**BOSTON DEBATE LEAGUE**

**Evidence-based Argumentation**

**Sample High School Unit 1**

**EBA Skills 1 & 2**

**Topic: U.S. Embargo on Cuba**



This unit focuses on students to develop their ability to make basic and then strong arguments. Students will also have the opportunity to read other author’s arguments and analyze their evidence and reasoning. In addition to argumentation skills students will develop reading, writing, speaking and listening skills as required by the Massachusetts Curriculum Framework for English Language Arts and Literacy K-12 incorporating the Common Core State Standards. The content of this unit is focused around helping students develop their knowledge of the U.S. Embargo against Cuba as well as arguments for and against maintaining the U.S. Embargo against Cuba.

**Lesson & Assessment Alignment Guide**

|  |  |  |
| --- | --- | --- |
| **Lesson #** | **Skill** | **Assessment** |
| 1 | Skill 1-a | Skill 1 Baseline  Exit ticket – Formative Assessment Skill 1-a |
| 2 | Skill 1-b & Skill 1-c | Do now – Formative Assessment Skill 1-c  Exit ticket – Formative Assessment Skill 1-b |
| 3 | Skill 1-c | Do now – Formative Assessment Skill 1-c  Skill 1 Post Assessment |
| 4 | Skill 1-d & Skill 1-e | Identifying Author’s Claim Baseline  Exit ticket – Formative Assessment Skill 1-d & Skill 1-e |
| 5 | Skill 1-d & Skill 1-e | Exit ticket – Formative Assessment Skill 1-d & Skill 1-e |
| 6 | Skill 1-e | Guided Practice – Formative Assessment Skill 1-d & Skill 1-e |
| 7 | Skill 1-e | Ind. Practice – Formative Assessment Skill 1-d & Skill 1-e |
| 8 | Skill 1-d & Skill 1-e | Post Assessment of Identifying Author’s Claim |
| 9 | Skill 2-a | Skill 2 Baseline  Exit ticket – Formative Assessment Skill 2-a |
| 10 | Skill 2-b | Exit ticket – Formative Assessment Skill 2-b |
| 11 | Skill 2-c | Exit ticket – Formative Assessment Skill 2-c |
| 12 | Skill 2-d | Exit ticket - Formative Assessment Skill 2-d |
| 13 | Skill 2-d | Skill 2 Post Assessment |
| 14 | Skill 2-e | Homework – Formative Assessment Skill 2-e |
| 15 | Skill 2-e | Homework – Formative Assessment Skill 2-e |
| 16 | Skill 2-e | Homework – Formative Assessment Skill 2-e |
| 17 | Skill 2-e | Homework – Formative Assessment Skill 2-e |
| 18 | Skill 2-e | Homework – Formative Assessment Skill 2-e |
| 19 | Skill 2-e | Homework – Formative Assessment Skill 2-e |
| 20 | Skill 2-d | Soapbox - Speaking and Listening Assessment |

**Video Playlist about Cuban Embargo**

These videos can provide helpful background knowledge on the topic to students. You may want to show them to students as they ask questions relevant to the content of them.

**1) Prior Knowledge**

a) Pre-Revolution and Revolution and the Embargo

*Option 1 – Follows Curriculum Text*

i) Pre-Revolution

[Why is the sugar industry important to understanding Cuban history? [Adrián López Denis - 2:10]](http://www.choices.edu/resources/scholarsonline/denis/ad3.php)

[How did the 1895 war for independence change Cuba's relationship with the United States? [Philip Brenner - 3:10]](http://www.choices.edu/resources/scholarsonline/brenner/pb3.php)

ii) Revolution and the Embargo

[Fidel Castro The Cuban Revolution (The Revolution and Why) [biography.com - 3:51]](http://www.biography.com/people/fidel-castro-9241487/videos/fidel-castro-the-cuban-revolution-903747709)

[Fidel-Castro-Mini-Biography (Post Revolution History) [biography.com - 4:22]](http://www.biography.com/people/fidel-castro-9241487/videos/fidel-castro-mini-biography-2079117496)

[What is the rationale for U.S. policy (embargo) towards Cuba? [Michael Bustamante - 3:01]](http://www.choices.edu/resources/scholarsonline/bustamante/mbu3.php)

iii) Current Day Statistics

[What do you think were some of the accomplishments of the Cuban revolution? [Philip Brenner - 1:32]](http://www.choices.edu/resources/scholarsonline/brenner/pb11.php)

b) Understanding Economic Systems – Follows Curriculum Text

[Capitalism 05 - Socialism, Capitalism and Democracy Defined [youtube.com, user: ccdenco – 1:12]](http://www.youtube.com/watch?v=-7eHsEDLYJc)

[Larry King: Bill Clinton (Compares Socialized Health Care v. Privatized, Free-Market Health Care) [CNN, Larry King Live – 11:15-15:45]](http://www.cnn.com/video/?/video/bestoftv/2009/03/12/lkl.bill.clinton.cnn)

**2) Cuba Embargo Affirmative (Lift Embargo)**

[UN to vote on US embargo of Cuba (Cuban Health Care System hurt by embargo) [AlJazeera – 2:44]](http://www.youtube.com/watch?v=v5Nc0by6K7M)

[Cuba Still Suffers from US Embargo [CCTV, Michael Voss – 2:04]](http://www.youtube.com/watch?v=smS8KTs8rro)

**3) Cuba Embargo Negative (Keep Embargo)**

a) No Harms – Public Health Strong Now

[Health Care in Cuba (relatively balanced View of Cuban Health Care) – [CNN – Morgan Neil – 2:24]](http://www.cnn.com/video/?/video/health/2009/08/05/neill.ctw.cuba.health.care.cnn)

[Health Care in Cuba (More pro-cuban health care, with good stats) – [CNN, Lou Dobbs Tonight, Brooke Baldwin – 3:20]](http://www.cnn.com/video/?/video/bestoftv/2009/09/02/ldt.baldwin.healthcare.cuba.cnn)

b) No Solvency/ Embargo Good

[Has the US embargo against Cuba failed? (Mauricio Claver-Carone, Director, US-Cuba Democracy Pack) [MSNBC, Melissa Harris-Perry, play 3:20-5:02 and 6:24-8:52]](http://tv.msnbc.com/2013/04/14/has-the-us-embargo-against-cuba-failed/)

