

SPECIAL ED

CUBA AND THE UNITED STATES



INCLUDES GOOGLE SLIDES

This unit was created with this guy in mind. He has autism and an intellectual disability. He is a non-reader, has a very short attention span, and has a few foundational math skills. With some support, he is able to do this unit and enjoys the challenge. He is my tester!!



US/Cuba Relations

Unit

By

Christa Joy

Special Needs for Special Kids



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In separate files, you will find:

- Lesson plans
- Voice recorded PowerPoint
- Directions and link to digital activities

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This unit contains over 150 pages of material and 34 google slides. I have included a detailed lesson plan to help you make the most of everything in this unit including how to add some group activities.

US and Cuba Relations Lesson Plan

Preparation

- Print out a vocabulary board for each student to use throughout unit
 - Laminate or place in page protector
- Book
 - Print out, laminate, and bind
 - OR your students can listen to the pre-recorded version
- Vocabulary cards
 - Print out a set of cards onto cardstock and laminate
 - Make one set for each student and also one for the teacher to use in I Spy games
- Print the large timeline cards on cardstock and laminate.
 - For additional ideas on how to use these, go to:
<https://specialneedsforspecialkids.org/2018/06/13/making-a-life-sized-timeline/>

Preassessment (do day 1 before starting lesson)

- Choose the form of the assessment that best fits the learning level of your students
- Give the assessment to assess what your students may already know
- I cannot emphasize enough how important this step is. If you want to see growth, this preassessment is so important!!

Teaching Tips

1. *Color Coding:* this is a really easy way to add more structure to a matching activity. Outline or color in an empty box or sorting label. Outline or color in the corresponding picture symbols the same colors. Becomes a color matching task.
 - a. For more info, read more here:
<https://specialneedsforspecialkids.org/2015/09/05/using-color-coding-for-differentiation/>
 - b. I also have a blog post on differentiating one activity 3 ways:
<https://specialneedsforspecialkids.org/2018/10/22/differentiating-1-activity-3-ways-easily-and-effectively/>
2. *Make you own copies of the activities:* Every day I review the activity we did yesterday. For that reason:

The lesson plans contain:

Overall tips for teaching
students with significant
needs

Quick Look

Day	Activity	Day	Activity
1	<ul style="list-style-type: none">• Book• Vocab cards introduction• Circle map	7	<ul style="list-style-type: none">• Book• Vocabulary cut and paste• Vocabulary puzzle
2	<ul style="list-style-type: none">• Book• Vocab cards activity• Large Timeline Activity• Cause and Effect activity	8	<ul style="list-style-type: none">• Book• Vocab cards activity• Close worksheet
3	<ul style="list-style-type: none">• Book• Vocab cards activity• Large Timeline Activity• Cause and Effect activity	9	<ul style="list-style-type: none">• Book• Vocab cards activity• Close worksheet
4	<ul style="list-style-type: none">• Book• Vocab cards activity• Large Timeline Activity• Cut and paste timeline	10	<ul style="list-style-type: none">• Book• Vocab cards activity• Close worksheet
5	<ul style="list-style-type: none">• Book• Vocab cards activity• Large Timeline Activity• Writing prompt	11	<ul style="list-style-type: none">• Book• Vocab cards activity• Close worksheet
6	<ul style="list-style-type: none">• Book• Vocabulary cut and paste• Vocabulary puzzle		

The lesson plans contain:

