

Social Studies 6th Grade- Unit 5	
Elaborated Unit Focus	During this unit, students will examine conflict and change in Latin America with a focus on the impact of the Cuba Revolution. The study of the impact of the Cuban Revolution will target the economic term embargo as the current relationship between the Cuba and the United States is explored. Also, students will be introduced to how Cuba became a communist country and examine the economic system. Students will compare the governments of Brazil, Mexico and Cuba in terms of citizen participation. An analysis of these countries' economic systems will help students understand the connection between the type of government and the economy.
Connection to Connecting Theme/Enduing Understandings	<ol style="list-style-type: none"> 1. Conflict and Change: The student will understand that when there is conflict between or within societies, change is the result. 2. Governance: The student will understand that as a society increases in complexity and interacts with other societies, the complexity of the government also increases. 3. Gain from Trade: The student will understand that parties trade voluntarily when they expect to gain. 4. Production, Distribution, Consumption: The student will understand that the production, distribution, and consumption of goods/services produced by the society are affected by the location, customs, beliefs, and laws of the society.
GSE for Social Studies (standards and elements)	<p>SS6H1 Explain conflict and change in Latin America.</p> <p style="padding-left: 20px;">c. Explain the impact of the Cuban Revolution and describe the current relationship between Cuba and the United States.</p> <p>SS6CG1 Compare and contrast various forms of government.</p> <p style="padding-left: 20px;">a. Explain citizen participation in autocratic, and democratic governments. [i.e. the role of citizens in choosing the leaders of Mexico (presidential democracy), Cuba (autocratic), and Brazil (presidential democracy)].</p> <p style="padding-left: 20px;">b. Describe the two predominant forms of democratic governments: parliamentary and presidential.</p> <p>SS6E1 Analyze different economic systems.</p> <p style="padding-left: 20px;">a. Compare how traditional, command, and market economies answer the economic questions of 1-what to produce, 2-how to produce, and 3-for whom to produce.</p> <p style="padding-left: 20px;">b. Explain that countries have a mixed economic system located on a continuum between pure market and pure command.</p>

	<p>c. Compare and contrast the basic types of economic systems found in Mexico, Cuba, and Brazil.</p> <p>SS6E2 Give examples of how voluntary trade benefits buyers and sellers in Latin America.</p> <p>b. Compare and contrast different types of trade barriers, such as tariffs, quotas, and embargos.</p> <p>SS6E3 Describe factors that influence economic growth and examine their presence or absence in Brazil, Cuba, and Mexico.</p> <p>e. Describe the role of entrepreneurship.</p>
<p>Connection to Literacy Standards for Social Standards (reading and /or writing)</p>	<p><u>Reading Skills</u></p> <p>L6-8RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>L6-8RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>L6-8RHSS4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>L6-8RHSS7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p><u>Writing Skills</u> (summary activity)</p> <p>L6-8WHST1: Write arguments focused on discipline-specific content.</p> <p>a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p> <p>d. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>
<p>Connection to Social Studies Matrices (information processing and/or map and globe skills)</p>	<p><u>Information Processing Skills</u></p> <p>1. compare similarities and differences</p> <p>5. identify main idea, detail, sequence of events, and cause and effect in a social studies context</p> <p>6. identify and use primary and secondary sources</p> <p>7. interpret timelines, charts, and tables</p> <p>11. draw conclusions and make generalizations</p> <p>15. determine adequacy and/or relevancy of information</p> <p>17. interpret political cartoons</p>

Essential Questions and Related Supporting/Guiding Questions	
<p>Enduring Understanding</p> <ul style="list-style-type: none"> • <i>Conflict and Change</i> 	<p><i>How can conflict cause change?</i></p> <ol style="list-style-type: none"> 1. How can a group’s beliefs cause change? 2. How does conflict in one country impact other countries? 3. Why do relationships between countries change?
<p>Enduring Understanding</p> <ul style="list-style-type: none"> • <i>Governance</i> 	<p><i>Who has the power?</i></p> <ol style="list-style-type: none"> 1. How does growth in a society impact government? 2. How do citizen responsibilities change as governments change? 3. How does citizen satisfaction impact a government?
<p>Enduring Understandings</p> <ul style="list-style-type: none"> • <i>Gain from Trade</i> • <i>Production, Distribution, Consumption</i> 	<p><i>Do they have what it takes?</i></p> <ol style="list-style-type: none"> 1. Why do people trade? 2. How do trade barriers impact a country? 3. What is necessary for a country to have a strong GDP?

Sample Instructional Activities/Assessments

Changing...

Prior to beginning the lesson

- Review the term embargo.
- It would be helpful if students had knowledge of the following people: Batista, Fidel Castro, Raul Castro, Nikita Khrushchev, list of Presidents of the United States from President Eisenhower to President Trump, Miguel Díaz-Canel

To provide background information, you may choose to show one of the following video clips. Three are listed for you to choose one to show.

- <https://www.wsj.com/video/key-events-in-us-and-cuba-relations/90B42789-506B-4B27-A354-79FCB614DA9B.html>
- <https://www.history.com/this-day-in-history/batista-forced-out-by-castro-led-revolution>
- <https://abcnews.go.com/International/us-cuba-relations-timeline/story?id=43789719>

Discuss video clip with class. The list of people could be used as part of this review.

1. Show students the political cartoons. **(Appendix A - C)**
2. Have them respond to one of the following:
 - a. Changes I notice...
 - b. A summary of what is happening...
 - c. Questions I have...
3. Review students' responses. Focus on the embargo, President Obama making changes, and President Trump reversing these changes.

Decades Descriptions- Students may work in pairs or groups to complete this.

1. Give students the timeline of U.S and Cuba relationship and the background information. **(Appendix E and F)** The background information provides extra information presented on the timeline and is provided for a reference for more information if students need it.
2. Have them complete the decades organizer. **(Appendix D)**
 - a. Write a one-word summary or phrase that summarizes the decade.
 - b. Create a symbol or illustration that captures the events of the decade.
 - c. Provide evidence to support the responses.
3. Discuss student responses.

a. To make this easier to share, have students get into groups of 4 with students who they did not work with in completing the organizer. Have students share their responses.

An Alternate Way to do the Decade Descriptions

- Post large sheets of paper around the room (7 sheets) – 1950’s, 1960’s, 1980’s, 1990’s, 2000’s, 2010-2017 (Obama), 2017 to present.
- Divide students into groups of 4. If you want fewer students in a group, you could have 2 sets of posters in the room and split the classroom into 2 groups.
 - **Round 1** – Have students respond to the one-word summary or phrase for their decade and provide evidence.
 - ROTATE
 - **Round 2** – At the new “decade” review the previous group’s work. Create the symbol or picture for that decade and provide evidence for their work.
 - ROTATE
 - **Round 3** – Review previous groups’ work. Students may add, question or comment on any of the work.
 - ROTATE
 - **Round 4** – Review previous groups’ work. Students may add, question or comment on any of the work.
 - ROTATE
 - **Round 5** – Review previous groups’ work. Students may add, question or comment on any of the work.
 - ROTATE
 - **Round 6** – Review previous groups’ work. Students may add, question or comment on any of the work.
 - ROTATE
 - **Round 7** – Review previous groups’ work. Students may add, question or comment on any of the work.
 - ROTATE
 - Students should be back at their original poster. Choose one student to present or summarize the work.