**Unit 1: Cuba**

**Lesson 1: Introduction**

|  |  |
| --- | --- |
| EBA Skill | EBA Skill 1 – Making a Basic Argument |
| CCR Standard | Writing 1, Speaking & Listening 1, Language 1 & 2 |
| BPS Arts Standard | Theatre Content Standards 1 -5 |
| Skill Objective | Identify & define the necessary components of a basic argument. (Skill 1-a) |
| Content Objective | Develop knowledge of their classmates and preview class content. |
| Language Objective | Make arguments and participate in conversations. |
| EBA Activity | 4 corners |
| Claims/Warrants | Claims:   * Burger King is better than McDonalds. * Eating fast food is healthy. * The government should care about public health in U.S. * The U.S. should care about people in other countries. * The U.S. should care about people’s health in other countries. * The U.S. should care if other people have democracy. |
| Pre-Work | None |
| Procedure | Do Now: Have students complete Baseline Assessment for Skill 1 to determine how much prior knowledge students of EBA & EBA language.  Mini-Lesson:Put on the board or overhead projector the following three key ideas and have students record:  - Complete argument = claim + warrant  - Claim = a debatable statement  - Warrant = a reason to believe the claim  Provide students with some examples of all three. Be sure to highlight the word that links the claim and warrant (because, since, given) and that they can be arranged claim + warrant or warrant + claim.  Example 1: (for 1st example, show each piece individually)  Claim – United States is a democracy.  + Warrant – In the United States people get to elect their leaders.  = Complete argument – The United States is a democracy *because*, in the United States, people get to elect their leaders.  Example 2: Complete Argument (show argument, identify parts)  (claim)  Congress is more powerful than the President *since* Congress can override a President’s veto with 2/3rd vote.  (warrant)  Example 3: Complete Argument (show argument, identify parts)  (warrant)  *Given* Elizabeth Warren is one of only 20 females in the United States Senate, having Elizabeth Warren in the Senate is important.  (claim)  Example 4: Complete Argument (show argument, identify parts)  (warrant) (claim)  *Since* Obama is from Chicago, President Obama is the best President.  (You might want to take the opportunity with example 4 to point out to students that while this is a complete argument, it might not be a persuasive or strong argument.)  Guided Practice: Four corners (see activity for set-up & procedure)  You can also have students respond to the claim with a warrant in writing first before moving to a corner.  Claims (do as many as time permits):  Burger King is better than McDonalds.  Eating fast food is healthy.  The government should care about public health in U.S.  The U.S. should care about people in other countries.  The U.S. should care about people’s health in other countries.  The U.S. should care if other people have democracy.  Once students are in their corners give them a minute to discuss their warrants for each statement in their corners. Afterwards have them share out the best warrant from each corner with the whole class.  Independent Practice/Exit Ticket:  Have students identify & define the necessary components of a basic argument (claim and warrant) and if they have more time create their own complete arguments by creating both.  If time, call on students (or have them volunteer) to share their arguments in front of the class on the “soapbox”. Using the format my “Claim is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. My warrant is \_\_\_\_\_\_\_\_\_\_\_\_.” |
| Assessment | Skill 1 Baseline  Exit ticket for Formative Assessment of Skill 1-a: Identify & define the necessary components of a basic argument -> Have students identify & define the necessary components of a basic argument (claim and warrant) |
| Text | None |
| Homework | A possible homework assignment to designed to get to know the students, have them creatively practice their argumentation skills, and have them thinking about their future – where debate skills might come in handy – is having them write a letter from their 29 year old self to their present day self. Students should construct a claim about themselves at 29 years old and use a page long letter to introduce the claim and defend it with multiple warrants.  Students may benefit from an example of this before starting:  Example 🡪 At 29 years old I am a teacher. (claim) I go to work everyday at a high school from 7:00am to at least 3:30pm. Hanging out with teenagers is fun and exciting, I love hearing their opinions! Learning and teaching debate and history has always been so much fun to me. I love to read informational texts on current events and history… |

**Unit 1 – Lesson 1: Introduction to Basic Argument**

*Guided Note-Taking for Mini-Lesson:*

1. A **complete argument** includes both a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
2. A **claim** is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

An example claim is:

1. A **warrant** is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

An example warrant is:

*Four Corners Graphic Organizer*

|  |  |
| --- | --- |
| **Claim (debatable statement)** | **Warrant- Reason for your stance.** |
| *Write claim here:*  *I…*  Strongly Agree Disagree Strongly Agree Disagree |  |
| Strongly Agree Disagree Strongly Agree Disagree |  |
| Strongly Agree Disagree Strongly Agree Disagree |  |

🡪

**Unit 1 – Lesson 1: Introduction to Basic Argument (Cont.)**

|  |  |
| --- | --- |
| **Claim (debatable statement)** | **Warrant- Reason for your stance.** |
| *Write claim here:*  *I…*  Strongly Agree Disagree Strongly Agree Disagree |  |
| Strongly Agree Disagree Strongly Agree Disagree |  |
| Strongly Agree Disagree Strongly Agree Disagree |  |

*Independent Practice/Exit Ticket:*

1. Define the two parts of a complete argument:
2. Give at least one example of a **complete argument** (feel free to give more examples if you have time).

**Unit 1 – Lesson 1: Debate Homework #1**

Imagine yourself at 29 years old, come up with one **claim** about what you and/or your life will be like at that time. (I am well-educated, rich, considerate of others, etc.) Write a (at least 1 full page) letter to your current day (ex. 10th grade) self about what you life is like now that you are 29 providing **warrants** to support the **claim** you choose. Be sure to write about your life at age 29.

*RAFT:* ***R****ole – Yourself at 29,* ***A****udience – your teacher and current self,* ***F****ormat – Letter,* ***T****opic – your life*

**Brainstorm space:**

Possible Claims 🡪

My Life

@ Age 29

Possible Warrants 🡪

**Unit 1 – Lesson 1: Debate Homework #1 - Writing space**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Unit 1: Cuba**

