographic distribution of power, particularly unitary, confederal, and federal types of government.
- b. Determine how some forms of government differ in their level of citizen participation particularly authoritarian (autocracy and oligarchy) and democratic.
- c. Determine how the role of the executive differs in presidential and parliamentary systems of governments.
- d. Differentiate between a direct democracy, representative democracy, and/or a republic.

**SSCG12 Describe the tools used to carry out United States foreign policy, including diplomacy and treaties; economic, military, and humanitarian aid; and sanctions and military intervention.**

**SSEIN2 Explain why countries sometimes erect trade barriers and sometimes advocate free trade.**

- a. Define trade barriers such as tariffs, quotas, embargoes, standards, and subsidies.
- b. Identify costs and benefits of trade barriers to consumers and producers over time.
- c. Describe the purpose of trading blocs such as the EU, NAFTA, and ASEAN.
- d. Evaluate arguments for and against free trade.

**SSUSH21 Analyze U.S. international and domestic policies including their influences on technological advancements and social changes during the Kennedy and Johnson administrations**

- a. Analyze the international policies and actions taken as a response to the Cold War including U.S. involvement in Cuba and the escalation of the war in Vietnam as a result of the Gulf of Tonkin Resolution.

**NOTE: Depending on the course in which students are enrolled, more emphasis may be placed on certain standards listed above. This lesson may be adapted for use in Government, Economics, U.S. History, or World History classes.**

**Enduring Understanding / Essential Questions:**

Differences in governments and values can lead to tense relations between nations. Trade is often affected by political disagreements. The Carter Center has led efforts to ensure protections of human rights in Cuba and to improve trade relations between the U.S. and Cuba.

1. How has Cuba's government impacted Cuba's relationship with the United States?
2. Why did the United States government impose trade restrictions on Cuba?
3. How did the Elian Gonzalez case in 2000 lead to tensions between the U.S. and Cuba?
4. What were President Carter's goals in traveling to Cuba in 2002?
5. How might a change in Cuba's leadership affect its relationship with the United States?

**Resources:**

**CARTER CENTER CASE STUDY:**

In May 2002, President Carter became the first former or sitting U.S. President to travel to Cuba since the 1959 Cuban revolution. During this historic trip, he called on the United States and Cuban governments to mend relations. He urged the United States to end its economic embargo against Cuba, in place since 1959, and President Fidel Castro to hold free elections, improve human rights, and allow greater civil liberties. President Carter's main goals were to meet Cuban people from all walks of life, to establish a dialogue with President Fidel Castro and other government officials, and to explore ways to ease the relationship between the United States and Cuba.

[Overview of President Carter's Historic Trip To Cuba in May 2002](#) This section includes a series of links to speeches, opinion columns, and reports written by President Carter as well as news and analysis of the trip. Key links include:

[Openings to Cuba: We must find a common ground.](#) This is an op-ed by President Carter published in the Washington Post on May 24, 2002.

[President Carter's Cuba Trip Report, May 21, 2002](#) President Carter's personal journal and report of the trip.

[Remarks by President Carter at the University of Havana, Cuba, May 14, 2002](#) This historic speech was broadcast live to the Cuban people on national radio and television.

<http://www.cnn.com/SPECIALS/cold.war/episodes/10/> - CNN Special Report on the Cold War, with an in-depth episode on events in Cuba between 1959 and 1968.

<http://www.pbs.org/newshour/bb/law/elian/> - PBS Online Newshour Focus on the Elian Gonzalez case of 2000.

### **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**

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Content</b>	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.
<b>Photographs and Illustrations</b>	Includes multiple photographs and illustrations that are clearly related to the essential questions.	Includes several photographs and illustrations that are clearly related to the essential questions.	Includes several photographs and illustrations that are somewhat related to the essential questions but that relationship is not clearly identified by students.	Includes a few photographs and illustrations but does not clearly identify or explain their relationship to the events on the timeline.
<b>Appearance of Visual Aid</b>	Constructs a neat and well-organized timeline with no factual errors or mistakes in punctuation, spelling, or grammar.	Constructs a neat and well-organized timeline with no factual errors and with minimal mistakes in punctuation, spelling, or grammar.	Constructs a neat timeline with minimal factual errors and with few mistakes in punctuation, spelling, or grammar	Constructs a timeline with some factual errors and several mistakes in punctuation, spelling, or grammar

**Rubric for “President Carter’s Visit to Cuba” Poster**

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Photographs and Captions</b>	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.
<b>Goals of 2002 Trip</b>	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.
<b>Impact on Cuban-American relations</b>	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.
<b>Appearance of Poster</b>	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, spelling, or grammar.	minimal mistakes in punctuation, spelling, or grammar.	spelling, or grammar	grammar
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**Rubric for “Future of Cuba” Essay**

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Content and Analysis</b>	Offers thorough and detailed analysis of Cuba’s future, including multiple examples of potential positive and negative impacts on the U.S. and Cuba.	Offers in-depth analysis, including several examples of potential positive and negative impacts on the U.S. and Cuba.	Offers some analysis of Cuba’s future, including minimal examples of potential positive or negative impacts on the U.S. or Cuba.	Offers little analysis of Cuba’s future, but does not give examples of potential positive or negative impacts.
<b>Predictions and Supporting Evidence</b>	Offers in-depth and persuasive explanation of predictions and opinions, including examples from Carter Center resources or other resources.	Explains predictions and opinions, including an example from the Carter Center resources or other resources.	Offers limited explanation of predictions and opinions with only weak links to the Carter Center resources or other resources.	States a prediction and/or an opinion but does not explain or connect to the Carter Center resources or other resources.
<b>Mechanics</b>	Constructs an organized, well-written essay without factual errors or mistakes in punctuation, spelling, or grammar.	Constructs an organized, well-written essay without factual errors and with minimal mistakes in punctuation, spelling, or grammar.	Constructs essay with minimal factual errors and few mistakes in punctuation, spelling, or grammar	Constructs an essay with some factual errors and several mistakes in punctuation, spelling, or grammar.

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