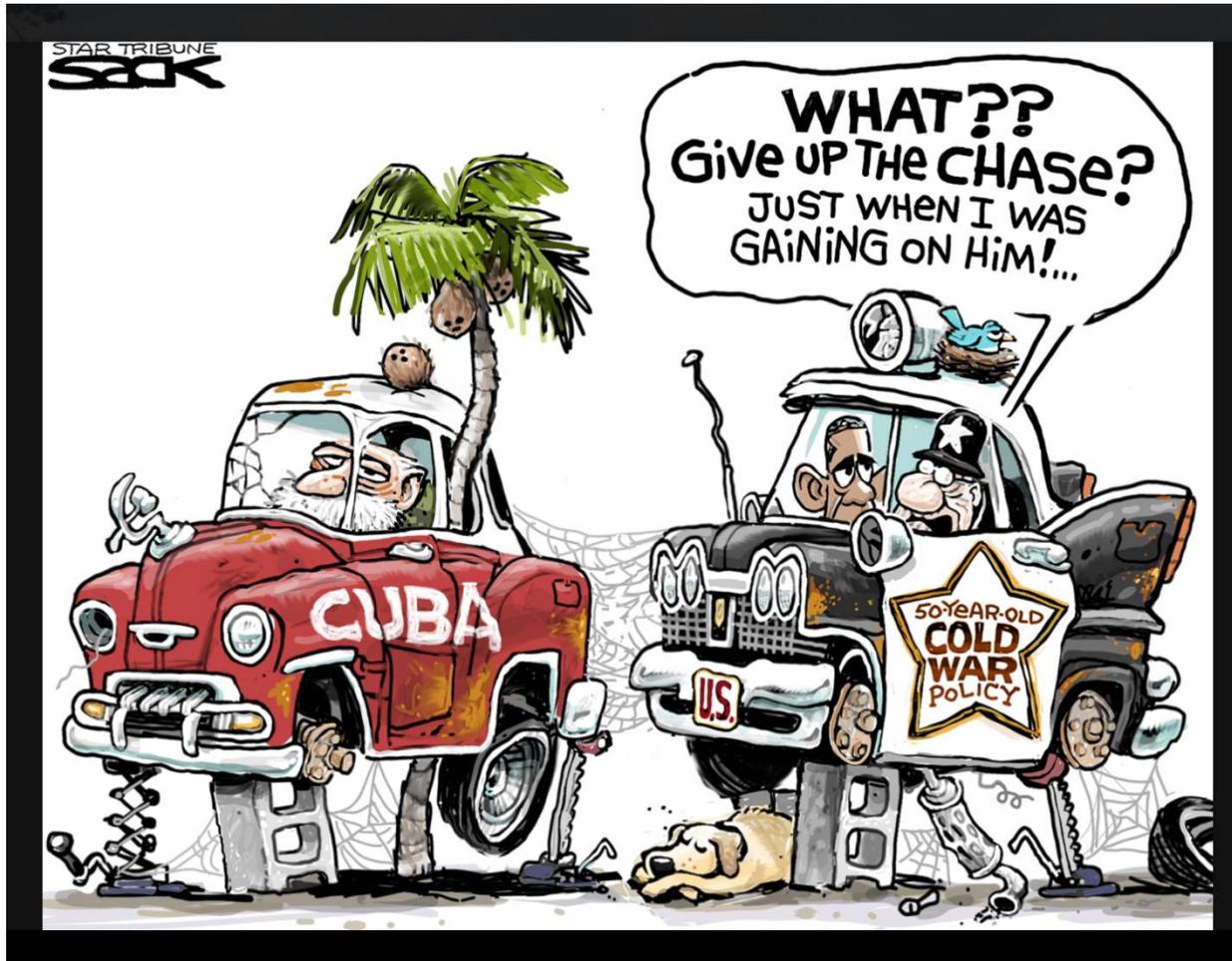
Summary: Choose one.,

1. The relationship between the United States and Cuba is like... because...
2. I think _____ should happen next in the relationship between U.S. and Cuba. Explain your answer.

<p>GSE Standards and Elements</p>	<p>SS6H1 Explain conflict and change in Latin America. c. Explain the impact of the Cuban Revolution and describe the current relationship between Cuba and the United States.</p> <p>SS6E2 Give examples of how voluntary trade benefits buyers and sellers in Latin America. b. Compare and contrast different types of trade barriers, such as tariffs, quotas, and <i>embargo</i>.</p>
<p>Literacy Standards</p>	<p><u>Reading Skills</u> L6-8RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources. L6-8RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. L6-8RHSS7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p><u>Writing Skills</u> (summary activity) L6-8WHST1: Write arguments focused on discipline-specific content. c. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. d. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. d. Provide a concluding statement or section that follows from and supports the argument presented. e. Provide a concluding statement or section that follows from and supports the argument presented.</p>
<p>Connection to Social Studies Matrices (information processing and/or map and globe skills)</p>	<p><u>Information Processing Skills</u> 5. identify main idea, detail, sequence of events, and cause and effect in a social studies context 6. identify and use primary and secondary sources 7. interpret timelines, charts, and tables 11. draw conclusions and make generalizations 17. interpret political cartoons</p>
<p>Enduring Understanding(s)</p>	<p>Conflict and Change: The student will understand that when there is conflict between or within societies, change is the result. Governance: The student will understand that as a society increases in complexity and interacts with other societies, the complexity of the government also increases. Gain from Trade: The student will understand that parties trade voluntarily when they expect to gain.</p>

<http://www.startribune.com/sack-cartoon-cuba-policy/286162371/>

Appendix A

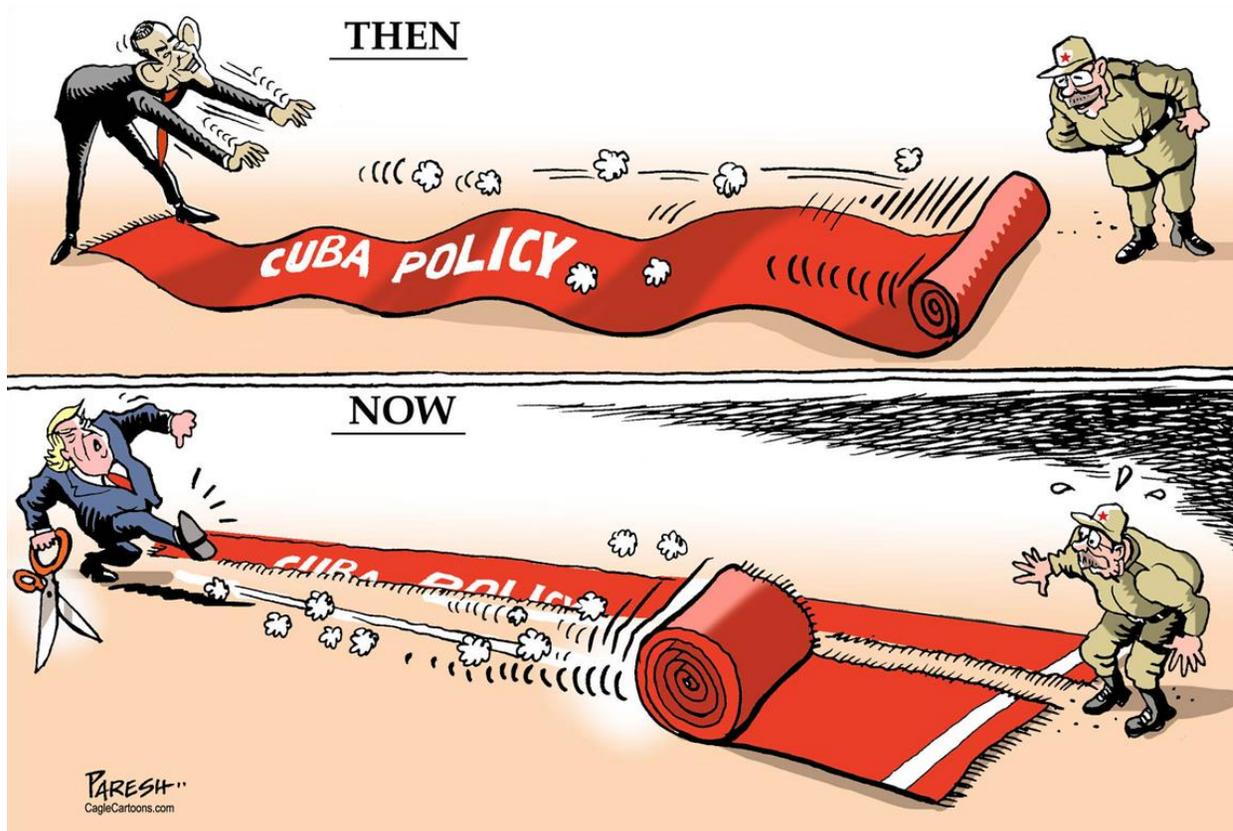




Political cartoon about the Cuba embargo.
Source: Carlos Latuff, progreso-weekly.com (accessed Dec. 17, 2012)

https://www.cagle.com/paresh-nath/2017/06/trump-s-cuba-policy#.W2NZjC2ZO_s

Appendix C



Decades Descriptions

Appendix D

For each decade come up with a word or phrase *and* a symbol that represents the decade. Give evidence to support your answer.

	Summary Word/Phrase	Symbol	Evidence (NOTE: You can paraphrase)
1950's			
1960's			
1980			
1990's			
2000's			
2010- 2017 (Obama)			
2017 - present			

<https://www.cnn.com/2014/01/14/world/americas/cuba-fast-facts/index.html>

Appendix E

Excerpts from Timeline:

1952 - Former President Fulgencio Batista stages a coup with the support of the army, and assumes power.

July 26, 1953 - [Fidel Castro](#) and approximately 150 others attack the Moncada military barracks in Santiago de Cuba in an unsuccessful attempt to overthrow the Batista regime.

October 16, 1953 - Castro is sentenced to 15 years in prison.

May 15, 1955 - Castro and his brother, [Raul](#), are released as part of a general amnesty for political prisoners.

December 2, 1956 - Eighty-two exiles land in Cuba, on a yacht named Granma. Most are killed immediately. The survivors, including the Castros, flee to the Sierra Maestra Mountains. During 1957-1958, they wage a guerrilla campaign from this base, which includes skirmishes with government troops and burning sugar crops.

January 1, 1959 - Batista is overthrown by Castro's forces.

1960 - Cuba nationalizes approximately \$1 billion of US-owned property on the island. In response, the United States places a trade embargo on Cuba.

January 1961 - The United States and Cuba end diplomatic relations.