**Lesson 2: Basic Argument**

|  |  |
| --- | --- |
| EBA Skill | EBA Skill 1 – Making a Basic Argument |
| CCR Standard | Writing 1, Speaking & Listening 1, Language 1 & 2 |
| BPS Arts Standard | Theatre Content Standards 1 -5 |
| Skill Objective | Identify and construct a basic argument. (Skills 1-b and 1-c) |
| Content Objective | Identify three branches of federal government and their roles. |
| Language Objective | Write arguments and participate in conversations. |
| EBA Activity | Claim-Warrant Game |
| Claims/Warrants | Claims:   * The President is the most powerful part of the federal government. * The Senate is the most powerful part of the federal government. * The Supreme Court is the most powerful part of the federal gov’t. * The House of Representatives is the most powerful part of the federal government. |
| Pre-Work | While this is not necessary for this lesson, you may want to have students complete the homework assignment from lesson 1, having them write a letter from their 29 year old self to their present day self practicing constructing a claim and warrants. |
| Procedure | Do Now: Have students either individually or in small groups determine whether each argument below is complete. If they find it to be complete have them identify which part if the claim and which part is the warrant.   1. President Obama is a great President. 2. The President is more powerful than Congress because he can veto bills or legislation that both houses pass. (Complete) 3. The Senate is a very deliberative body. 4. Because its membership is based on population, the House of Representatives is more democratic than the Senate. (C) 5. Popular will is important to determining election results. 6. Senators are able to consider the long-term interests of the country instead of just popular will since they are elected to 6-year terms. (C) 7. Since the Supreme Court can declare laws unconstitutional, the Supreme Court has more power than either the President or Congress. (C) 8. Declaring a law unconstitutional makes it not enforceable. 9. The President can negotiate treaties with other countries. 10. Given that the Senate has to ratify treaties that the President negotiates with foreign countries, the Senate is more powerful than the President. (C)   Mini-Lesson: Review the requirements for a complete argument. Review “do now” as a class. Students may need a review of the role of different policymakers in our federal government. This may be helpful at this point for this lesson and for understanding many topics and ideas in policy debate.  (Optional) Review homework. Have students share out homework responses. This can be done in soapbox. Point out to students that multiple warrants can support one claim.  Guided Practice: Claim-Warrant Game (see activity for procedure)  Have students write one of the following claims on their paper. May repeat claims in the same class, but you’ll want one of each claim in a group.  Have students pass claims either around in smaller groups (4 might be ideal for the first time this activity is used) to add as many warrants as they can in 30 seconds.  Before starting claim-warrant review activity procedures with students and review the claims as a class. These claims may present terms to students that they are unfamiliar with.  Claims:  The President is the most powerful part of the federal government.  The Senate is the most powerful part of the federal government.  The Supreme Court is the most powerful part of the federal gov’t.  The House of Representatives is the most powerful part of the federal government.  After students complete the claim-warrant game it may be good to review the warrants students came up with to support each claim as a whole class. You might want to help students add additional warrants.  For example, for the House of Representatives is the most powerful part of the federal government some warrants might include they have the power to impeach high officials, they are the only place a tax bill can start, with 2/3 vote in their chamber and the Senate they can override a Presidential veto, etc.  Table Debates (see activity for procedure)    Have students practice their speaking skills doing table debates. You can have students debate the claims they just played the claim-warrant game with so that the claims are already familiar to them. Unless students are particularly advanced, it is not recommended to have students refute or respond to each other’s arguments at this point. However, do have students stand and practice good debate speaking skills.  Independent Practice/Exit Ticket: Soapbox (see activity for procedure)  Have students create their own complete arguments with claims and multiple warrants supporting those claims. (Can use the back of a claim sheet from last activity or index cards)  You can leave it open for students to construct any claim or you can give them a question they have to answer to construct a claim.  For example: What position in our government would you like most?  (Example claim – I would most like to be \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.)  If you choose to use a guiding question, you could use the graphic organizer for Activity 2, Skill 1.  Call on students (or have them volunteer) to share their arguments in front of the class on the “soapbox). After each student presents their argument you can ask students to identify the parts of their argument. (Again, have as many students share as time permits.) |
| Assessment | Do Now for formative assessment of Skill 1-c: Distinguish between a simple assertion and a complete argument 🡪 Have students determine whether each argument is complete.  Exit ticket for formative assessment of Skill 1-b: Construct a basic argument 🡪 Have students create their own complete arguments with claims and multiple warrants supporting those claims. |
| Text | None |
| Homework | An activity to help students review the content of this lesson around policy makers in the federal government as well is practice producing warrants/reasoning to defend claims would be to have them construct an analogy between the federal government and another system. |

**Unit 1 – Lesson 2: Basic Argument Do Now & Guided Notes**

Do Now: Determine if each statement below is complete argument. If it is a complete argument circle “CA,” if it is not a complete argument, circle “NC.” If it is a complete argument, label the claim “C” and warrant “W”.

1. President Obama is a great President.
2. The President is more powerful than Congress because he can veto bills or legislation that both houses pass.
3. The Senate is a very deliberative body.
4. Because its membership is based on population, the House of Representatives is more democratic than the Senate.
5. Popular will is important to determining election results.
6. Senators are able to consider the long-term interests of the country instead of just popular will since they are elected to six-year terms.
7. Since the Supreme Court can declare laws unconstitutional, the Supreme Court has more power than either the President or Congress.
8. Declaring a law unconstitutional makes it not enforceable.
9. The President can negotiate treaties with other countries.
10. Given that the Senate has to ratify treaties that the President negotiates with foreign countries, the Senate is more powerful than the President.

Mini-Lesson Guided Notes:

**Complete argument** = +

Definition of

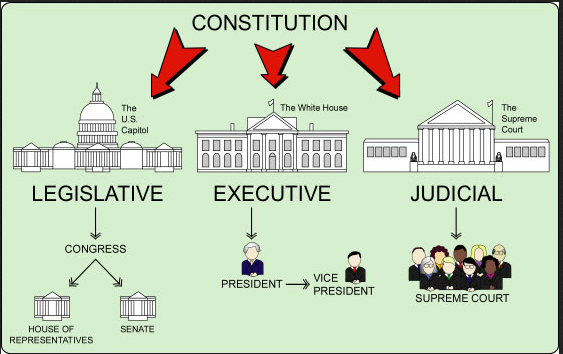
Each part 🡪

**Unit 1 – Lesson 2: Claim-Warrant Game**

Claim:

Warrants:

**Unit 1 – Lesson 2: Homework - Structure of Government Analogy**



An analogy is a comparison between two different things that share something in common. I might say Mike Tyson is like a tiger, because they are both very aggressive (and bite people!)

For this project, you will need to compare the structure of the government with all its specialized parts – branches and institutions - to another item that also has specialized parts. You might compare a government to a system with parts that serve specific functions and all work together.

Part 1: Rough draft/ Brainstorming

Step 1: What are you comparing the federal government to? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Step 2: For the branches and institutions below, write at least 1 complete sentence explaining how each structure is similar to a part of your system. You will make a **claim** that a part of government is like a part of your system and provide at least one specific, detailed, accurate **warrant** to support that claim.

A GOOD example: The national government is like a football team and the Constitution is like the playbook because playbook has all the directions for how each player is supposed to act during each play, the same way the Constitution controls how the activities of each part of the National Government.

A BAD example: The national government is like a football team and the Constitution is like the playbook because they both control things.

Write analogies for the branches and institutions on the next page.

(REMEMBER, they must ALL match up to a part of your system!!)

**Unit 1 – Lesson 2: Homework - Structure of Government Analogy (Cont.)**

* Constitution: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Legislative Branch: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Senate: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* House of Representatives: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Executive Branch: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* President: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Vice President: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Judicial Branch: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Supreme Court: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Appeals Court: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Trial Court: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Part 2: Visual

Once you have made your comparisons, it’s time to create a visual showing how your system works! If you compared the structure of government to a football team, DRAW the parts of your football team to show how these parts work together, just like the parts of the government! You will need to draw each system component and then write your analogies next to each part. You can construct your visual on another sheet of paper.