A quick look at what you will do each day

Day 1

Activity	Notes	Materials
Read or listen to a recording of the book (15 minutes)	<ul style="list-style-type: none">• Since this is the first time students are seeing the book, I focus a lot on the pictures<ul style="list-style-type: none">◦ Ask lots of questions about what they might think the pictures mean or may relate to• Make connections between book and vocabulary board (have students find relevant symbols on their boards to go with a concept or photo on page.)• Go through the book twice, once just looking at the photos and a second time reading the story	<ul style="list-style-type: none">• Book• Vocabulary board
Vocabulary cards (5 minutes)	<ul style="list-style-type: none">• This first day, I am just introducing and allowing the students to explore/look at the cards• Make connections between cards and vocabulary board (have students matching symbols on the board)	<ul style="list-style-type: none">• Vocabulary cards• Vocabulary board
Circle Map (10 minutes)	<ul style="list-style-type: none">• Do the circle map which is a general overview of US/Cuba relations• Choose the best version (errorless or not) depending on the learning level of your students• Students cut out symbols and place in circle map• Make connections to the book as necessary	<ul style="list-style-type: none">• Circle map• Scissors• Glue
Sharing (10 minutes)	<ul style="list-style-type: none">• Each student shares their circle map with the group using the communication method of their choice• This repetition is so important. Students are hearing the relevant vocabulary when:<ul style="list-style-type: none">◦ Read the story◦ Review the vocabulary cards and board◦ Complete the circle map◦ Share the circle map	<ul style="list-style-type: none">• Completed circle maps• Communication devices

The lesson plans contain:

Detailed instructions on how that day's lesson should run



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This unit comes with a vocabulary board.

Vocabulary boards are great for ALL students to assist with participation and engagement in group discussions.

Tips on how to use in the unit!!

In fact, Cuba is the only country in the world that the United States refuses to do ANY trade with. We have not traded with Cuba for more than 50 years.



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Fidel Castro was a **ruthless** leader and declared that Cuba would now be a **communist** country and would work closely with the Soviet Union.



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There is a book with this unit using simple text and photos. It is 54 pages and is an overview of the relationship between Cuba and the United States including the trade embargo.

- pdf version
- voice-recorded PPT
- mp4 movie format

Cuba

An island just south of Florida in the Caribbean that is ruled by a dictator.



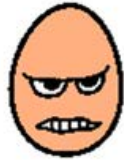
Fidel Castro

Overthrew the Cuban government in 1959. He was a ruthless leader for over 50 years.



ruthless

Having no pity or compassion for others.



communist

All property is owned by the government and everyone works for the common good of all people.



dictatorship

Country that is ruled by one single person who makes all the laws.



President Obama

First president to visit Cuba in 80 years and tried to ease tensions between the 2 countries.



diplomat

Official in another country who tries to work with that country and helps build a relationship.



embassy

Where diplomats and other official stay and work when visiting another country.



There are 12 vocabulary cards that come in color and black and white.

Included are suggestions for group activities to do with these each day.

Cuba

An island just south of Florida in the Caribbean that is ruled by a dictator.



ruthless

Having no pity or compassion for others.



Fidel Castro

Overthrew the Cuban government in 1959. He was a ruthless leader for over 50 years.

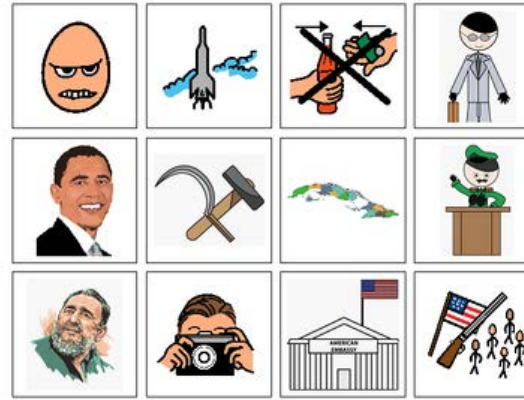


communist

All property is owned by the government and everyone works for the common good of all people.

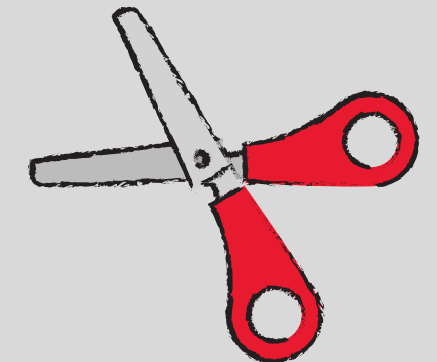


Match the pictures with the definitions on the previous pages.



