

HEADING

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Subject Area: Social Studies/History

Concept/Topic: *With Open Heart and Open Arms: LGBTQ+ Cuban Refugees and the LGBTQ+ Community's Response to the Mariel Boatlift of 1980*

Date: November 2021

Grade Level: 12th

Time: 90 Minute class period

CONTEXT

This lesson is designed for a 1-2 class period long study of the LGBTQ+ community. The students will focus on a traveling and digital exhibition that has been developed by the LGBT Center of Central PA History Project. The exhibit is called *With Open Heart and Open Arms: LGBTQ+ Cuban Refugees and the LGBTQ+ Community's Response to the Mariel Boatlift of 1980*. Under the exhibit labeled "With Open Hearts & Open Arms" on the website, there are numerous sub sections that contains supporting information that the students will explore and learn from. To ensure all areas of the major sections are understood, the students will participate in called *Jigsaw*.

The *Jigsaw* activity is accomplished through two types of groups- the home group and the expert group. There are a total of 10 sub sections under the exhibit "With Open Hearts & Open Arms." The teacher will go through the first section "Gay Life in Pre-Castro Cuba/Homophobia/What's in a Name? Part 1" and model to the students what is expected of them before they begin to work on their own. For the rest of the 9 sections, the students will be split into 5 groups consisting of 5 people. First, the members of a home group will be given sections to study. Each reader will be responsible for identifying the important elements of their section through their reading and report back to the group the information they have gathered. After independently finding information on their section, the students will meet in an expert group who read about the same event to discuss their readings and take notes for additional information to share in their home group. To conclude, the students will reconvene in their home group to learn and share information from each of the readings of their event. The class period's duration is 90 minutes.

DESIRED RESULTS

With this lesson, the students should know all the information provided by the LGBT Center of Central PA History Project's travelling and digital exhibit called "With Open Heart

and Open Arms: LGBTQ+ Cuban Refugees and the LGBTQ+ Community’s Response to the Mariel Boatlift of 1980.” Further, the students should understand the roles of cultural institutions and the rich information that can be found within their museums, exhibits, and websites so that they will be able to refer to them in the future in any type of research project or writing assignment.

Big Ideas: The big ideas that the students should take away from this lesson include understating the stories of the 125,000 refugees that fled their homes in Cuba and traveled by American ships and boats to Key West in the Unites States, particularly those who left from the Cuban port of Mariel that were LGBTQ Cubans. Also, the students should understand how new Cuban residents of the United States were assisted in their resettlement by dedicated members of the LGBTQ community, including many from Pennsylvania who assisted at the resettlement camp in Fort Indiantown Gap, Pennsylvania, or helped those who settled in Pennsylvania.

The students will explore the exhibit’s original photos, digitized documents, and text from narrative labels to attain an understanding of the LGBTQ+ experiences by exploring the circumstances surrounding the exodus and resettlement and focusing on the personal stories of LGBTQ+ Cuban Immigrants who have since made their lives in this country.

Penna. State/Common Core Standards Applicable:

- 8.3.12.A
 - Identify and evaluate the political and cultural contributions of individuals and groups to United States history from 1890 to Present.
- 8.3.12.B
 - Identify and evaluate primary documents, material artifacts, and historical sites important to United States history from 1890 to Present.
- 8.3.12.C
 - Evaluate how continuity and change has influenced United States history from 1890 to Present.
- 8.3.12.D
 - Identify and evaluate conflict and cooperation among social groups and organizations in United States history from 1890 to Present.