**Unit 1: Cuba**

**Lesson 3: Basic Argument**

|  |  |
| --- | --- |
| EBA Skill | Skill 1 – Making a Basic Argument |
| CCR Standard | Writing 1, Speaking & Listening 1, Language 1 & 2 |
| BPS Arts Standard | Theatre Content Standards 1 -5 |
| Skill Objective | Identify and construct a basic argument. (Skills 1-b and 1-c) |
| Content Objective | Identify basic rights in a democracy like the U.S. |
| Language Objective | Write arguments and participate in conversations. |
| EBA Activity | Claim Warrant Game and/or Table Debate |
| Claims/Warrants | Claims:   * The right to freedom of expression is the most important right. * The right to a public trial by a jury of your peers is most important. * The right to assistance of a lawyer is most important. * The right to not have your property searched or taken is most important. |
| Pre-Work | While this is not necessary for this lesson, you may want to have students complete the homework assignment from lesson 2, having them construct an analogy between the government structure and another system practicing constructing a claim and warrants. |
| Procedure | Do Now: Have students either individually or in small groups determine whether each argument below is complete. If they find it to be complete have them identify which part if the claim and which part is the warrant.   1. Given that it guarantees Americans the right to confront witnesses against them, to have counsel to assist in their defense, to have a speedy and public trial, and a to be judged by a impartial jury of their peers, the sixth amendment to the United States Constitution helps ensure that Americans have fair trials when accused of a crime. (Complete) 2. The first amendment of the U.S. Constitution protects Americans freedom of expression because it protects one’s right to speech, press, religion, assembly, and petition. (C) 3. The freedom of the press, that the media can publish criticisms of the government, is an important right in a democracy. 4. Access to a lawyer is important. 5. Since it states that Americans cannot be deprived of their rights without due process of law, cannot be tried twice for the same crime, and cannot be forced to testify against themselves, the fifth-amendment to the Constitution is important. (C) 6. The fifth-amendment states that “no person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a grand jury…” 7. The fourth amendment protects Americans privacy because it says the government must have a probable cause to search and/or take their persons or property. (C) 8. The eighth amendment states that “excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.” 9. The Constitution of the United States does not allow Congress to pass Ex Post Facto laws.   (Optional) Review homework. Have students share out homework responses.  Mini-Lesson: Review the requirements for a complete argument. Review “do now” as a class. Students may need a review of the different rights Americans have in a their democracy. You may want to point out to students that these are often called their “Civil Rights.”  Guided Practice: Claim-Warrant Game (see activity for procedure)  In preparation write claims on top of papers, prepare one claim paper for each student. (May repeat claims in the same class.) You could have students pass claims either around whole class or around smaller groups (4 might be ideal for the first time this activity is used) to add as many warrants as they can in 30 seconds.  Before starting claim-warrant review activity procedures with students and review the claims as a class. These claims may present terms to students that they are unfamiliar with.  Claims:  The right to freedom of expression is the most important right.  The right to a public trial by a jury of your peers is most important.  The right to assistance of a lawyer is most important.  The right to not have your property searched or taken is most important.  After students complete the claim-warrant game it may be good to review the warrants students came up with to support each claim as a whole class. You might want to help students add additional warrants.  For example, for the right to a public trial by a jury of your peers is most important people, some warrants may include: the media and everyday people can keep a check on the government’s use of power if trials are open and that a jury can take into consideration the circumstances of what someone is accused of doing.  Table Debates (see activity for procedure)    Have students practice their speaking skills doing table debates. You can have students debate the claims they just played the claim-warrant game with so that the claims are already familiar to them. Unless students are particularly advance, it is not recommended to have students refute or respond to each other’s arguments at this point. However, do have students stand and practice good debate speaking skills.  Independent Practice/Exit Ticket: Skill 1 Post Assessment |
| Assessment | Do Now for formative assessment of Skill 1-c: Distinguish between a simple assertion and a complete argument 🡪 Have students determine whether each argument is complete.  Skill 1 Post Assessment |
| Text | None. |
| Homework | An activity to help students review the content of this lesson around rights in the United States as well is practice producing warrants to defend claims would be to have them select a right they think is most significant and construct warrants to defend it. Asking students to add a visual to this construct could help them use a multi-sensory approach. |

**Unit 1 – Lesson 3: Basic Argument Do Now & Guided Notes**

Do Now: Determine if each statement below is complete argument. If it is a complete argument circle “CA,” if it is not a complete argument, circle “NC.” If it is a complete argument, label the claim “C” and warrant “W”.

1. Given that it guarantees Americans the right to confront witnesses against them, to have counsel to assist in their defense, to have a speedy and public trial, and a to be judged by a impartial jury of their peers, the sixth amendment to the United States Constitution helps ensure that Americans have fair trials when accused of a crime.
2. The first amendment of the U.S. Constitution protects Americans freedom of expression because it protects one’s right to speech, press, religion, assembly, and petition.
3. The freedom of the press, that the media can publish criticisms of the government, is an important right in a democracy.
4. Access to a lawyer is important.
5. Since it states that Americans cannot be deprived of their rights without due process of law, cannot be tried twice for the same crime, and cannot be forced to testify against themselves, the fifth-amendment to the Constitution is important.
6. The fifth-amendment states that “no person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a grand jury…”
7. The fourth amendment protects Americans privacy because it says the government must have a probable cause to search and/or take their persons or property.
8. The eighth amendment states that “excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.”
9. The Constitution of the United States does not allow Congress to pass Ex Post Facto laws.

Mini-Lesson Guided Notes:

**Complete argument** = +

Definition of

Each part 🡪

**Unit 1 – Lesson 2: Claim-Warrant Game**

Claim:

Warrants:

**Unit 1 – Lesson 3: Debate Homework #3**

In the space below,

1. Choose one right from the Bill of Rights or else where in the Constitution (it can be a whole amendment or just part of an amendment, for example the right to a trial by jury in a Civil Case) that you think is the most important right protected by written law in the United States. Construct a claim.

Ex. Claim 🡪 The first amendment’s protection of religious freedom is the most important right.

2. Write at least 3 warrants (reasons) why this is the most important right.

3. Draw a picture to illustrate this right in some way, for example – this right being used or this right being violated.