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There is a cut and paste activity where students will match either the picture to the definition (easier) or the definition to the picture (harder).



embargo



tourism



Bay of Pigs

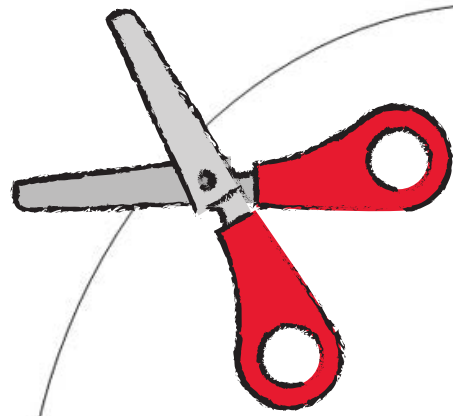


Cuban Missile Crisis



Match the definition to the pictures on the previous pages.

In 1961, when the United States tried to invade Cuba and remove Castro. They failed.	Money that is made from people coming there for vacation.	Having no pity or compassion for others.
Overthrew the Cuban government in 1959. He was a ruthless leader for over 50 years.	Official in another country who tries to work with that country and helps build a relationship.	All property is owned by the government and everyone works for the common good of all people.
First president to visit Cuba in 80 years and tried to ease tensions between the 2 countries.	An island just south of Florida in the Caribbean that is ruled by a dictator.	Country that is ruled by a single person who makes the laws.
Refusing to sell or trade anything with another specific country.	Where diplomats and other officials stay and work when visiting another country.	A confrontation between the United States and the Soviet Union in 1962 over the presence of missile sites in Cuba.



Cut apart pictures and place in circle map.

Errorless version



Cut apart pictures and place in circle map **ONLY IF** they relate to the US and Cuba.



The Picture Comm
Worldwide. U.S.

There is 1 circle map in this unit. One covers general facts about the US relations with Cuba covered in the book.

Circle maps are a great way for students to see the concept at a glance.

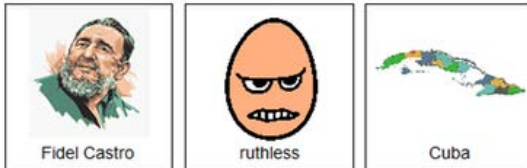
Each circle map has 2 versions:

- One is errorless
- One has wrong answers mixed in students will have to set aside



1959

Fidel Castro overtakes the government of Cuba.

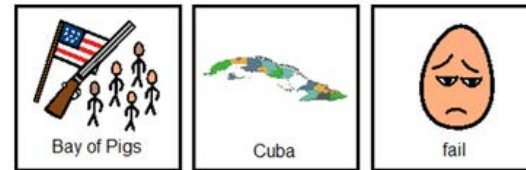


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1961

The US attacks Cuba to remove Castro at The Bay of Pigs. They failed.



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2014

President Obama is the first president to visit Cuba in 80 years.



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There are 9 large timeline cards to use in a group activity. They cover some of the main past events concerning the relationship between the US and Cuba.