April 1961 - The United States backs Cuban exiles in an unsuccessful attempt to invade Cuba at the [Bay of Pigs](#).

October 1962 - The [United States discovers that the Soviet Union is building missile installations in Cuba](#). The standoff ends with the Soviet Union withdrawing the missiles and the United States promising not to invade Cuba.

April-September 1980 - Fidel Castro allows anyone who wants to leave Cuba to freely depart from the port of Mariel. Approximately 124,000 Cuban migrants enter the United States.

1994 - The United States and Cuba sign an agreement designed to halt the flow of illegal aliens from Cuba to the US.

1996 - [President of the United States Bill Clinton](#) signs the [Helms-Burton Act](#) into law, tightening sanctions against Cuba.

January 1998 - [Pope John Paul II visits Cuba](#).

1999 - Clinton eases travel restrictions to Cuba.

November 1999 - Five-year-old [Elian Gonzalez](#) is found in the water between Cuba and Florida, the only survivor of a group attempting to reach the United States by boat. A long custody battle between Gonzalez' father in Cuba and relatives in Florida strains relations between Cuba and the United States. The standoff ends with US federal agents forcibly removing the boy from his great-uncle's home. Gonzalez and his father return to Cuba in June 2000.

2002 - [Former US President Jimmy Carter](#) visits Cuba, [the first former or sitting president to visit since 1928](#).

July 31, 2006 - A statement read on Cuban TV announces that Fidel Castro is undergoing intestinal surgery and has provisionally handed over power to his younger brother, Raul.

February 19, 2008 - Due to ailing health, Fidel Castro announces his resignation as president in a letter published in the middle of the night in the online version of Cuba's state-run newspaper, Granma.

February 24, 2008 - Raul Castro is chosen by Cuba's National Assembly to be the country's new president.

December 2009 - American [Alan Gross](#) is jailed while working as a subcontractor on a US Agency for International Development project aimed at spreading democracy. His actions are deemed illegal by Cuban authorities. He is accused of trying to set up illegal internet connections on the island. Gross says he was trying to help connect the Jewish community to the internet and was not a threat to the government.

February 24, 2013 - Raul Castro is re-elected to a second five-year term. Later during a nationally televised speech, Castro announces that he will step down from power in 2018 when his term is over.

December 17, 2014 - [Cuba releases American contractor Alan Gross](#) as a "humanitarian" gesture after five years in prison. As part of a deal between the United States and Cuba, the United States releases three Cuban intelligence agents convicted of espionage in 2001; in return, Cuba frees an unidentified US intelligence source who has been jailed in Cuba for more than 20 years.

December 17, 2014 - [US President Barack Obama](#) announces plans to [immediately begin discussions with Cuba to re-establish diplomatic relations](#), and that the US will re-open an embassy in Havana. The administration will also allow some travel and trade that had been banned under a decades-long embargo instated during the Kennedy administration.

January 15, 2015 - The Obama Administration announces [details of the softened travel regulations](#): Cuban Americans visiting family, US officials on government trips, journalists on assignment and regular citizens visiting for educational, cultural, or religious reasons will no longer need permission first. Americans will also be able to use credit cards, a prior restriction.

January 26, 2015 - [Fidel Castro](#) writes that although he "[doesn't trust US policies and have not exchanged a word with them, this does not mean however that I would oppose a peaceful solution to conflicts or threats of war.](#)"

April 11, 2015 - Ending a decades-long standstill in US-Cuba relations, President Raul Castro meets for an hour during the Summit of the Americas with his American counterpart, Barack Obama, the first time the two nations' top leaders have sat down for substantive talks in more than 50 years.

April 14, 2015 - Obama recommends that Cuba be removed from the US government's list of state sponsors of terrorism.

May 29, 2015 - The [United States officially removes Cuba](#) from its list of countries that sponsor terrorism, setting the two nations up for a full renewal of diplomatic ties.

July 1, 2015 - [Obama announces](#) that the United States is restoring diplomatic relations with Cuba and that the American embassy in Havana will open during the late summer, with a visit from [Secretary of State John Kerry](#).

July 20, 2015 - Cuba and the United States officially [re-establish diplomatic relations](#) after 54 years.

August 14, 2015 - The [US Embassy officially re-opens](#) in Havana.

December 17, 2015 - The US State Department announces that the United States and Cuba [have agreed to resume commercial air travel](#) between the two countries for the first time in more than half a century. The Federal Aviation Administration must ensure certain safety regulations are in place before flights can resume, according to a State Department official.

December 29, 2015 - [Five Central American countries and Mexico reach an agreement that will help about 8,000 stranded Cuban immigrants make their way to the United States](#). Since the normalization of relations between the United States and Cuba, and the loosened requirements for travel outside of Cuba, the number of individuals trying to migrate to the United States has spiked.

January 12, 2016 - The first group of Cuban migrants leaves Costa Rica for El Salvador on their way to Mexico. Once in Mexico, the migrants are on their own to attempt passage to the United States.

February 18, 2016 - Obama announces on Twitter that he will visit Cuba in March, becoming the first sitting US president to visit Cuba in 88 years.

March 15, 2016 - The US Treasury Department announces a further loosening of restrictions, which includes allowing US travelers to engage in individual educational tours of Cuba. Effective on March 16, Cuba and the United States will resume postal service, nearly five decades after direct mail service was interrupted.

March 20, 2016 - [Obama arrives in Cuba](#), beginning an intense and historic two-day visit to the island that includes meetings with [Raul Castro](#) and anti-government dissidents.

May 1, 2016 - For the first time in decades, [a US cruise ship sets sail for Cuba](#) as salsa music plays and protesters picket nearby.

June 10, 2016 - The [Department of Transportation approves American Airlines, Frontier Airlines, JetBlue Airways, Silver Airways, Southwest Airlines and Sun Country Airlines](#) to offer flights between the United States and Cuba.

August 31, 2016 - The first direct US commercial flight from Fort Lauderdale, Florida, to Cuba touches down in Santa Clara. JetBlue Flight 387 is the first in more than 50 years to carry passengers to the island since Obama's announcement to reengage with Cuba.

November 30, 2016 - [The ashes of former leader Fidel Castro](#) are carried from the capital, Havana, to Santiago, the birthplace of his revolution. It is the start of a journey that reverses the route Castro took across the island after seizing power in 1959.

January 12, 2017 - [Obama announces he is ending the longstanding "wet foot, dry foot" policy](#) that allows Cubans who arrive in the United States without a visa to become permanent residents.

(NOTE: President Trump's inauguration was January 20, 2017.

From <https://www.theguardian.com/world/2017/jan/12/obama-ends-cuba-immigration-policy-wet-foot-dry-foot>

“Obama is using an administrative rule change to end the policy. Donald Trump could undo that rule after becoming president next week. He has criticized Obama's moves to improve relations with Cuba. But ending a policy that has allowed hundreds of thousands of people to come to the US without a visa also aligns with Trump's commitment to tough immigration policies.”)

September 29, 2017 - [The US State Department orders families and nonessential personnel out of Cuba](#) after a review of US diplomats' safety following a series of sonic attacks that began in November 2016.

November 8, 2017 - [The Treasury Department announces new sanctions and travel restrictions](#) on Cuba to take effect November 9.

March 19, 2018 - [Miguel Díaz-Canel is officially named as the new leader of Cuba](#), one day after a secret vote in the country's National Assembly. Díaz-Canel, 57, was selected by a vote of 603-1 as the unopposed candidate to replace Raul Castro. This is the first time in nearly six decades that Cuba is being led by a man not named Castro.

https://cuba-embargo.procon.org/view_resource.php?resourceID=006682

Appendix F

Should the United States Maintain Its Embargo against Cuba?

Excerpts from *Background of the Issue*

Since the 1960s, the United States has imposed an embargo against Cuba, the Communist island nation 90 miles off the coast of Florida. The embargo, known among Cubans as "el bloqueo" or "the blockade," consists of economic sanctions against Cuba and restrictions on Cuban travel and commerce for all people and companies under US jurisdiction. ***On Mar. 15, 2016, the Obama administration announced that two Cuba embargo restrictions would be relaxed, allowing easier travel to Cuba and more commerce between the countries. Most other embargo restrictions remain in effect.***

Proponents of the embargo argue that Cuba has not met the US conditions for lifting the embargo, including transitioning to democracy and improving human rights. They say that backing down without getting concessions from the Castro regime will make the United States appear weak, and that only the Cuban elite would benefit from open trade.

Opponents of the Cuba embargo argue that it should be lifted because the failed policy is a Cold War relic and has clearly not achieved its goals. They say the sanctions harm the US economy and Cuban citizens, and prevent opportunities to promote change and democracy in Cuba. They say the embargo hurts international opinion of the United States.