*Be ready to share your project with your classmates and explain your picture and warrants.*

**Unit 1: Cuba**

**Lesson 4: Analyzing an Authors’ Argument**

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| --- | --- |
| EBA Skill | EBA Skill 1 – Making a Basic Argument |
| CCR Standard | Reading 8, Speaking & Listening 1, Language 1 & 2 |
| BPS Arts Standard | Theatre Content Standards 1 -5 |
| Skill Objective | Use text-marking strategies & identify an author’s argument. (Skills 1-d & 1-e) |
| Content Objective | Analyze debate over U.S. trade embargo with Cuba. |
| Language Objective | Read, write about, and discuss texts. |
| EBA Activity | Identify evidence in a text  Soapbox |
| Claims/Warrants |  |
| Pre-Work | While this is not necessary for this lesson, you may want to have students complete the homework assignment from lesson 3, having them select a right that is most important and prepare warrants to support that claim. |
| Procedure | Do Now: Text marking & Identifying Author’s Claim baseline.  (Optional) Review homework. Have students share out homework responses.  Mini-Lesson: Begin modeling text marking and annotating strategies by reading a document together as a class, students reading and marking along with you and you marking and annotating the text in these ways:  Before reading -   1. Number the paragraphs 2. Read the title and respond to it   During reading -   1. Circle words unfamiliar with (ex. Repressed, violated, justice) 2. Box people, places and times that are important 3. Underline evidence 4. Ask questions and/or respond to text in margins   After reading -   1. Look up circle words unknown – clarify in margins 2. Double underline author’s claim   (This is a modification of “Identifying Evidence in a Text” see activity procedure for more information)  (You can have students use the graphic organizer for activity 3 skill 1)  You may want to show students a video from the video playlist on the Cuban Embargo for background information.  Guided Practice: In small groups or pairs, practice text marking and annotating strategies with a second source.  Independent Practice/Exit Ticket: Modified Soapbox – have students share out what claim and warrants they found in the text they read in small groups. |
| Assessment | Text marking & Identifying Author’s Claim baseline  Exit Ticket for Formative Assessment of Skill 1-d – using text marking and annotating & 1-E– identify claim and evidence of a text -> Students use text marking and annotating strategies with a third source, including identifying the author’s claim and evidence |
| Text | From Cuba Novice Packet:  “Defending Repressed Cubans”  “Jay-Z and Beyonce’s trip to Cuba isn’t the problem, the Embargo is”  “Time to Strengthen the Cuban Embargo” |
| Homework | Have students complete another text marking and annotating practice for homework, suggested: “Time to Strengthen the Cuban Embargo” |

**Unit 1 – Lesson 4: Text Marking & Identifying Author’s Claim Baseline**

Directions: Read the following short article. As you read annotate and mark the text.

**US Government Accountability Office**. “Agencies Face Competing Priorities in Enforcing the U.S. Embargo on Cuba.” Gao.gov. **2007**.

"For nearly five decades, the United States has maintained a comprehensive embargo on Cuba through various laws, regulations, and presidential proclamations regarding trade, travel, and financial transactions. The stated purpose of this embargo—the most comprehensive set of U.S. economic sanctions on any country—is to weaken the Castro regime by denying it hard currency. To achieve this goal, the Cuban Assets Control Regulations (CACR)... generally prohibit all trade, travel, and financial transactions with Cuba or Cuban nationals by U.S. citizens, residents, foreign visitors, or foreign subsidiaries of U.S. firms. Trade with Cuba also is subject to U.S. export control laws and regulations..."

What is the author’s claim in this text? (In your own words)

What specific warrants (evidence) do they use to support that claim? (In your own words)

How does the author explain how his or her warrants (evidence) supports his or her claim?

**Unit 1 – Lesson 4: Defending Repressed Cubans**

**Navarro,** Ava (former Ambassador for the UN Human Rights Commission). “Defending Repressed Cubans.” **2002** <http://www.sigloxxi.org/Archivo/repressed.htm>

During 2001, repression has increased in Cuba. For the last 43 years, the basic human rights of the Cuban people have been violated. Cubans do not have political rights because Castro and the Communist Party, the only legal party, have absolute power. Those who peacefully have tried to promote changes have ended up in prisons. For the Cuban people, there is no justice. The fundamental democratic precept of judicial independence is not valid. Judges are chosen by the Communist Party based on their political integration and commitment to the regime. Closed-door and summary trials are frequently held. The common citizen has no protection against the regime's violence. People under arrest are held incommunicado indefinitely. The police and the armed forces, too, are politicized; they beat, arrest and even murder those who protest against the lack of rights. In Cuba, the ''Rapid Response Brigades,'' armed with sticks and iron bars and dressed as civilians, attack human-rights advocates to give the impression to the international media that ''the common people'' spontaneously clash with opposition groups. The political prisoners suffer the most. They are confined in cells with highly dangerous common prisoners who attack them, with the guards' tacit approval. Political prisoners also are denied medical attention as a form of punishment. Cubans are afraid to tell their suffering. Few dare speak out; the price is high. Dr. Oscar Elías Biscet, a dissident, has been beaten and arrested many times. He is still in prison. Freedom of the press is suppressed totally. All mass media belong to the government, and there is no possibility of expressing a dissenting opinion in the media. Cuban authorities brag about their education and health systems. But they fail to mention that students must participate in pro-government activities to be able to attend universities or technical schools. Or that students who don't sympathize with the government are expelled. Or that workers who disagree with regime policies are fired from their jobs. The repression in Cuba is such that distributing the Declaration of Human Rights is classified a ''counterrevolutionary activity,'' which is enough to earn a Cuban a beating from the police or paramilitary brigades. The human-rights violations perpetrated by the Cuban government are inexcusable. We, the countries that believe in freedom and live in democracy, should not abandon the people of Cuba.

What is the author’s claim in this text? (In your own words)

What specific warrants (evidence) do they use to support that claim? (In your own words)

How does the author explain how his or her warrants (evidence) supports his or her claim?