Timeline

1959

1960

1961

1962

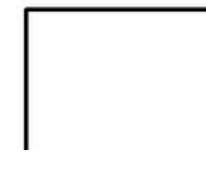


1991

2000

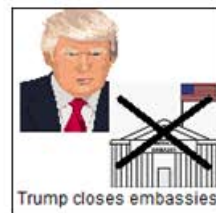
2014

2017

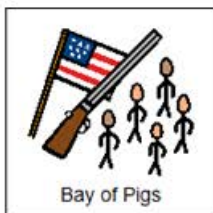


Timeline symbols

The Picture Communi
Worldwide. Used



Trump closes embassies



Bay of Pigs



trade embargo



medicine & food



Cuban Missile Crisis



Castro gains power



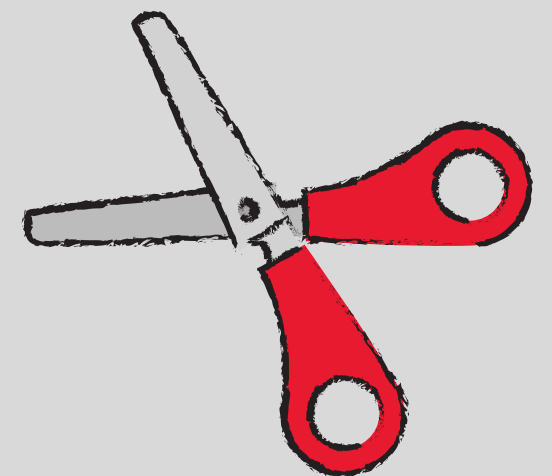
Obama visits Cuba









fall of Soviet Union

There is a cut and paste version of this timeline as well.

Suggestions for differentiation are included.



Find the what the *effect* was of each action below.



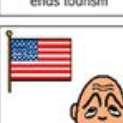



 Castro takes power	→	<input type="text"/>
 trade embargo	→	<input type="text"/>
 Bay of Pigs	→	<input type="text"/>
 Cuba and Soviet Union team up	→	<input type="text"/>
 Castro gets sick	→	<input type="text"/>
 diplomats get sick	→	<input type="text"/>

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Match with the correct cause on the previous page.

 Castro's brother takes over	 US fails
 trade embargo	 Cuban Missile Crisis
 US Embassy closes	 ends tourism

Find the what the *cause* was of each action below.

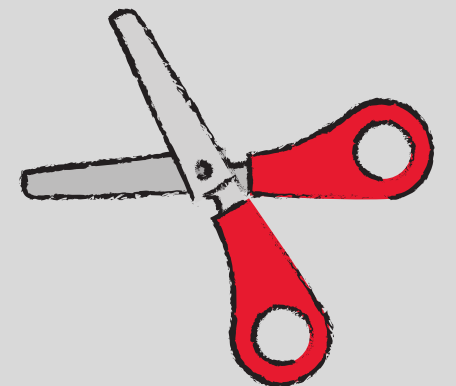
<input type="text"/>	→	 trade embargo
<input type="text"/>	→	 ends tourism
<input type="text"/>	→	 US fails
<input type="text"/>	→	 Cuban Missile Crisis
<input type="text"/>	→	 Castro's brother takes over
<input type="text"/>	→	 US Embassy closes

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Match with the correct effect on the previous page.

 Cuba and Soviet Union team up	 Castro takes power
 Castro gets sick	 trade embargo
 diplomats get sick	 Bay of Pigs

There is a cut and paste activity looking at different causes and effects of different things that occurred between the US and Cuba.



Trade Embargo

I think the trade embargo with Cuba should

The embargo hurts



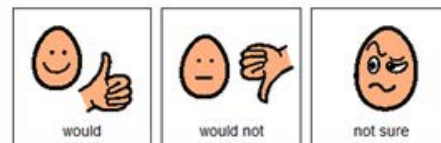
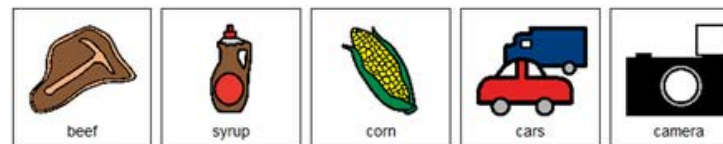
If the embargo ended:

