



KELLEY
SCHOOL OF BUSINESS
Institute for International Business



CIBER Focus Interview Series

Lesson Plans

Lesson Title: Inside Look at Cuba's Economy and Influence of US Relations

Grade: 11-12

Estimated length of Lesson: 5 - 45 minute class periods

Indiana Standard(s) covered:

Global Economics

- GE-2.1 Describe the various economic systems
- GE-2.2 Identify questions that must be answered by any economic system and how they are categorized by how they answer the basic economic questions
- GE-2.3 Evaluate the strengths and weaknesses of various economic systems
- GE-4.1 Demonstrate how all countries are interdependent
- GE-4.2 Explain how specialization promotes international trade and how international trade increases total world output
- GE-4.3 Explain how governments and cartels/syndicates influence world trade
- GE-4.6 Evaluate the effects of trade agreements among nations and barriers to trade

Economics

- E.4.1 Explain the roles of government in a market economy.
- E.4.4 Describe major revenue and expenditure categories and their respective proportions of state and federal budgets.
- E.4.6 Explain how costs of government policies may exceed benefits because social or political goals (rather than economic efficiency) are being pursued.
- E.8.1 Explain that most trade occurs because producers have a comparative advantage (rather than an absolute advantage) in the production of a good or service.
- E.8.2 Explain the benefits of trade among households and countries.
- E.8.4 Define and explain the impact of trade barriers, such as quotas and tariffs, and analyze why countries erect them.

Inquiry: (What essential question are students answering, what problem are they solving, or what decisions are they making?)

- How do government policies that emphasize social/political goals decrease economic efficiency?
 - How has the embargo affected both the United States and Cuba?
- How would a complete lifting of the embargo between the United States and Cuba create economic change in both countries?
 - Which industries does each country have a comparative advantage.
- How do both the United States and Cuba feel about potential business and trade opportunities?

Objectives: (What content and skills do you expect students to learn from this lesson?)

- **Students will be able to...**
 - Describe the past relationship between the United States and Cuba.
 - Identify the social/political goals of Cuba.
 - Analyze

Materials: (What primary sources or local resources are the basis for this lesson?)

- **IU CIBER Focus Videos**
 - [US-Cuba Relations Part 1: The Past and Present](#) with Nick Cullather
 - [US-Cuba Relations Part 2: Economic and Legal Provisions](#) with David Fidler
 - [US-Cuba Relations Part 3: Beyond the Cold War Past to Partnerships](#) with Dr. Treto
 - [Inside Look at Cuba's Economy](#) with Alicia Perez
 - [Shifting Dynamics in Cuba and 'SPEA in Cuba' Program](#) with Dan Preston
 - [The Cuban Health Care System](#) with Dr. Marcelino Feal

Activities: (What will you and your students do during the lesson to promote learning?) Listed by Lesson Topic

1. History/Review of Cuba/US Relations

- a. Intro Video
 - i. [US-Cuba Relations Part 1: The Past and Present](#) with Nick Cullather
- b. Students should conduct research using the sources provided or your own sources to create a timeline for the events that have occurred that have affected the relationship between the United States and Cuba
 - i. 18th Century
 1. Smugglers and pirates
 - a. <http://pirates.hegewisch.net/havana.html>
 - ii. 19th Century
 1. US Slave owners - 16th century → abolished in 1886
 - a. <http://www.tracesofthetrade.org/guides-and-materials/historical/cuba-and-the-slave-trade/>
 - b. <https://www.tracingcenter.org/resources/background/james-dewolf/>
 2. Spanish-American War - 1898
 - a. <https://www.loc.gov/rr/hispanic/1898/intro.html>
 - iii. 20th Century

1. https://www.pbs.org/wgbh/commandingheights/lo/countries/cu/cu_overview.html
2. <https://history.state.gov/countries/cuba>
3. Guantanamo Bay - 1898
 - a. <https://gitmomemory.org/timeline/constructing-gtmo/>
4. Escape from Prohibition - 1920s
 - a. <https://www.ediblemanhattan.com/departments/notable-edibles/cuban-rum-runners/>

2. The Embargo and its Effects on both countries

- a. Cuban Revolution - 1959
- b. Cuba's Involvement in Cold War
 - i. <http://www.pbs.org/wgbh/americanexperience/features/comandante-cold-war/>
- c. Look at this source to see what's included in the embargo:
<https://www.state.gov/u-s-relations-with-cuba/>
- d. How has the embargo impacted the United States and Cuba? Which country has suffered more?

3. Cuba's Major Industries and Exports

- a. Intro Video
 - i. [Inside Look at Cuba's Economy](#) with Alicia Perez
 - ii. [The Cuban Health Care System](#) with Dr. Marcelino Feal
- b. <https://ustr.gov/countries-regions/americas/cuba>
- c. Which of these industries do you think is the most significant to Cuba's economy?
 - i. Tourism
 - ii. Healthcare - Medical Supplies
 - iii. Sugar
 1. Students are put into groups and are assigned to research the production and revenue from each of the industries in Cuba. After the research has been conducted, the class will deliberate on which industry is the most significant to Cuba's economy.

4. Challenges to the Lifting of an Embargo

- a. Intro Video
 - i. [US-Cuba Relations Part 2: Economic and Legal Provisions](#) with David Fidler
- b. Political Systems and Control
 - i. <https://www.cfr.org/backgroundunder/us-cuba-relations>
- c. China - Open Door Policy - Richard Nixon
- d. Vietnam - After War
 - i. How has the United States responded to the ending of other embargos? Which one of these do you think is going to be most like the situation with Cuba?

5. Future Possibilities

- a. Intro Video

- i. [US-Cuba Relations Part 3: Beyond the Cold War Past to Partnerships](#) with Dr. Treto
 - ii. [Shifting Dynamics in Cuba and 'SPEA in Cuba' Program](#) with Dan Preston
- b. Should the United States end its embargo with Cuba?
 - i. <https://cuba-embargo.procon.org/>
- c. Things Americans can do to prepare for Cuban relations
 - i. Learn about Cuba and its Culture
 1. Spanish
 2. Cuban history and traditions
 - ii. Don't expect rapid changes

Assessment: How will you assess what students learned during this lesson?

- Students will be conducting their own research on these topics and presenting them in various ways - presentations, discussions and deliberations.
- Teachers could come up with a cumulative assessment that includes the essential questions to the unit and grade based off of student answers to the questions.