**Unit 1 – Lesson 4: Jay-Z & Beyonce’s trip to Cuba isn’t the problem, the Embargo is**

**Guzman,** Sandra (Emmy award winning journalist.) “Jay-Z and Beyonce’s rip to Cuba isn’t the problem, the embargo is.” CNN. May 8, **2013.**

<<http://www.cnn.com/2013/05/07/opinion/guzman-beyonce-jay-z-cuba/index.html>>

The few but very influential pro-embargo lobby have put a stranglehold on a lucid discussion surrounding Cuba. Five decades of failed policy later, our nation is being held hostage unable to have a cogent discussion on anything Cuba-related. The U.S. embargo has not and will not work. Put in place in 1962 by President John F. Kennedy, the policy is stuck in a time warp that has nothing to do with modern-day reality. The most enduring embargo in modern day history is a remnant of a Cold War past when the Soviet Union was the enemy and the world was on the brink of nuclear war. The thinking was that financial sanctions, which included a ban on travel by American citizens, would collapse the island economy and force people to revolt against Fidel Castro. Over the years, these sanctions have been eased or toughened depending on political winds. In 1992, disgraced New Jersey Rep. Robert Torricelli was behind one the cruelest acts which banned, among many things, food and medicine sales to Cuba and prevented Cuban-American families from sending cash to their relatives. These were tough times and seeing many friends and families suffer because they couldn't visit their elderly mothers more than once every three years, or being prevented from sending them needed supplies, was very painful. Restrictions have eased under President Barack Obama but there is still a major ban. Enter Jay Z and Beyoncé. It's 2013 and we need to debate Cuban policy earnestly. Members of Congress must stop the cowardice around the issue and stop humoring the delusions of passionate folks stuck in the 1960s for political votes and favor. The pro-embargo folks are ignoring the policy's epic failure and fail to recognize that U.S. policy has played into the hands of the Castro brothers, who have sinisterly used it to make the case to their people that if Cuba is starving and the island economy can't grow, it's because of this U.S. policy.

What is the author’s claim in this text? (In your own words)

What specific warrants (evidence) do they use to support that claim? (In your own words)

How does the author explain how his or her warrants (evidence) supports his or her claim?

**Unit 1 – Lesson 4: Exit Ticket**

1. **The Author’s Claim is…**

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|  |

1. **The Author’s Warrants are…**

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1. **The Author Explains his or her warrants by…**

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**Unit 1 – Lesson 4: Homework - Time to Strengthen the Cuban Embargo**

**International Policy Digest.** “Time to Strengthen the Cuban Embargo.” **2013** [http://www.internationalpolicydigest.org/2013/05/09/time-to-strengthen-the-cuban embargo/?utm\_source=feedburner&utm\_medium=feed&utm\_campaign=Feed%3A+internationalpolicydigest+(International+Policy+Digest)](http://www.internationalpolicydigest.org/2013/05/09/time-to-strengthen-the-cuban%20embargo/?utm_source=feedburner&utm_medium=feed%20&utm_campaign=Feed%3A+internationalpolicydigest+(International+Policy+Digest))

However unfortunate it may be, Cuba, in its current state, is a nation consisting only of a wealthy and powerful few and an impoverished and oppressed proletariat, who possess little to no means to escape or even improve their fate. Lifting the trade embargo will not increase the general prosperity of the Cuban people, but it will increase the prosperity of the government. Ergo, the poverty and dire situation of the Cuban people cannot be blamed on the United States or the embargo. No doubt, it has been a fruitless 50 years since the embargo was enacted. Little has changed as far as democracy and human rights are concerned. To maintain control, Cuba has “managed to offset much of the effects over the years in large part because the Soviets subsidized the island for three decades, because the regime welcomed Canadian, Mexican and European capital after the collapse of the Berlin Wall, and because Venezuela is its new patron,” according to Llosa. However, Venezuela is now undergoing a political transition of its own with the recent death of Hugo Chávez, its president for the past 14 years, and the controversial election of Nicolás Maduro. Despite being Chávez’s handpicked successor, Maduro only won by a narrow margin and will likely be forced to cut spending on social programs and foreign assistance in an effort to stabilize Venezuela’s dire economic problems. Therefore, now is the ideal time to take action. Without Venezuela’s support, the Cuban government will assuredly face an economic crisis. Strengthening the embargo to limit U.S. dollars flowing into Cuba would place further pressure on the Cuban government and has the potential to trigger an economic collapse. A change in the Cuban political climate is within reach... A strong and unyielding embargo, supported by the U.S. and its allies, is necessary to incite political change. Furthermore, Sen. Menendez argues, “Those who lament our dependence on foreign oil because it enriches regimes in terrorist states like Iran, should not have a double standard when it comes to enriching a brutal dictatorship like Cuba right here in our own backyard.” If the policy of the U.S. is to challenge these behaviors, then it must also stand up to Cuba. It would be a disservice to squander the progress of the past 50 years when opportunity is looming.

What is the author’s claim in this text? (In your own words)

What specific warrants (evidence) do they use to support that claim? (In your own words)

How does the author explain how his or her warrants (evidence) supports his or her claim?

**Unit 1: Cuba**

**Lesson 5: Analyzing an Authors’ Argument**

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| --- | --- |
| EBA Skill | EBA Skill 1 – Making a Basic Argument |
| CCR Standard | Reading 8, Speaking & Listening 1, Language 1 & 2 |
| BPS Arts Standard | Theatre Content Standards 1 -5 |
| Skill Objective | Use text-marking strategies & identify an author’s argument. (Skills 1-d & 1-e) |
| Content Objective | Analyze debate over U.S. trade embargo with Cuba. |
| Language Objective | Read, write about, and discuss texts. |
| EBA Activity | Identify evidence in a text  Soapbox |
| Claims/Warrants |  |
| Pre-Work | While this is not necessary for this lesson, you may want to have students complete the homework assignment from lesson 4, having students practice text marking and annotation. |
| Procedure | Do Now: Using the documents analyzed yesterday, answer the following questions:   1. Why did the United States place an embargo on Cuba? 2. What does the United States embargo include limits on? 3. What are some arguments for maintaining the embargo? 4. What are some arguments for eliminating the embargo?   Mini-Lesson: Review Do Now. Fill in students knowledge about Cuba.  You may want to show students a video from the video playlist on the Cuban Embargo for background information.  (Optional) Review homework. Have students share out homework responses.  Model text marking and annotating strategies by reading a document together as a class, students reading and marking along with you and you marking and annotating the text in these ways:  Before reading -   1. Number the paragraphs 2. Read the title and respond to it   During reading -   1. Circle words unfamiliar with (ex. Repressed, violated, justice) 2. Box people, places and times that are important 3. Underline evidence 4. Ask questions and/or respond to text in margins   After reading -   1. Look up circle words unknown – clarify in margins 2. Double underline author’s claim   (This is a modification of “Identifying Evidence in a Text” see activity procedure for more information.)  Independent Practice: Individually have students practice text marking and annotating strategies with a second source.  Exit Ticket: Individually have students complete modified soapbox and share what they found for author’s claim and warrants. |
| Assessment | Exit Ticket for Formative Assessment of Skill 1-d – using text marking and annotating & 1-E– identify claim and evidence of a text -> Students use text marking and annotating strategies with a third source, including identifying the author’s claim and evidence |
| Text | From Cuba Novice Packet:  “Want change in Cuba? End US embargo.”  “Sanctions on Cuba are Good, But Not Enough”  “Cuba says ending US Embargo would help both countries” |
| Homework | Have students complete another text marking and annotating practice for homework. |

**Unit 1 – Lesson 5: Do Now**

Based on what you’ve learned so far through your reading...