the first thing I would buy would be

the first thing I would sell would be

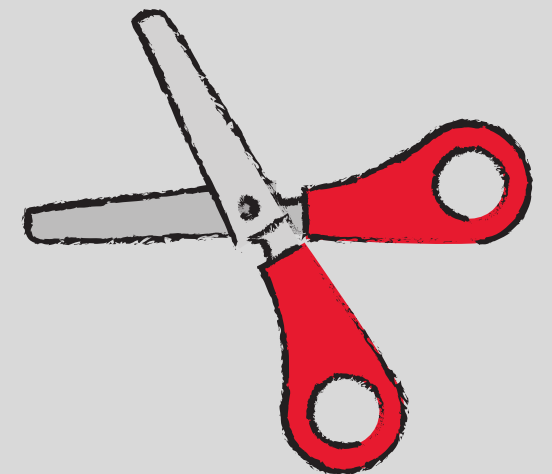
I want to visit Cuba some day.

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



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There is a writing prompt where students will write about the trade embargo. This is an errorless activity.















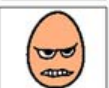



US and Cuba Relations










 embargo		 Castro		 Bay of Pigs	
 ruthless	 Bay of Pigs			 dictator	
	 Cuban Missile Crisis		 dictator		 embargo
 dictator		 embargo	 Castro	 Cuban Missile Crisis	 Bay of Pigs
	 Castro		 Bay of Pigs	 embargo	
 Bay of Pigs		 ruthless		 Castro	

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Place the following images in the empty squares on the previous page, completing the sudoku puzzle.

 Castro	 Castro	 embargo	 embargo
 Bay of Pigs	 Cuban Missile Crisis	 Cuban Missile Crisis	 Cuban Missile Crisis
 Cuban Missile Crisis	 dictator	 dictator	 dictator
 ruthless	 ruthless	 ruthless	 ruthless

US and Cuba Relations

 Castro		 Cuban Missile Crisis	
 Cuban Missile Crisis	 Bay of Pigs	 embargo	
	 Cuban Missile Crisis	 Castro	 embargo
 embargo			

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There is a Sudoku puzzle in this unit as well. This is a great way to work with the new vocabulary!!

There are 2 versions (6x6 and 4x4) plus answer keys.



US and Cuba Relations

ENDFILSQYOTJLFWXHWAC
ADKPLRXRFAXSTEDQHMXA
YSUMLBUBDYDXVIPHGREA
HCKXOBNTDIPLOMATLSYA
KOUHPUYMHCASTROKYGQV
XNDBYLNWMLTSDICTATOR
YWBEAVCEJYEIULKQWENV
IRAVGNMOMIPHEMZFMPIU
TNYCQQMEMBTASFVFKBWT
JLOJBWWIVMANUGHHYAVM
DKFPZTFZSBURZAXWJSIF
NJPTDEOIASKNNGSFOISBZ
WMI EYQUURPLZIONYUYTC
KLGGIOWRRUYEJSIRZROU
KSSJYXACCIRRCATHNBJB
VQVZTUMZZWSBLRRKQDRA
MPDLKRLRYJFOMXTIZXVGA
MRWFGVUERRKGGJODSKDWV
DENLDCGOFPCPPZGYIBCR
UJ OX IZZWHXQQFHRETSTN

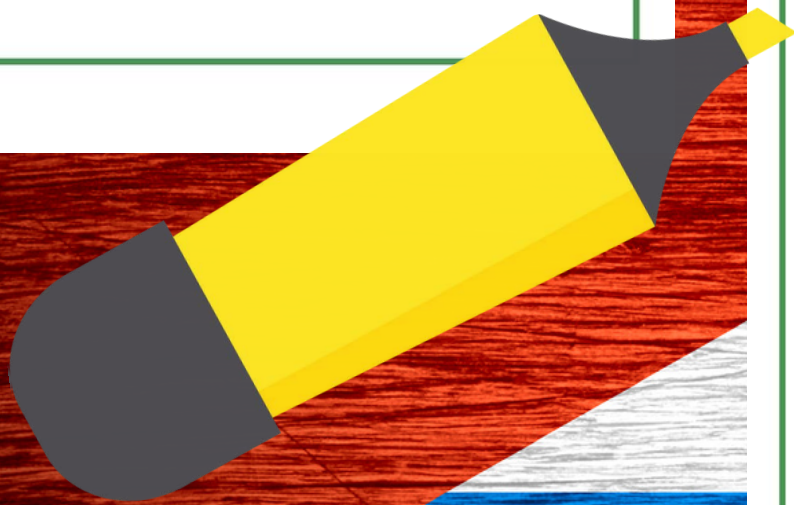
Cuban Missile Crisis	Bay of Pigs	communist	ruthless
dictator	diplomat	tourism	embargo
embassy	Castro	Cuba	