Learning Objectives (SWBAT):

- Discuss LGBTQ+ Cuban Immigrant experience
- Describe personal stories of Cuban Immigrants who resettled in the USA
- Use the exhibit’s sections to record main ideas/key facts.
- Teach their classmates about the information they have learned
- Decide on which section they thought was most interesting
- Assemble a complete note organizer containing full notes from personal research and classmates’ research

EVIDENCE

The teacher will know whether the desired outcomes were achieved by incorporating formal and informal ongoing assessments. The students will be assessed through the completion of their note organizers that will be given to them at the beginning of class, and from the exit ticket that they will receive. The teacher will determine that the students have gained an understanding about the big ideas/concepts by checking their note organizers for completeness and a thorough set of notes that represent their section. Moreover, the teacher will know if they are able to perform the skills taught in this lesson by their ability to gather information individually and share that information with their classmates. Each student will be held accountable for their learning because each student will have a section that they will need to provide enough information so that their classmates will be able to grasp the concepts completely so they can answer the exit ticket question to the best of their abilities.

DIFFERENTIATION

There will be a another note organizer designed specifically for students with low reading levels and English Language Learners. The students will be required to pull out the main ideas of the text with the assistance of filling in the blank from sentences directly from the exhibit, and sentence frames.

The exit ticket will also be scaffolded to help English Language Learners and students with low reading levels by including sentence frames to assist the students in answering the questions to the best of their ability.

Materials:

- Website: <https://www.centralpalgbthistory.org/with-open-hearts--open-arms.html>
- Note Organizer
- Exit Ticket:
<https://docs.google.com/document/d/1mKbc7rrxLPjan1nZ2Vi1q64KRASipofWiklgn0GMx2E/edit?usp=sharing>
- Pen/Pencil
- White Board
- Dry erase marker
- Computer/Ipad/Tablet
- Notebook Paper/Worksheet paper

Procedures:

- **Anticipatory Set:**
- As students enter the classroom, they will notice that the desks are arranged in five different sections.

- i. Each section will have five seats – all seats containing the section number and corresponding letter with what section of the website the students will be covering.

ii. EX: **Section 1:**

- a. What's in a Name? Part 1 Continued – UMAP -- Mattachine Society – Leftist Gays in the US
- b. The Mariel Boatlift -- The Mariel Boatlift Part 2 -- Resettlement Camps- Resettlement Camps Continued
- c. Press Coverage --Immigration -- What's in a Name? Part 2
- d. LGBTQ+ Organizing --The Mariel Generation -- Life in PA
- e. Impact of AIDS -- AIDS in Cuba – LGBTQ+ Rights in Cuba
 - i. Letters are the same for Sections 2-5

- b. On the main board, each student will see their name listed under one of the five sections and next to a letter – then chose their seats accordingly.
- Teacher will pose a question to the entire class.
 - a. “What prior knowledge do you have about the LGBTQ+ community?”
 - b. Class will engage in discussion as students share their answers
 - c. The teacher will explain to the students that today’s lesson will focus on the LGBT Center of Central PA History Project’s travelling and digital exhibit called “With Open Heart and Open Arms: LGBTQ+ Cuban Refugees and the LGBTQ+ Community’s Response to the Mariel Boatlift of 1980.”
 - **Teaching and Modeling: 10 min**
 - Teacher will briefly explain each of the sections under the “With Open Heart and Open Arms” exhibit and how it relates to the lesson
 - Teacher will explain the jigsaw activity to the students, so they know what the goals are for lesson.
 - Home group
 - Expert group – meet with those as the same sections as you
 - Teacher will hand each student a Note Organizer
 - Teacher will explain the goals and objectives for the assignment:
 - Students will be able to understand and have notes written on all the 5 sections on their note organizer
 - Students will be able to do independent research.
 - Analyzing the cultural institutions website

- Students will be able to work in groups to discuss research and share ideas with one another.
 - Students will share answers in full class discussion
 - Students will be able to answer an open-ended question as an exit ticket.
 - Teacher will model how the students should be reading through their sections and recording notes on their organizers.
 - The teacher will do this by reading through the sections: **Gay Life in Pre Castro-Cuba – Homophobia – What’s in a Name? Part 1** and writing down notes for students to copy.
- **Check for Understanding: 3 min**
 - After the teacher is finished modeling how to read through the sections and record notes, they will walk around the classroom to see if the students have followed along
 - Teacher will ask students if there are any questions about the website or information or purpose.
- **Guided Practice: 70 min**
 - The students will work independently for 30-40 minutes taking notes on the topics they were assigned
 - All information must come from “With Open Hearts & Open Arms”
 - The students will meet in expert group for 10 minutes to discuss information and write down any additional information that they may have learned
 - Students with the same event
 - Share notes – write down any “gaps of knowledge” about your event.
 -
 - The students will meet back in their home group (Section #) and share the information they have gathered with each member
 - Share information with students
 - Completely fill out the Note Organizer
 - Ask additional questions you may have