1. Why did the United States place an embargo on Cuba?
2. What does the United States embargo include limits on?
3. What are some arguments for maintaining the embargo?
4. What are some arguments for eliminating the embargo?

**Unit 1 – Lesson 5: Want change in Cuba? End US embargo**

Perez, Louis (Professor of History at UNC at Chapel Hill.) “Want change in Cuba? End U.S. Embargo.” 2010. <<http://www.cnn.com/2010/OPINION/09/20/perez.cuba.embargo/index.html>>

But if the administration really wanted to do something in the national interest, it would end the 50-year-old policy of political and economic isolation of Cuba. The Cuban embargo can no longer even pretend to be plausible. On the contrary, it has contributed to the very conditions that stifle democracy and human rights there. For 50 years, its brunt has fallen mainly on the Cuban people. This is not by accident. On the contrary, the embargo was designed to impose suffering and hunger on Cubans in the hope that they would rise up and overturn their government. "The only foreseeable means of alienating internal support," the Department of State insisted as early as April 1960, "is through disenchantment and disaffection based on economic dissatisfaction and hardship." The United States tightened the screws in the post-Soviet years with the Torricelli Act and the Helms-Burton Act -- measures designed, Sen. Robert Torricelli said, "to wreak havoc on that island." The post-Soviet years were indeed calamitous. Throughout the 1990s, Cubans faced growing scarcities, deteriorating services and increased rationing. Meeting the needs of ordinary life took extraordinary effort. And therein lies the problem that still bedevils U.S. policy today. Far from inspiring the Cuban people to revolution, the embargo keeps them down and distracted. Dire need and urgent want are hardly optimum circumstances for a people to contemplate the benefits of democracy. A people preoccupied with survival have little interest or inclination to bestir themselves in behalf of anything else. In Cuba, routine household errands and chores consume overwhelming amounts of time and energy, day after day: hours in lines at the local grocery store or waiting for public transportation. Cubans in vast numbers choose to emigrate. Others burrow deeper into the black market, struggling to make do and carry on. Many commit suicide. (Cuba has one of the highest suicide rates in the world; in 2000, the latest year for which we have statistics, it was 16.4 per 100,000 people.) A June 2008 survey in The New York Times reported that less than 10 percent of Cubans identified the lack of political freedom as the island's main problem. As one Cuban colleague recently suggested to me: "First necessities, later democracy." The United States should consider a change of policy, one that would offer Cubans relief from the all-consuming ordeal of daily life. Improved material circumstances would allow Cubans to turn their attention to other aspirations.

What is the author’s claim in this text? (In your own words)

What specific warrants (evidence) do they use to support that claim? (In your own words)

How does the author explain how his or her warrants (evidence) supports his or her claim?

**Unit 1 – Lesson 5: Sanctions on Cuba are Good, But Not Enough**

**Lopez** , Juan (Former Professor of Political Science at University of Illinois.) “Sanctions on Cuba are Good, But Not Enough.” Orbis, Volume 44, Issue 3. June **2000.** p. 345-362, EBSCOhost

The debate over the effectiveness of the U.S. embargo on Cuba has paid little attention to the scholarly literature on economic sanctions and transitions to democracy. One consequence is that critics of the embargo base their arguments on hypotheses that are empirically wrong or that misconstrue scholarly findings. Supporters of the embargo, in turn, do a poor job of exposing the flaws in the anti-embargo arguments. But in fact, the hypotheses used by engagement advocates to criticize the U.S. embargo are untenable. There is strong historical evidence that economic development does not lead to democracy. Foreign investors in Cuba are more likely to become supporters of the dictatorship rather than agents of political change. Foreign capitalists at the time of the transition to democracy will face legal and political problems that will likely entail considerable financial losses and impair their ability to continue to do business in Cuba. And the desire of some American firms to establish businesses in Cuba now, seeking to get a hold on the market in preparation for the post-transition period, is shortsighted and apparently based on misunderstandings of the economic and political factors involved. Given the nature of the Cuban dictatorship, neither engagement nor the embargo by itself will move the Castro government toward political liberalization. But unilateral economic sanctions can be effective by reaffirming a commitment to international norms of democracy and justice and by weakening the Castro government and promoting a change of regime. The U.S. sanctions impose serious economic costs on the Castro dictatorship, and the deterioration of the Cuban economy in the 1990s can be clearly linked both to the marked development of independent groups that challenge the government and to the increase in overt opposition on the part of the general population. Moreover, there is reason to believe that Cuba's economic problems have generated serious discontent within the Communist Party's own cadres, including military officers.

What is the author’s claim in this text? (In your own words)

What specific warrants (evidence) do they use to support that claim? (In your own words)

How does the author explain how his or her warrants (evidence) supports his or her claim?

**Unit 1 – Lesson 5: Exit Ticket**

1. **The Author’s Claim is…**

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1. **The Author’s Warrants are…**

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1. **The Author Explains his or her warrants by…**

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**Unit 1 – Lesson 5: Homework -Ending US embargo would help both countries**

Franks, Jeff (South American correspondent for Reuters.) “Cuba says ending US Embargo would help both countries.” September 20, 2012.

<<http://www.reuters.com/article/2012/09/20/us-cuba-usa-embargo-idUSBRE88J15G20120920>>

Both the United States and Cuba would benefit if Washington would lift its longstanding trade embargo against the island, but U.S. President Barack Obama has toughened the sanctions since taking office in 2009, a top Cuban official said on Thursday. The embargo, fully in place since 1962, has done $108 billion in damage to the Cuba economy, but also has violated the constitutional rights of Americans and made a market of 11 million people off limits to U.S. companies, Foreign Minister Bruno Rodriguez told reporters. "The blockade is, without doubt, the principal cause of the economic problems of our country and the essential obstacle for (our) development," he said, using Cuba's term for the embargo.¶ "The blockade provokes suffering, shortages, difficulties that reach each Cuban family, each Cuban child," Rodriguez said.¶ He spoke at a press conference that Cuba stages each year ahead of what has become an annual vote in the United Nations on a resolution condemning the embargo. The vote is expected to take place next month. Last year, 186 countries voted for the resolution, while only the United States and Israel supported the embargo, Rodriguez said.¶ Lifting the embargo would improve the image of the United States around the world, he said, adding that it would also end what he called a "massive, flagrant and systematic violation of human rights."

What is the author’s claim in this text? (In your own words)

What specific warrants (evidence) do they use to support that claim? (In your own words)

How does the author explain how his or her warrants (evidence) supports his or her claim?