US and Cuba Relations

ENDFILSQYOTJLFWXHWAC
ADKPLRXRFAXSTEDQHMXA
YSUMLBUBDYDXVIPHGREA
HCKXOBNTDIPLOMATLSYA
KOUHPUYMHCASTROKYGQV
XNDBYLNWMLTSDICTATOR
YWBEAVCEJYEIULKQWENV
IRAVGNMOMIPHEMZFMPIU
TNYCQQMEMBTASFVFKBWT
JLOJBWWIVMANUGHHYAVM
DKFPZTFZSBURZAXWJSIF
NJPTDEOIASKNNGSFOISBZ
WMI EYQUURPLZIONYUYTC
KLGGIOWRRUYEJSIRZROU
KSSJYXACCIRRCATHNBJB
VQVZTUMZZWSBLRRKQDRA
MPDLKRLRYJFOMXTIZXVGA
MRWFGVUERRKGGJODSKDWV
DENLDCGOFPCPPZGYIBCR
UJ OX IZZWHXQQFHRETSTN

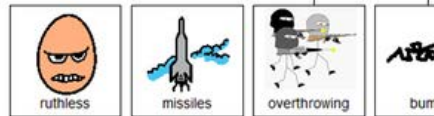
Cuban Missile Crisis	Bay of Pigs	communist	ruthless
dictator	diplomat	tourism	embargo
embassy	Castro	Cuba	

There is also a word search to work with vocabulary. If your students cannot do a word search, have them highlight the circle words on the answer key.



US/Cuba Relations

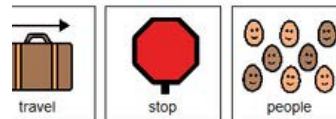
1. The US and Cuba have had a relationship.
2. Castro became the leader of Cuba by the government.
3. Castro was a leader.
4. The US tried to get rid of Castro at the Bay of Pigs. It did work.
5. 1962 was a very nervous time for the world. The Union tried to build and store .



Trade Embargo

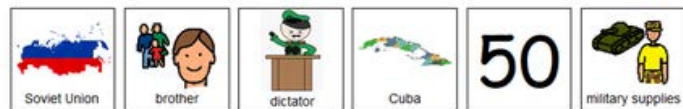
1. The US has a trade embargo against .
2. The embargo was meant to make Cuba become .
3. The embargo hurt the of Cuba more than Castro.
4. The embargo meant there could be no trade, and no one could to Cuba.

around the world want the embargo to



Fidel Castro

1. Fidel Castro was the leader of .
2. He was a .
3. Castro made sure Cuba was close with who sold to Cuba.
4. When Castro stepped down, his took over.
5. Castro was the leader of Cuba for years.

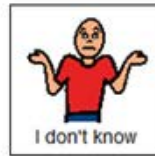
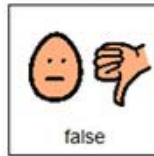
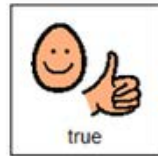


Close worksheets are a great informal assessment. There are 4 worksheets. 2 are a general overview, 1 reviews the trade embargo, and one is on Fidel Castro.

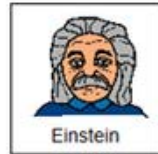
Answer key included.