History of US-Cuba Relations, 1800s to 1980s

The United States and Cuba have not always been at odds. In the late 1800s, the United States was purchasing 87% of Cuba's exports and had control over its sugar industry. In the 1950s, Havana's resorts and casinos were popular destinations for American tourists and celebrities such as Frank Sinatra and Ernest Hemingway. By Jan. 1, 1959, however, revolutionary Fidel Castro had overthrown the US-backed President Batista and established Cuba as the first Communist state in the Western Hemisphere. ***From 1959 to 1960, Castro seized \$1.8 billion of US assets in Cuba, making it the largest uncompensated taking of American property by a foreign government in US history.*** Depending on how interest is calculated, claims on the seized assets range from \$6.4 to \$20.1 billion in 2012 dollars. ***The US government was also concerned about the threat posed by having a new Soviet ally so close to America's shores.*** ***On Oct. 19, 1960, President Eisenhower signed a partial embargo on exports to Cuba, the first step towards the US policy that exists today.*** ***Eisenhower ended diplomatic relations with Cuba and closed the US embassy in Havana on Jan. 3, 1961, saying "There is a limit to what the United States in self-respect can endure. That limit has now been reached."***

President Kennedy approved a 1961 plan to train and arm Cuban exiles trying to overthrow Castro's communist regime, but the Apr. 17, 1961 Bay of Pigs invasion failed when the Cuban military defeated the outnumbered US-backed forces. ***The situation became more dire when a US spy plane observed the Soviet Union shipping nuclear missiles to Cuba.***

On Feb. 3, 1962, President Kennedy signed Proclamation 3447 (effective date Feb. 7, 1962) to declare "an embargo upon all trade between the United States and Cuba."

The Cuban Missile Crisis, period of negotiations from Oct. 15-28, 1962, eventually ended in an agreement for the USSR to remove its weapons from Cuba. President Kennedy later estimated the 50/50 odds of the United States launching a nuclear attack on the island nation as "between 1 in 3 and even," demonstrating how close the countries came to going to war.

On Feb. 8, 1963, the United States prohibited travel to Cuba and in July of that year the Cuban Assets Control Regulations (CACR) were issued as a comprehensive economic sanction outlawing financial transactions with Cuba. The regulations also prohibit the purchase or importation of any merchandise of Cuban origin, with the exception of "information or information materials" (such as publications, recorded music, and certain artwork).

In 1977, US President Jimmy Carter showed signs of attempting to thaw relations by opening the US Interests Section in Havana and authorizing secret talks with Cuba. Proponents of the embargo note that instead of reciprocating with goodwill, Castro authorized the 1980 Mariel Boatlift, in which 125,000 Cubans, including nearly 2,500 prisoners and mentally ill patients, were sent to Florida, reportedly to ease the Cuban food shortages, get rid of people who criticized his regime, and embarrass the United States which took in the refugees.

Supporters of the embargo received further ammunition when the US State Department added Cuba to the list of State Sponsors of Terrorism in 1982, reportedly because of its support for communist rebels in Africa and Latin America. Syria, Iran, and Sudan are the other three countries on the list. Critics of the terrorist labeling, including US Army retired Brigadier General John Adams, said that the designation has no justification and undermines US credibility in the international community.

Congressional and Presidential Changes to US Policy, 1990s to 2000s

The **1992 Cuban Democracy Act and the Cuban Liberty and Democratic Solidarity Act of 1996 (aka Helms-Burton Act) strengthened the economic embargo.** The bills prohibited US foreign subsidiaries (a company controlled by a company based in another country) from trading with Cuba, restricted remittances (money sent as a gift) to prevent the Cuban government from accessing US currency, and allowed sanctions against companies that invested in property seized from Americans during the communist revolution. Both laws were condemned by US allies such as Canada, United Kingdom, Mexico, and France. Despite the embargo, Cuba managed to keep its economy afloat with \$3 billion in annual aid from the USSR. When the Soviet Union collapsed in 1991, so did its financial assistance to Cuba, which caused the economy in the island nation to decline by 35-50% between 1989 and 1993. The Cuban government was able to stop the descent and promote economic growth by allowing limited tourism and foreign investment in 1994.

In **1995, President Clinton signed an executive order that lifted some travel restrictions and allowed a Western Union office to open in Havana,** which infuriated Cuban-American leaders such as US Rep. Bob Menendez (D-NJ). The Clinton administration also dealt with the issue of immigration to the United States by brokering the **May 1995 "Cuban Migration Agreement,"** which led to a policy known as **"wet foot/dry foot."** Cubans interdicted at sea ("wet foot") would be returned to Cuba unless they cite fear of persecution, while those who are able to reach the shore ("dry foot") would be permitted to remain in the United States. President Obama ended the practice of "wet foot/dry foot" on Jan. 12, 2017, calling it a policy "designed for a different era." The president characterized the move as a step towards normalizing relations with Cuba and making US immigration policy more consistent.

Following the devastating **Hurricane Michelle in 2001,** the United States and Cuba formed a reluctant agreement allowing US companies to sell food to Cuba for humanitarian reasons. The US government required Castro to pay upfront in cash and despite Castro's disinclination to allow American imports, the United States soon became Cuba's number one food supplier and sales peaked at \$710 million in 2008.

In **2008,** prolonged illness forced Fidel Castro to step down officially as president of Cuba and allow his brother to take his place. Raúl Castro initially showed signs of wanting to implement economic reforms that would be the first step towards normalizing relations with the United States, but a series of hurricanes in 2008 damaged Cuba's leading industries and took attention away from political reforms.

Cuban Policy Under the Obama Administration

In **2011,** although President Obama made strides in easing the Cuban embargo, most significantly by lifting restrictions on travel and sending remittances in 2011, he actually defended maintaining the blockade.

In **2013, the United Nations passed a resolution condemning the embargo for the 22nd consecutive year.** The vote was 188-2, with only Israel supporting the US policy.

On Dec. 17, 2014, President Obama announced a restoration of full diplomatic relations with Cuba for the first time since 1961. Although the US embargo remains in effect and ordinary tourism by Americans is still prohibited, the United States will ease travel and remittance restrictions, release three Cuban spies, and open an embassy in Havana.

For its part, Cuba agreed to release 53 Cubans identified by the United States as political prisoners, as well as American contractor Alan Gross and an unnamed intelligence agent who had been imprisoned for nearly 20 years.

On **May 29, 2015, the United States formally removed from Cuba the list of state sponsors of terrorism.** On July 1, 2015, President Obama announced in a speech at the White House: "The United States has agreed to formally reestablish diplomatic relations with the Republic of Cuba and reopen embassies in our respective countries." As a sign of renewed diplomatic relations, the Cuban flag was raised over the country's Washington, DC, embassy on July 20, 2015 for the first time since diplomatic relations were severed 54 years prior. US Secretary of State John Kerry traveled to Cuba to hoist the American flag over the US embassy there on Aug. 14, 2015. Kerry stated, "We are all aware that, notwithstanding President Obama's new policy, the overall U.S. embargo on trade with Cuba remains in place and can only be lifted by Congressional action — a step we strongly favor."

On **Mar. 20, 2016, President Obama became the first sitting US president to visit Cuba since Calvin Coolidge in 1928.** Earlier that week the Obama administration announced that two Cuba embargo restrictions would be relaxed to allow easier travel to Cuba and more commerce between the countries. On **Aug. 31, 2016, commercial flights from the United States to Cuba resumed for the first time in more than 50 years when Jet Blue flight 387 traveled from Fort Lauderdale, Florida, to the Cuban city of Santa Clara.**

President Obama further relaxed restrictions when he lifted the limits on importing Cuban cigars and rum on Oct. 14, 2016. Two weeks later, on **Oct. 26, 2016, the United Nations General Assembly voted for the 25th consecutive year in favor of a resolution calling for the United States to end the embargo on Cuba.** For the first time ever, the United States abstained from voting rather than oppose the measure.

Cuban Policy Under the Trump Administration

On **June 16, 2017, President Donald Trump announced that while the US embassy in Cuba would remain open, he was canceling the Obama administration's easing of travel and trade restrictions.** President Trump stated in a speech in Miami that, "The outcome of last administration's executive actions has been only more repression... Therefore, effective immediately, I am canceling the last administration's completely one-sided deal with Cuba... We will enforce the ban on tourism. We will enforce the embargo." A White House fact sheet stated, "The new policy channels economic activities away from the Cuban military monopoly... while allowing American individuals and entities to develop economic ties to the private, small business sector in Cuba... The policy reaffirms the United States statutory embargo of Cuba and opposes calls in the United Nations and other international forums for its termination."

The Trump administration implemented new Cuba travel and financial restrictions effective Nov. 9, 2017 that require US visitors to Cuba to travel with an organization rather than on their own. A statement from the US Department of the Treasury explained that, "Individual people-to-people nonacademic educational travel will no longer be authorized as announced by the President."