- **Adjustment to Instruction:**
 - **TIME CONFLICT:** Teacher will check in with Students after the 30–40-minute independent period to see if they need more time.
 - If students need additional time, the lesson will carry on into the next day.
 - Day 1: Independent Research → Expert Group
 - Day 2: Home Group → Exit Ticket (Assessment)
 - All the steps will remain the same even if the lesson continues into the next day

- **Closure:** Rest of class period
 - Students will be sent an exit ticket:
<https://docs.google.com/document/d/1mKbc7rrxLPjan1nZ2Vi1q64KRASipofWiklgn0GMx2E/edit>
 - The students are required to answer both questions by the end of the class period:
 - Which section out of the “With Open Hearts and Open Arms” Exhibit did you find the most interesting? Provide two examples from your note organizer to support and explain why you choose your answer.
 - How has this research changed and/or affected your thoughts about the LGBTQ+ community?

Resources

Jigsaw Seating Arrangements

<p><u>Section 1: Home Group</u></p> <p>(Student Name) - A: What's in a Name? Part 1 Continued – UMAP -- Mattachine Society – Leftist Gays in the US</p> <p>(Student Name) - B: The Mariel Boatlift -- The Mariel Boatlift Part 2 -- Resettlement Camps- Resettlement Camps Continued</p> <p>(Student Name) - C: Press Coverage -- Immigration -- What's in a Name? Part 2</p> <p>(Student Name) - D: LGBTQ+ Organizing --The Mariel Generation -- Life in PA</p> <p>(Student Name) - E: Impact of AIDS -- AIDS in Cuba – LGBTQ+ Rights in Cuba</p>	<p><u>Section 2: Home Group</u></p> <p>(Student Name) - A: What's in a Name? Part 1 Continued – UMAP -- Mattachine Society – Leftist Gays in the US</p> <p>(Student Name) - B: The Mariel Boatlift -- The Mariel Boatlift Part 2 -- Resettlement Camps- Resettlement Camps Continued</p> <p>(Student Name) - C: Press Coverage -- Immigration -- What's in a Name? Part 2</p> <p>(Student Name) - D: LGBTQ+ Organizing -- The Mariel Generation -- Life in PA</p> <p>(Student Name) - E: Impact of AIDS -- AIDS in Cuba – LGBTQ+ Rights in Cuba</p>
<p><u>Section 3: Home Group</u></p> <p>(Student Name) - A: What's in a Name? Part 1 Continued – UMAP -- Mattachine Society – Leftist Gays in the US</p> <p>(Student Name) - B: The Mariel Boatlift -- The Mariel Boatlift Part 2 -- Resettlement Camps- Resettlement Camps Continued</p> <p>(Student Name) - C: Press Coverage -- Immigration -- What's in a Name? Part 2</p> <p>(Student Name) - D: LGBTQ+ Organizing --The Mariel Generation -- Life in PA</p> <p>(Student Name) - E: Impact of AIDS -- AIDS in Cuba – LGBTQ+ Rights in Cuba</p>	<p><u>Section 4: Home Group</u></p> <p>(Student Name) - A: What's in a Name? Part 1 Continued – UMAP -- Mattachine Society – Leftist Gays in the US</p> <p>(Student Name) - B: The Mariel Boatlift -- The Mariel Boatlift Part 2 -- Resettlement Camps- Resettlement Camps Continued</p> <p>(Student Name) - C: Press Coverage -- Immigration -- What's in a Name? Part 2</p> <p>(Student Name) - D: LGBTQ+ Organizing -- The Mariel Generation -- Life in PA</p> <p>(Student Name) - E: Impact of AIDS -- AIDS in Cuba – LGBTQ+ Rights in Cuba</p>