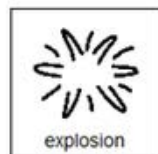
1. True or False. Cuba is the only country the US has ever had a trade embargo against.



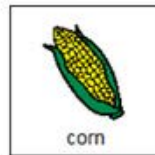
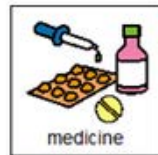
2. Who was the leader of Cuba for 50 years?



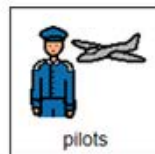
3. How did the US try to remove Castro from power?



4. What did the Soviet Union sell to Cuba?



5. The Cuban Missile Crisis was so serious because it involved:



FINALLY the assessment!!
There are 3 versions. This version has 10 questions with 3 picture choices for each question.

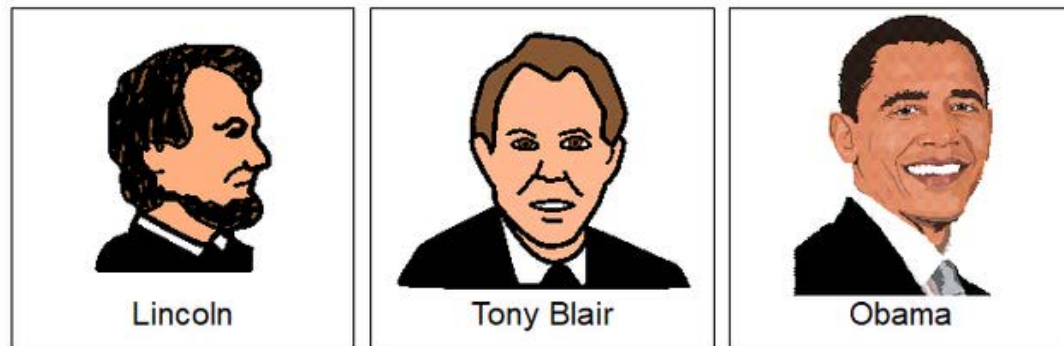
Answer key included.

Print onto cardstock or mount on index cards. Cut pictures apart and show student answer choices for each question.

Q 7



Q 8



With this version, you cut out the answer choices and glue them on index cards. Ask the student the question, and they point to the correct answer.

1. True or False. Cuba is the only country the US has ever had a trade embargo against.
 - A. True
 - B. False
 - C. I don't know
2. Who was the leader of Cuba for 50 years?
 - A. Einstein
 - B. Queen Margretha
 - C. Fidel Castro
3. How did the US try to remove Castro from power?
 - A. Explosion
 - B. Bay of Pigs
 - C. With money
4. What did the Soviet Union sell to Cuba?
 - A. Medicine
 - B. Military supplies
 - C. Corn
5. The Cuban Missile Crisis was so serious because it involved:
 - A. Nuclear weapons
 - B. Kids
 - C. Pilots
6. What was/is the main economy of Cuba?
 - A. Lumber
 - B. Computers
 - C. Tourism

This is your traditional multiple choice version. It can also be used as a recording sheet if your students are using the version with index cards.

Watch the
movie on US
and Cuba
Relations

US & CUBA

The Unilateral Trade
Embargo

This unit also has
digital activities.
There is a movie
version of the books
students can listen to
read aloud.



Find the effect of each action related to the US and Cuba relations.



Christa Joy, Special Needs for Special Kids
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The digital activities have students click and drag their answers. There are 2 sets of 17 slides.

Timeline

1959

1960

1961

1962

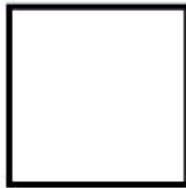


1991

2000

2014

2017



Place the events in the correct location on the timeline.



The second set of slides is differentiated using color.



I realize there will be some students out there unable to do cutting activities. I have a blog post with ways to complete activities without a pair of scissors!!

All of the activities (except the book) come in color and black and white.

[Click Here to read more!!](#)