Sample Instructional Activities/Assessments	
Who Has the Power?	
<ol style="list-style-type: none"> 1. For each country, Mexico, Cuba and Brazil, have students research the roles citizens play in choosing the leaders of their countries. Have students use CIA World Factbook, https://www.cia.gov/library/publications/the-world-factbook/geos/cu.html, to gather information. Make sure students look to see how members of both the executive and legislatives branches are selected. Students will record their information on the graphic organizer (Appendix G). 2. You may choose to also use the following websites. Preview these to determine if the reading level is appropriate for your students. <ul style="list-style-type: none"> • https://globaledge.msu.edu/countries/cuba/government • https://globaledge.msu.edu/countries/mexico/government • https://globaledge.msu.edu/countries/brazil/government 3. Using the additional readings in the appendix H, students will add to their information. 4. Working in groups, students will create an infographic about citizen participation in choosing leaders in one of the countries. (Teacher may choose to assign countries so all countries will be equally represented.) <ul style="list-style-type: none"> • Show students “What is an Infographic?” (Appendix I) to help students create their infographic. 5. Students will display their infographics. Have a “Gallery Walk” to review other groups’ work. 6. Summary: Students will answer the Essential Question and Supporting Question: <ul style="list-style-type: none"> • Who has the power? How do citizen responsibilities change as governments change? <ul style="list-style-type: none"> • Students need to use evidence from their research and infographics for their response. 	
GSE Standards and Elements	<p>SS6CG1 Compare and contrast various forms of government.</p> <p>a. Explain citizen participation in autocratic, and democratic governments. [i.e. the role of citizens in choosing the leaders of Mexico (presidential democracy), Cuba (autocratic), and Brazil (presidential democracy)].</p>
Literacy Standards	<p><u>Reading Skills</u></p> <p>L6-8RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>L6-8RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>L6-8RHSS7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p>

	<p><u>Writing Skills</u> (summary activity) <i>L6-8WHST1: Write arguments focused on discipline-specific content.</i> a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. d. Provide a concluding statement or section that follows from and supports the argument presented. e. Provide a concluding statement or section that follows from and supports the argument presented.</p>
<p>Connection to Social Studies Matrices (information processing and/or map and globe skills)</p>	<p><u>Information Processing Skills</u> 1. compare similarities and differences 6. identify and use primary and secondary sources 11. draw conclusions and make generalizations</p>
<p>Enduring Understanding(s)</p>	<p>Governance: The student will understand that as a society increases in complexity and interacts with other societies, the complexity of the government also increases.</p>

Governments of Latin America

Appendix G

	Mexico	Brazil	Cuba
	Federal Republic	Federal Republic	Unitary
	Presidential Democracy	Presidential Democracy	Communist
Executive Branch			
Legislative Branch			
Suffrage (the right to vote)			
Role of Citizen in elections			

Governments in Brazil, Cuba and Mexico

Brazil - <http://countrystudies.us/brazil/100.htm>

Voting is considered both a right and a duty in Brazil; thus, registration and voting are compulsory between the ages of eighteen and seventy. Illiterates vote, but their voting registration card identifies their status, and they sign the voting list with a fingerprint on election day. The 1988 constitution lowered the voting age, permitting sixteen- and seventeen-year-olds to vote on a voluntary basis. In 1994 these young voters (who cannot legally drink or drive) totaled 2,132,190 (2.2 percent of the electorate). For these reasons, turnouts for all elections in Brazil are very high, usually more than 85 percent. At certain times, voters have cast blank and void ballots as a means of protest, especially in 1970, when military oppression was at its height.

<https://www.worldatlas.com/articles/what-type-of-government-does-brazil-have.html>

Government of Brazil

The government of Brazil is considered a federal representative democratic republic, under a presidential system. Under this system, the President is both the Head of State and the Head of Government. Multiple political parties are represented throughout the government and its administration. The administrative organization of Brazil includes the federal government, states, federal districts, and municipalities. This article focuses on the federal government, also known as União, which is divided into 3 branches: the executive, the legislative, and the judicial.

Role of the President

The President of Brazil is elected by the general population to serve a 4-year term, limited to 2 consecutive terms. However, a President who has served two consecutive terms may run for office in the future with a lapse of 4 years. The person in this office is in charge of the executive branch of government and is the Commander-in-Chief of the military forces. The President appoints members to the Cabinet and judges to the Supreme Court. The judge appointments must be approved by the Senate. The President is also able to propose new laws to the National Congress or enact provisional laws in cases of emergency. These provisional laws are effective for between 60 and 120 days and Congress can vote to make them permanent laws. In addition to the domestic duties of the office, the President also represents Brazil in international affairs.

Legislative Branch of The Government of Brazil

The legislative branch of government is administered by the National Congress and is responsible for writing and approving new laws. The Federal Senate and the Chamber of Deputies make up the National Congress. The Federal Senate is made up of 81 members, 3 representatives from each of the states and federal districts. Elections are alternated so one-third of the members are elected after a 4 year period and the other two-thirds are elected after the next 4 years. Each senator serves an 8-year elected term. The Chamber of Deputies consists of 513 members, who are elected based on proportional representation (the population size of their specific state or federal district). These individuals serve 4-year elected terms.

Cuba - <https://www.graphicmaps.com/cuba/government>

Elections in Cuba take place in two phases. The first phase involves the election of the delegates to the Municipal Assembly. On the other hand, the second phase involves the election of deputies to the National and Provincial Assemblies. Cubans nominate the candidates for Municipal Assemblies at nomination assemblies. Municipal Assemblies in turn nominate the candidates for provincial and national assemblies. No political parties are allowed to campaign including the Communist Party. Voters make their decisions based on the candidates' photos and biographies that are posted in public arenas. Voting takes place every five years.

The National Assembly of People's Power is the legislative body of the Cuban government. The members of the National Assembly gather at the El Capitolio. Its location is Havana, the country's capital city.

The Communist Party of Cuba is the only party to have legal recognition in the country. However, other parties do exist informally.

Political Parties and Elections In Cuba

<https://www.worldatlas.com/articles/what-type-of-government-does-cuba-have.html>

Cuba practices the one-party political system. It has a non-compulsory suffrage, eligible to Cuban citizens who have been in the country for two years. Such people are only afforded that privilege as long as they are 16 years of age and above, those not accused of any criminal offense, and not mentally handicapped. Cubans living abroad have no voting rights. The national elections are held as per the 1976 Constitution. As a one-party system country, the Communist Part is the official political party. Other important parties include the Liberty Party of Cuba, Social Democratic Coordination of Cuba, and Christian Democratic Party of Cuba among others. The Department of Revolutionary Orientation regulates media coverage. Mentally incapacitated people, prisoners, and those deprived of political rights cannot take part in the elections. In Cuba, political parties are not allowed to campaign. Voters can only choose candidates from their biographies and photos posted on public domains and locations.

Mexico – <https://www.worldatlas.com/articles/what-type-of-government-does-mexico-have.html>

Mexico (official name: the United Mexican States) is a federal presidential representative democratic republic where the president is both head of state and head of government. The current government of Mexico is guided by the 1917 constitution. Mexico's government has three branches, namely the executive branch, legislative branch, and judiciary branch. There is provision for separation of powers, although each branch keeps the other in check.

President of Mexico

As a federal republic, the President of Mexico is the head of the executive. The president is the commander-in-chief of the armed forces and also the head of state. The President of Mexico is elected by an absolute majority of the 31 states and the federal districts. Mexico's president is elected for six years and cannot be re-elected. The President is mandated to appoint and dismiss cabinet ministers and nearly all other officials of the executive. The President appoints the federal district's mayor, ambassadors, magistrates of the Supreme Court, and consuls general. The President further appoints the top officials of the Army, Navy, and Air Force with the approval of the Senate and he/she declares wars with the consent of the Congress of the Union. The Constitution guides the President to grant pardons for convicted criminals.

Legislative Branch of The Government of Mexico

Mexico has a bicameral national congress made up of the Senate (upper house) and the Chamber of Deputies (lower house). The Senate consists of 128 members, where two are elected for each state, and 2 represent the federal district. 32 Senators are awarded through the principle of the first minority, while another 32 are elected through proportional representation. Senators serve six-year terms and cannot be elected for the subsequent term. The Chamber of Deputies is made of 500 members. 200 of the deputies are elected through proportional representation, where they represent large plurinominal districts. The rest of the deputies represent single-member districts, and they serve a three-year term. The legislature is mandated to pass legislation and approve the national budget. Congress retains the right to approve Presidential nomination of diplomats and approves or accepts treaties made with other countries. Congress also imposes taxes and declares war. The Legislature appoints an interim president in case of impeachment or death of the sitting President.

http://www.northeastern.edu/levelblog/2016/06/09/marketers_guide_infographic/

Appendix I

What is an Infographic?

WHAT IS AN INFOGRAPHIC?

You're looking at one right now!
Infographics are a fun way to learn about a topic without a lot of reading. There are many styles of infographics and data visualizations, but the ultimate goal for all infographics is to be shared!

AN INFOGRAPHIC IS:

- A data-rich visualization of a story or thesis
- A tool that can educate and inform in one glance

WHY THEY'RE VALUABLE:

High quality infographics are **30 times more likely** to be read and retained than text articles.