Section 5: Home Group

(Student Name) A: What's in a Name? Part 1 Continued – UMAP -- Mattachine Society
– Leftist Gays in the US

(Student Name) - B: The Mariel Boatlift --
The Mariel Boatlift Part 2 -- Resettlement
Camps- Resettlement Camps Continued

(Student Name) - C: Press Coverage --
Immigration -- What's in a Name? Part 2

(Student Name) - D: LGBTQ+ Organizing
--The Mariel Generation -- Life in PA

(Student Name) - E: Impact of AIDS --
AIDS in Cuba – LGBTQ+ Rights in Cuba

NOTE ORGANIZER

(Teacher example)

Gay Life in Pre Castro-Cuba –

In the period before Fidel Castro came to power through the Revolution in 1959, the country was frequently characterized as both a _____ as well as _____.

Cuba's reputation was _____.

The capital city of Havana became the locus for activities often banned in the US, including during _____, as well as _____, _____, and _____.

Male sex work, gay bars, and cross-dressing were allowed to _____ especially in _____.

Most Cubans did not have _____.

Homophobia--

The tradition of homophobia in Cuba is _____.

One source of homophobia came from the influence of the _____.

Machismo a patriarchal system of male chauvinism and male supremacy which ensures _____.

Cuba's embrace of Soviet-style Communism has promoted the view of homosexuality as _____.

Under the Castro Regime _____.

What's in a Name? Part 1 –

In Cuban society, men who have sex with other men, _____ - they would be called _____

The word bugarrones describes _____

The difference between maricones and bugarrones is _____

Other terms used to describe homosexuals include _____

What's in a Name? Part 1 Continued –

The term loca is _____.

Transformistas is a term used to describe _____.

Lesbians are known as _____.

UMAP –

Between 1965 and 1968 Cuba _____.

UMAP were camps set up for _____.

Men from age 16 to more than 60 were _____.

There were as many as 200 camps in all, holding over _____ of these, 500 _____. Those who survived were probably _____.

Mattachine Society –

The plan for building the UMAPS was hinted at in _____.

The newspaper said: _____.

On April 17, _____.

Leftist Gays in the US –

When Fidel Castro overthrew the Batista regime in 1959, _____.

For many Americans on the political left the promise of a _____, _____, and _____ were ideals that _____ And yet for leftist and _____

The Mariel Boatlift –

In the first week of April 1980,
_____.

After several days the Cuban Government
_____.

Within 48 hours, more than _____ Cubans descended on the
embassy _____.

For days those in the compound went without _____,
_____ or _____ and the
_____.

On April 20,
_____.

The Mariel Boatlift Part 2 –

The “Freedom Flotilla” lasted from _____.
More than _____ private vessels were used in the
boatlift, and at its peak _____ individuals arrived in
Key West, Florida in one day.

For Gay Cubans who had withstood years of state-sanctioned
prejudice and harassment,
_____.

Nearly _____ Cuban refugees made their way to the
_____. Most of the refugees were _____, and there
was a larger number of _____ and _____ Cubans
(25-40%) than in previous migrations.

Estimates of the number of gay and lesbian Cubans have
varied, from a low of about _____ up to
_____.

Press Coverage –

News of the Mariel exodus was first positive, but turned
_____, emphasizing _____,
_____, and _____, rioting at the
_____, and the economic
_____.

Each of the resettlement camps maintained a schedule of
_____.

The Philadelphia Gay News provided
_____.

The Pittsburgh gay newspaper *Out* covered
_____.

Immigration –

The Naturalization Act of 1970, _____.

Restrictions on gays and lesbians can be traced back to the
exclusion of those considered “_____”, those with
“_____” and those to be determined to be
“_____”.

Mariel Cubans received a special designation of
“_____”

The Carter administration
_____.

