

# LATINO AMERICANS

---

## 500 YEARS OF HISTORY

### St. Thomas University Library & John C. Favalora Archive and Museum

#### Lesson Plans for Political Science

##### Lesson Overview:

Highlighting the Camarioca boatlift, the Freedom Flights, and Operation Pedro Pan, this lesson empowers students to engage local history and current political situations. After viewing the photographs from the exhibits *Latino Americans: Cuban Experiences in Miami* and *Miami: A Multicultural Hispanic Community* each student will select one photograph, and, using the information from the back of the photograph and from the caption, the student will conduct secondary research using online newspapers from the 1960s and research databases to develop a research paper and oral presentation that explores the historical foundation and present political developments between the United States and Cuba.

**Grades: 7-12 (Content maybe adapted for grades 4-6)**

##### Materials:

1. Access to the St. Thomas University Library and John C. Favalora Archive & Museum exhibits, *Latino Americans: Cuban Experiences in Miami* and *Miami: A Multicultural Hispanic Community*, either by field trip or Internet access.
2. Access to online research databases from the University Library: Access World News, ProQuest Central, Academic Search Premier, Britannica Online, New York Times, and the Latin American & Caribbean Search Portal as well as access to the digital copies of *The Voice* and *La Voz*.
3. Video clips from *Latino Americans: 500 Years of History*.

##### Lesson Outcomes:

1. Students will develop a historical research report that identifies major immigration events from Cuba to the United States in the 1960s, including the Camarioca boatlift, the Freedom Flights, and Operation Pedro Pan.

2. Students will write a three-to-five-page research paper based upon their selected photograph that demonstrates a historical understanding of major issues driving Cuban immigration to the United States in the 1960s.
3. Students will integrate and properly cite articles from major secondary research databases, including Access World News, ProQuest Central, Academic Search Premier, Britannica Online, New York Times, and the Latin American & Caribbean Search Portal as well as articles from the digital copies of *The Voice* and *La Voz* to develop a report based upon their selected photograph.
4. Students will give oral presentations that engage their historical understanding of the relationship between the United States and Cuba in the 1960s to develop insights into current political developments involving the reopening of embassies in Washington, D.C., and Havana.

### **Lesson Procedures:**

**Foundational Activity:** Using the photographs from the exhibits, *Latino Americans: Cuban Experiences in Miami* and *Miami: A Multicultural Hispanic Community*, explore the motivations of Cubans who came to Miami between 1959 and 1969.

**Activity Two:** Have each student select one photograph from an exhibit that they want to research. Explain to them that they will need to use research databases to discover as much information as possible about the people, places, and events around this photograph and write a three-to-five-page historical essay on the photograph using properly cited secondary sources.

**Activity Three:** Demonstrate how to log into and conduct research in the databases Access World News, ProQuest Central, Academic Search Premier, Britannica Online, New York Times, and the Latin American & Caribbean Search Portal, accessible on the University Library website: <http://web.stu.edu/AZ/tabid/3721/Default.aspx> . Students will need their student IDs and passwords from St. Thomas University. Demonstrate how to access freely available digital copies of *The Voice* and *La Voz*: <http://library.stu.edu/ulma/va/3005/> and <http://library.stu.edu/ulma/va/3004/>.

**Activity Four:** Lead a classroom discussion on current events between the United States and Cuba. The databases Access World News and Issues and Controversies have valuable resources to promote lively discussions. Have the student reflect upon the pros and cons of the United States normalizing its relationship with Cuba. Also, you may show relevant clips from *Latino Americans: 500 Years of History*. Have the students do additional research on this subject for a five-minute oral report. And ask them to integrate their conclusions with historical research from their paper.

**Activity Five:** After setting rules for discussing controversial subjects, have the students present their conclusions in a five-minute oral report. Stress to them that they may

critique people's conclusions and disagree with them but not attack or verbally abuse a person with different conclusions than themselves.

**Discussion Questions:**

1. *Hispanic* and *Latino* are both labels for huge groups of people from very different backgrounds, nationalities, races, and cultures. Do you prefer one of these terms over the other? Why or why not?
2. What are the political implications of migration from Latin America or Cuba for them us or for us in Miami?
3. How do immigrants from Latin America or Cuba contribute to the communities?

***Latino Americans: 500 Years of History* has been made possible through a grant from the National Endowment for the Humanities and the American Library Association.**