Text articles: 1 icon
Infographics: 30 icons

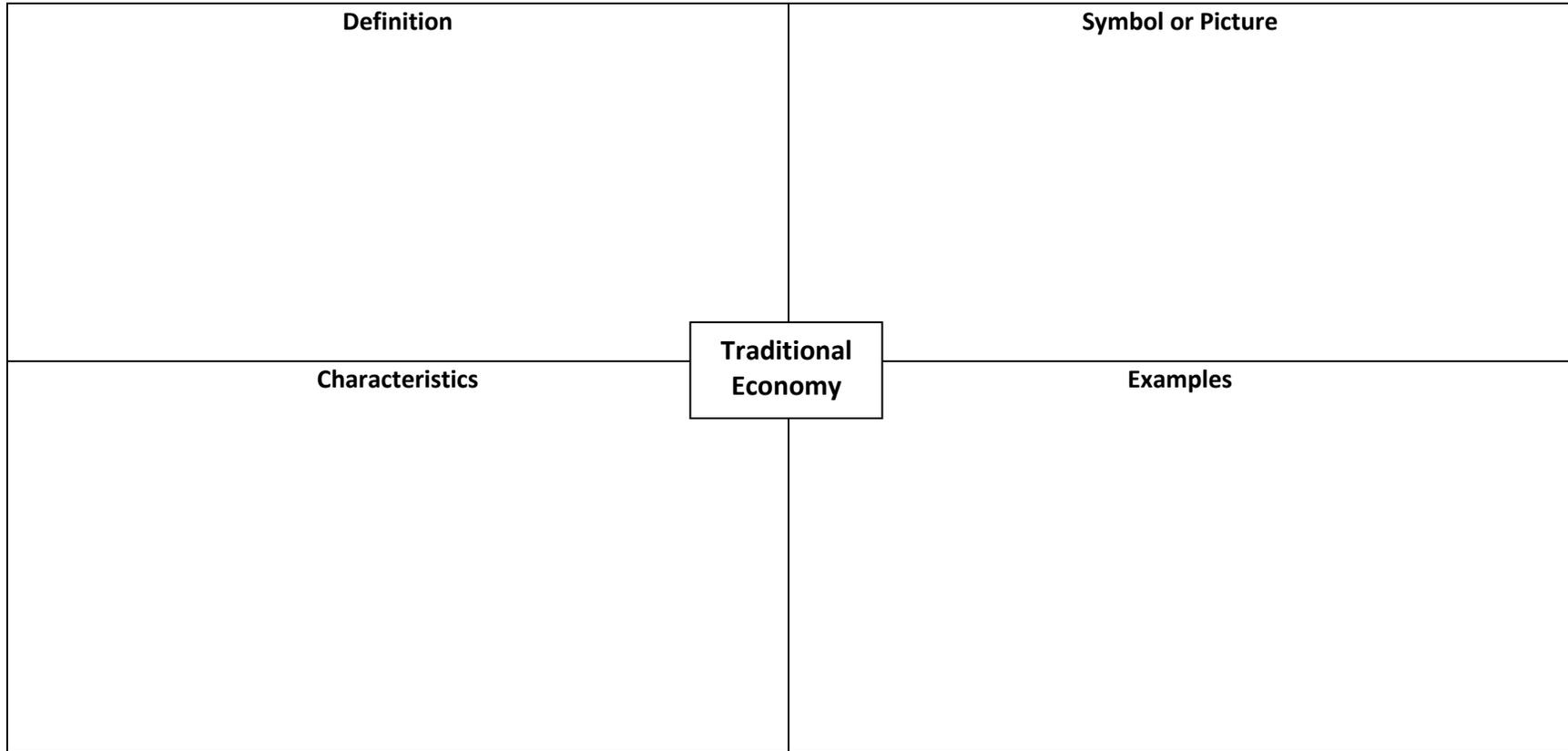
40% of people respond better to visual information than text.

Sample Instructional Activities/Assessments	
Types of Economic Systems	
<p>NOTE: Teacher may choose to condense this information into a document for students to use.</p> <p>1. Have students read the information on each type of economic system.</p> <ul style="list-style-type: none"> • <i>Traditional Economy</i>: https://www.thebalance.com/traditional-economy-definition-examples-pros-cons-3305587 • <i>Market Economy</i>: https://www.thebalance.com/market-economy-characteristics-examples-pros-cons-3305586 • <i>Command Economy</i>: https://www.thebalance.com/command-economy-characteristics-pros-cons-and-examples-3305585 • <i>Mixed Economy</i>: https://www.thebalance.com/mixed-economy-definition-pros-cons-examples-3305594 <p>2. As they read have them complete the organizers in the appendix. (Appendix J – M)</p> <p>3. Review main points of each economic system as a class.</p> <p>Summary: Groups of 4:</p> <ol style="list-style-type: none"> 7. Assign each group one of the economic systems. They may choose to do either an <i>I am Poem</i> or <i>Be the Thing</i> Paragraph. (Appendix N – O) 8. Have students share their work by rotating it around among groups. 9. Use “Brag on a Classmate” to have students share work. (After students have passed around their work, ask students if they saw a group’s work they want to “brag on”. Have students share work.) 	
GSE Standards and Elements	<p>SS6E1 Analyze different economic systems.</p> <ol style="list-style-type: none"> a. Compare how traditional, command, and market economies answer the economic questions of 1-what to produce, 2-how to produce, and 3-for whom to produce. b. Explain that countries have a mixed economic system located on a continuum between pure market and pure command.
Literacy Standards	<p><u>Reading Skills</u></p> <p>L6-8RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>L6-8RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>L6-8RHSS4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p>

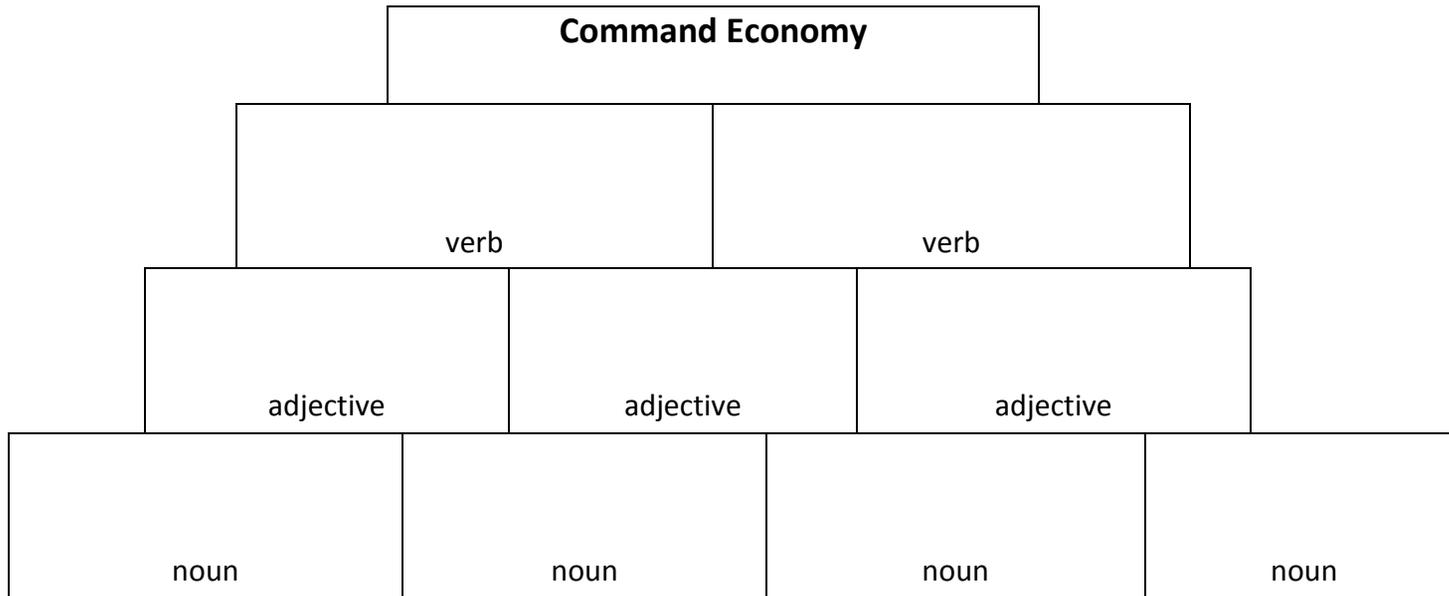
<p>Connection to Social Studies Matrices (information processing and/or map and globe skills)</p>	<p><u>Information Processing Skills</u></p> <p>1. compare similarities and differences 6. identify and use primary and secondary sources 11. draw conclusions and make generalizations</p>
<p>Enduring Understanding(s)</p>	<p>Production, Distribution, Consumption: The student will understand that the production, distribution, and consumption of goods/services produced by the society are affected by the location, customs, beliefs, and laws of the society.</p>

Frayer Model – Traditional Economy

Appendix J



“It is...” – Command Economy



Remember: A noun can be a person, place or thing. You can also use proper nouns.