Resettlement Camps –

To handle so many refugees arriving at Key West over the summer of 1980 the federal government set up _____.

The operation of the camps was initially overseen by the _____ and was later transferred to the _____.

Both FEMA and the Task force worked closely with several other agencies on the ground including the _____, _____, _____, the _____ and the _____.

Resettlement Camps Continued –

Numerous voluntary agencies provided _____.

The resettlement of gay Cubans was led by the _____.

The operation of the camps and the processing of refugees required the service of _____.

What's in a Name? Part 2 --

Marielito describes a person who _____.

Other terms the Mariel refugees have been saddled with include various slurs hurled by Fidel Castro and his regime upon their exodus: Lumpen: _____ Escoria: _____ Gusanos or _____.

In the parlance of the U.S. immigration system Mariel immigrants were not even allowed to be called “_____” and were instead designated “_____”.

Those whom the government sought to send back to Cuba, mainly for their criminal backgrounds, have been designated “_____”.

LGBTQ+ Organizing –

Many of the gay Mariel refugees had come to the United States _____.

MCC took the lead on assisting the many gay refugees. At the time, _____.

The organization quickly established a gay and lesbian task force to aid Cuban refugees and raised over \$ _____ to directly aid the gay Cubans.

Other national organizations that took on a role in the effort include the _____, _____ and _____.

The Mariel Generation –

Among the Mariel refugees were many _____ and _____ who sought to flee the restrictions and oppression of intellectual life in Cuba

Reinaldo Arenas was _____.

In Cuba, authors and writers experienced _____, _____, _____, and _____.

Prominent themes of their work included _____, _____, _____, and _____.

Life in PA –

In Philadelphia, _____.

Refugees were in small towns such as _____, _____, _____, _____, _____, and _____.

By the end of May 1980 _____.

El block de oro is most heavily populated with _____.

Incidents reported by the Philadelphia Department of Welfare that occurred to refugees new to the city include _____ and _____; _____ by _____; landlords _____; and targeting _____.

Impact of AIDS –

The Mariel refugees were hit particularly hard by the _____ epidemic.

Pedro Zamora _____.

AIDS in Cuba –

When the AIDS epidemic hit Cuba _____.

Cuba set up a National AIDS Commission in 1983 and destroyed all foreign-derived blood products. This allowed the country to _____.
The country also _____.

From 1986-1994, the government _____.

Every Cuban citizen receives _____.

LGBTQ+ Rights in Cuba –

With the dissolution of its largest trading partner, the Soviet Union, in 1991, Cuba _____.

Cuba's special period led to LGBTQ+ citizens to _____.

In 1995, LGBTQ+ citizens marched _____.

Improvements for LGBTQ+ rights include _____.

NOTE ORGANIZER

(Teacher example)

Gay Life in Pre Castro-Cuba –

Homophobia--

– What’s in a Name? Part 1

What’s in a Name? Part 1 Continued –

UMAP –

Mattachine Society –

Leftist Gays in the US

The Mariel Boatlift –

The Mariel Boatlift Part 2 –

Resettlement Camps –

Resettlement Camps Continued --

Press Coverage –

Immigration –

What's in a Name? Part 2 --

LGBTQ+ Organizing –

Impact of AIDS –

The Mariel Generation –

AIDS in Cuba –

Life in PA --

LGBTQ+ Rights in Cuba --

Exit Ticket

1. Which section out of the “With Open Hearts and Open Arms” Exhibit did you find the most interesting? Provide two examples from your note organizer to support and explain why you choose your answer.

The section from “With Open Hearts and Open Arms” that I found most interesting was the _____.

I found this section to be the most interesting because _____.

2. How has this research changed and/or affected your thoughts about the LGBTQ+ community?

After doing this research, I believe that the LGBTQ+ community _____.

Exit Ticket

1. Which section out of the “With Open Hearts and Open Arms” Exhibit did you find the most interesting? Provide two examples from your note organizer to support and explain why you choose your answer.
2. How has this research changed and/or affected your thoughts about the LGBTQ+ community?