Summary Paragraph

Include definition, characteristics, one advantage, one disadvantage and one example in Latin America.

“Concept Definition Map” – Market Economy

Appendix L

Definition

Market Economy

Characteristics

Advantages

Disadvantages

Other Information/Example

Appendix M

“The Most Important Thing” – Mixed Economy

Mixed Economy

The most important thing about a mixed economy is...

Detail 1:
Detail 2:
Detail 3:
In Summary the one word that summarizes a mixed economy is

I am _____

Appendix N

Be sure to *explain* your response with evidence.

I am
I want
I focus
I work
I feel
I think
I produce
I am

Sample Instructional Activities/Assessments	
Which Country Would You Choose?	
<p>Students work in groups of 3 or 4.</p> <ol style="list-style-type: none"> 1. Read the entrepreneur scenario and directions with the students. (<i>Appendix P</i>) 2. Give students the country profiles. (<i>Appendix Q – S</i>) Have them highlight or label information as a positive (+) or negative (-) according to the entrepreneur scenario. 3. Students will then make their decision on which country they want to start their business. Have them complete the We Choose handout to explain their choice. (<i>Appendix P</i>) 4. Post 3 signs around the class. Country A, Country B, Country C. Have groups go to the sign where they would start their business. Have students share reasons with other students who chose that country. Form one large group within the country and prepare reasons why they chose the country. Select 1 to 3 spokespeople for the country. 5. Have each country share their reasons. Students may move to another country as students share their reasons. 6. Reveal each country’s identity. Country A – Mexico, Country B- Brazil, Country C- Cuba 7. Summarize student discussion. 8. Share the image showing the location of each country on the economic freedom index continuum. (<i>Appendix T</i>) 	
GSE Standards and Elements	<p>SS6E1 Analyze different economic systems.</p> <ol style="list-style-type: none"> b. Explain that countries have a mixed economic system located on a continuum between pure market and pure command. c. Compare and contrast the basic types of economic systems found in Mexico, Cuba, and Brazil. <p>SS6E3 Describe factors that influence economic growth and examine their presence or absence in Brazil, Cuba, and Mexico.</p> <ol style="list-style-type: none"> e. Describe the role of entrepreneurship.
Literacy Standards	<p><u>Reading Skills</u></p> <p>L6-8RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>L6-8RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>L6-8RHSS4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>L6-8RHSS7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p>

<p>Connection to Social Studies Matrices (information processing and/or map and globe skills)</p>	<p><u>Information Processing Skills</u></p> <ol style="list-style-type: none"> 1. compare similarities and differences 6. identify and use primary and secondary sources 7. interpret timelines, charts, and tables 11. draw conclusions and make generalizations 15. determine adequacy and/or relevancy of information
<p>Enduring Understanding(s)</p>	<ul style="list-style-type: none"> • Gain from Trade: The student will understand that parties trade voluntarily when they expect to gain. • Production, Distribution, Consumption: The student will understand that the production, distribution, and consumption of goods/services produced by the society are affected by the location, customs, beliefs, and laws of the society.



Appendix P

You are an entrepreneur in Latin America and you have been very successful in business. Your latest business success is creating and manufacturing a new line of clothing. You want to share your success as an entrepreneur and help another entrepreneur introduce their own line of clothing. As a result of this you created a contest, “Make it Happen” to have entrepreneurs from Latin America apply to receive money to begin their business. You had so many applicants you had to put together a team to review them! This team has now submitted three prospective entrepreneurs from 3 different countries – the final three! It is now your decision to make. Your team thought each candidate was equally qualified so the recommendation was made to look at the profile of each candidate’s country and decide which candidate would have the best opportunity to succeed in the new business. As we all know, location matters! In order to be fair, the review team gave you a country profile of each of the three countries where the entrepreneurs will start their business. You now have the task of selecting the winner.

Using the information in the country profiles, analyze the information to determine which country and entrepreneur has the best chance to succeed. If you think the information on the country profile sheet is a positive and would help the business, highlight it in yellow. If it is a negative or would not promote business growth highlight it in blue. As you highlight your information, make annotations about the reasons why you highlighted this information. This will help you make your decision as well as presenting your choice to the class.

After you have analyzed all of the information and chosen your country, you will share and explain your decision.

Based on my analysis, I would place my clothing business in Country _____ because

Country A

Appendix Q

Human Capital

Literacy Rate	94.5%
Life Expectancy	76.1 years
Health Care	Government funded medical and hospital care is available to all citizens. Private health care is available for those who can pay. Medical facilities are good in large cities but limited in remote areas.

Natural Resources

oil, natural gas, gold, silver, copper, lead, zinc, natural gas, timber

Other Information

Free trade agreements with 46 countries.
Compared to other Latin America countries: <ul style="list-style-type: none"> • Manufactures and exports same amount of good as rest of Latin America combined • Foreign trade is larger percentage of economy than any other large country • 8th largest producer of oil
“Property rights are protected by a modern legal framework, and records are digitized, but both are made less secure by a weak judicial system, frequent demands for bribes, and acts of criminal extortion.” https://www.heritage.org
GDP Per Capita: \$19,500
One of the more-industrialized countries in Latin America
Based on information from Frasier Institute – Economic Freedom 6.95 out of 10
1980’s economic reforms: “The government completely deregulated many industries , dismantled state enterprises , welcomed large amounts of foreign investment, and removed most import restrictions. It partly privatized telecommunications , the energy sector , and the transportation sector , including airlines, railways, and ports.” https://www.britannica.com
Same text with words defined: “The government completely (removed the laws from) many (businesses) , (took apart) state (businesses/projects) , welcomed large amounts of foreign investment, and removed most import restrictions. It partly

(turned over from the government to private companies) (related to sending and receiving phone calls, texts, etc.), the energy part/area, and the transportation part/area, including airlines, railways, and ports.”
Agriculture products: corn, wheat, soybeans, rice, beans, cotton, coffee, fruit, tomatoes; beef, poultry, dairy products; wood products
Industries: food and beverages, tobacco, chemicals, iron and steel, petroleum, mining, textiles, clothing, motor vehicles, consumer durables, tourism
Exports: manufactured goods, electronics, vehicles and auto parts, oil and oil products, silver, plastics, fruits, vegetables, coffee, cotton
Imports: metalworking machines, steel mill products, agricultural machinery, electrical equipment, car parts for assembly, repair parts for motor vehicles, aircraft, and aircraft parts, plastics, natural gas and oil products
Economic and social concerns: low real wages, high underemployment, inequitable income distribution, and few advancement opportunities for the largely indigenous population in the impoverished southern part of the country.
Internet Users: 59.5% (July 2016 est.)

Information taken from:

- <https://www.cia.gov/library/publications/the-world-factbook/>
- <https://www.heritage.org>
- <https://www.thebalance.com/>
- <https://www.britannica.com>
- <https://www.fraserinstitute.org/economic-freedom/map?geozone=world&page=map&year=2015>

Country B

Appendix R

Human Capital	
Literacy Rate	total population: 92.6%
Life Expectancy	total population: 74 years
Health	This country's healthcare system provides universal coverage. However, rural areas rarely have adequate facilities. Excellent private care is available in large cities to those who can afford it.
Natural Resources & Agricultural Products	
Iron ore, timber, aluminum, coal, copper, diamonds, petroleum, and natural gas cotton, cashews, oranges, sugar cane, lemons, pineapples, rice, soybeans, and tobacco	
Transportation	
<ul style="list-style-type: none"> • good road network in the Central and Southern plateaus • One of largest commercial aviation in Latin America • 7 major seaports 	
Communication	
Internet Users: 59.7% (July 2016 est.)	
Other Information	
GDP Per Capita: \$15,500	
Food processing and textiles- leading industries "Cotton is grown in the South for export and in the East to supply Brazil's textile industry." - http://www.scholastic.com/browse/subarticle.jsp?id=943	
"The government privatized dozens of financial institutions, manufacturers, and mining companies in the 1990s." - https://www.britannica.com	
Based on information from Frasier Institute – Economic Freedom 5.75	
Exports: transport equipment, iron ore, soybeans, footwear, coffee, automobiles	
Imports: machinery, electrical and transport equipment, chemical products, oil, automotive parts, electronics	
"About 74% of its exports consist of manufactured and semi-manufactured goods. Other important industries include food and beverages, textiles and consumer durables." - http://www.economywatch.com	

“One of the world’s larger economies. Its economy is mixed and based largely on a free-market (capitalist) system but with some government controls—for example, taxes and limitations on trade and on industrial pollution.”

-<https://kids.britannica.com/students>

Largest economy in Latin America

-<https://www.investopedia.com>

Information taken from:

- <https://www.cia.gov/library/publications/the-world-factbook/>
- <https://www.heritage.org>
- <https://www.britannica.com>
- <http://www.economywatch.com>
- <https://kids.britannica.com/students>
- <http://www.scholastic.com>
- <https://www.investopedia.com>
- <https://www.fraserinstitute.org/economic-freedom/map?geozone=world&page=map&year=2015>

Country C

Appendix S

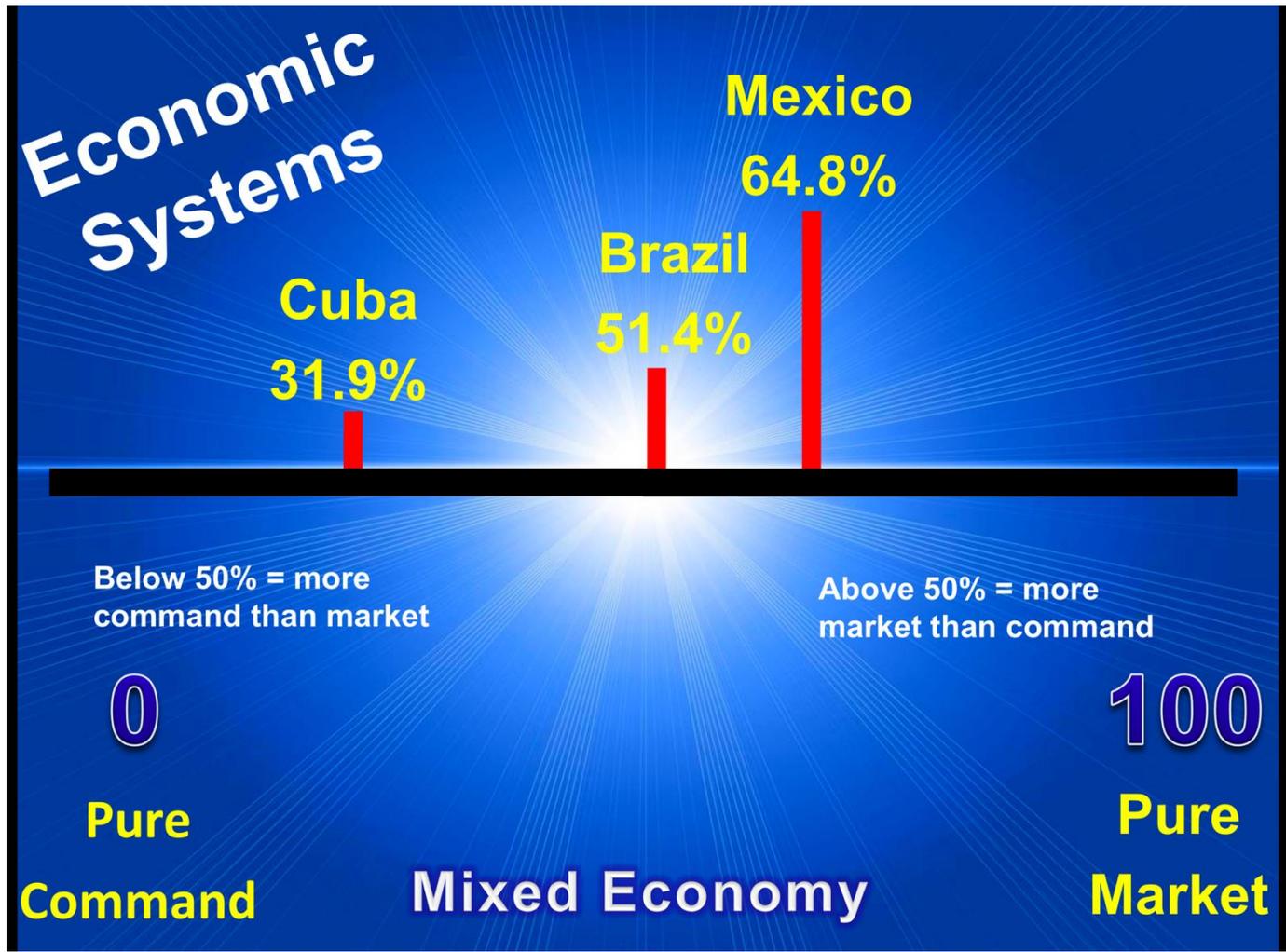
Human Capital	
Literacy Rate	total population: 99.8%
Life Expectancy	total population: 78.8 years
Health Care	“Health care is state-operated through the Ministry of Public Health and is available free, or at <u>nominal</u> cost, to the entire population.” - https://www.britannica.com
Natural Resources	
cobalt, nickel, iron ore, chromium, copper, salt, timber, silica, petroleum, arable land	
Transportation and Communication	
8 major seaports	
Internet Users:	percentage of population 38.8%
Other Information	
<p>“The government continues to balance the need for loosening its socialist economic system against a desire for firm political control. In April 2011, government leaders approved a plan for wide-ranging economic changes. Since then, the government has slowly and incrementally implemented limited economic reforms, including allowing citizens to buy electronic appliances and cell phones, stay in hotels, and buy and sell used cars. The government has cut state sector jobs as part of the reform process, and it has opened up some retail services to "self-employment," leading to the rise of entrepreneurs. More than 500,000 workers are currently registered as self-employed.”</p> <p>The government has updated its economic model to include permitting the private ownership and sale of real estate and new vehicles, allowing private farmers to sell agricultural goods directly to hotels, allowing the creation of non-agricultural cooperatives, adopting a new foreign investment law, and launching a “Special Development Zone” around the Mariel port.”</p> <p>-https://www.cia.gov/library/publications/the-world-factbook/</p>	
Planned economy, most industries owned by government	
Major industries: biotechnology and pharmaceutical	
Major agricultural products: sugarcane, potatoes, tobacco, rice, coffee, citrus, livestock, and beans	
Service industries: tourism, retail and finance	
GDP Per Capita: \$12,300 (2016 est.)	
Exports: Nickel, medical products, sugar, tobacco, fish, citrus, coffee	
Export Partners: Venezuela, Spain, Russia, Lebanon, Indonesia, Germany	
Imports: petroleum, food, machinery and equipment, chemicals	
Import Partners: China, Spain, Russia, Brazil, Mexico	

Information from:

- <https://www.cia.gov/library/publications/the-world-factbook>
- <https://www.worldatlas.com/>
- <https://www.britannica.com>

<https://www.heritage.org/index>

Appendix T



Culminating Unit Performance Task	
Top Ten List	
<p>Students work in groups. For each country, Mexico, Brazil, and Cuba, create a top ten list of important information that students learned during the unit.</p> <p>NOTE: You may want to assign countries to each group to ensure all countries are equally represented.</p> <ul style="list-style-type: none"> • This can be done on large sheets of paper and posted around the room. • Post like countries together. • Students participate in a gallery walk of “top 10 lists”. • Discuss common information from all posters. 	
<p>GSE Standards and Elements</p>	<p>SS6H1 Explain conflict and change in Latin America. d. Explain the impact of the Cuban Revolution and describe the current relationship between Cuba and the United States.</p> <p>SS6CG1 Compare and contrast various forms of government. c. Explain citizen participation in autocratic, and democratic governments. [i.e. the role of citizens in choosing the leaders of Mexico (presidential democracy), Cuba (autocratic), and Brazil (presidential democracy)]. d. Describe the two predominant forms of democratic governments: parliamentary and presidential.</p> <p>SS6E1 Analyze different economic systems. d. Compare how traditional, command, and market economies answer the economic questions of 1-what to produce, 2-how to produce, and 3-for whom to produce. e. Explain that countries have a mixed economic system located on a continuum between pure market and pure command. f. Compare and contrast the basic types of economic systems found in Mexico, Cuba, and Brazil.</p> <p>SS6E2 Give examples of how voluntary trade benefits buyers and sellers in Latin America. c. Compare and contrast different types of trade barriers, such as tariffs, quotas, and</p>

	<p>embargos. SS6E3 Describe factors that influence economic growth and examine their presence or absence in Brazil, Cuba, and Mexico. e. Describe the role of entrepreneurship.</p>
<p>Literacy Standards (Standards used depend upon the choice of the activity.)</p>	<p><u>Reading Skills</u> L6-8RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources. L6-8RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. L6-8RHSS4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. L6-8RHSS7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p>
<p>Social Studies Matrices (Standards used depend upon the choice of the activity.)</p>	<p><u>Informational/Processing Skills</u> 1. compare similarities and differences 5. identify main idea, detail, sequence of events, and cause and effect in a social studies context 6. identify and use primary and secondary sources 11 draw conclusions and make generalizations 15. determine adequacy and/or relevancy of information</p>
<p>Enduring Understanding(s)</p>	<ul style="list-style-type: none"> • Conflict and Change: The student will understand that when there is conflict between or within societies, change is the result. • Governance: The student will understand that as a society increases in complexity and interacts with other societies, the complexity of the government also increases. • Gain from Trade: The student will understand that parties trade voluntarily when they expect to gain. • Production, Distribution, Consumption: The student will understand that the production, distribution, and consumption of goods/services produced by the society are affected by the location, customs, beliefs, and laws of the society.