**Unit 1: Cuba**

**Lesson 6: Analyzing an Authors’ Argument**

|  |  |
| --- | --- |
| EBA Skill | EBA Skill 1 – Making a Basic Argument |
| CCR Standard | Reading 8, Speaking & Listening 1, Language 1 & 2 |
| BPS Arts Standard | Theatre Content Standards 1 -5 |
| Skill Objective | Use text-marking strategies & identify an author’s argument. (Skills 1-d & 1-e) |
| Content Objective | Analyze debate over U.S. trade embargo with Cuba. |
| Language Objective | Read, write about, and discuss texts. |
| EBA Activity | Evidence Scavenger Hunt |
| Claims/Warrants |  |
| Pre-Work | While this is not necessary for this lesson, you may want to have students complete the homework assignment from lesson 5, having students practice text marking and annotation. |
| Procedure | Do Now: Using the documents analyzed so far, answer the following questions:   1. Why did the United States place an embargo on Cuba? 2. What does the United States embargo include limits on? 3. What are some arguments for maintaining the embargo? 4. What are some arguments for eliminating the embargo?   Mini-Lesson: Review Do Now.  (Optional) Review homework. Have students share out homework responses.  Model the first claim or two of the evidence scavenger hunt (see activity procedure for more information.)  Guided Practice: In small groups or pairs, have students read text and finish evidence scavenger hunt.  Independent Practice/Exit Ticket: Students share out results of evidence scavenger hunt. |
| Assessment | Guided Practice for Formative Assessment of Skill 1-E– identify claim and evidence of a text -> Evidence Scavenger Hunt |
| Text | “Four Decades of Failure”  “The U.S. Embargo and the failure of the Cuban Economy” |
| Homework | Have students complete text marking and annotating practice for homework. |

**Unit 1 – Lesson 6: Do Now**

Based on what you’ve learned so far through your reading,..

1. Why did the United States place an embargo on Cuba?
2. What does the United States embargo include limits on?
3. What are some arguments for maintaining the embargo?
4. What are some arguments for eliminating the embargo?

**Unit 1 – Lesson 6: Four Decades of Failure**

Griswold, Daniel (director of the Center for Trade Policy Studies at the Cato Institute.) “Four Decades of Failure: The US Embargo against Cuba.” *Cato Institute.* October 12, 2005

<<http://www.cato.org/publications/speeches/four-decades-failure-us-embargo-against-cuba>>

Instead of the embargo, Congress and the administration should take concrete steps to expand America’s economic and political influence in Cuba. First, the travel ban should be lifted. According to U.S. law, citizens can travel more or less freely to such “axis of evil” countries as Iran and North Korea. But if Americans want to visit Cuba legally, they need to be a former president or some other well-connected VIP or a Cuban American. Yes, more American dollars would end up in the coffers of the Cuban government, but dollars would also go to private Cuban citizens. Philip Peters, a former State Department official in the Reagan administration and expert on Cuba, argues that American tourists would boost the earnings of Cubans who rent rooms, drive taxis, sell art, and operate restaurants in their homes. Those dollars would then find their way to the hundreds of freely priced farmer’s markets, to carpenters, repairmen, tutors, food venders, and other entrepreneurs. Second, restrictions on remittances should be lifted. Like tourism, expanded remittances would fuel the private sector, encourage Cuba’s modest economic reforms, and promote independence from the government. Third, American farmers and medical suppliers should be allowed to sell their products to Cuba with financing arranged by private commercial lenders, not just for cash as current law permits. Most international trade is financed by temporary credit, and private banks, not taxpayers, would bear the risk. I oppose subsidizing exports to Cuba through agencies such as the Export-Import Bank, but I also oppose banning the use of private commercial credit. Finally, the Helms-Burton law should be allowed to expire. The law, like every other aspect of the embargo, has failed to achieve its stated objectives and has, in fact, undermined American influence in Cuba and alienated our allies. Lifting or modifying the embargo would not be a victory for Fidel Castro or his oppressive regime. It would be an overdue acknowledgement that the four-and-a-half decade embargo has failed, and that commercial engagement is the best way to encourage more open societies abroad. The most powerful force for change in Cuba will not be more sanctions, but more daily interaction with free people bearing dollars and new ideas. How many decades does the U.S. government need to bang its head against a wall before it changes a failed policy? **Unit 1 – Lesson 6: Evidence Scavenger Hunt**

*Students will race in pairs to both find textual evidence and to explain how the text SUPPORTS OR DISPROVES the claim. Every team that correctly answers that statement will receive 1 point and the first group to answer in each round will receive 2 points. The best analysis will receive 3 points.*

|  |  |  |
| --- | --- | --- |
| **Claim** | **Warrant** | |
| **“QUOTE”- page/line number** | **Analysis – How does the quote support or disprove the claim** |
| **Example:**  Travel Ban to Cuba should be lifted.  SUPPORT DISPROVE | **EXAMPLE:** | **EXAMPLE:** |
| American travel dollars would only go to Cuban Government.  SUPPORT DISPROVE |  |  |
| Restrictions on remittances should be lifted.  SUPPORT DISPROVE |  |  |
| Increased private sector would promote reforms.  SUPPORT DISPROVE |  |  |

**Unit 1 – Lesson 6: Evidence Scavenger Hunt (Cont.)**

|  |  |  |
| --- | --- | --- |
| **Claim** | **Warrant** | |
| **“QUOTE”- page/line number** | **Analysis – How does the quote support or disprove the claim** |
| American merchants should be allowed to sell to Cubans.  SUPPORT DISPROVE |  |  |
| Lifting the embargo would be victory for Fidel Castro.  SUPPORT DISPROVE |  |  |
| Commercial engagement is the best way to encourage freedom.  SUPPORT DISPROVE |  |  |
| The U.S. embargo on Cuba has been going on for 5 years.  SUPPORT DISPROVE |  |  |

Unit 1 – Lesson 6: Homework - The U.S. Embargo

and the Failure of the Cuban Economy

Jorge, Antonio (Professor of Political Economy at Florida International University.) “The U.S. Embargo and the failure of the Cuban Economy.” *Institute for Cuban & Cuban-American Studies Occasional Papers*. 2000. <http://scholarlyrepository.miami.edu/iccaspapers/28>

It follows, from all of the above, that a lifting of the embargo at this time would only serve the purpose of facilitating to Castro desperately needed resources, mainly in the form of credit lines extended by international organizations such as the International Monetary Fund, the World Bank, and the Inter-American Development Bank, and also by private banking and other financial institutions. This financial influx would serve to strengthen his 40-year stranglehold on the Cuban people. Furthermore, to those who believe that greater contacts between the United States and Cuba would further the cause of democratization, it should be pointed out that such hopes definitely have not been validated by the experience of Marxist societies from the inception of the New Economic Policy in the Soviet Union, which followed the stage of War Communism, up to the last efforts at reforming socialism in Eastern Europe in the late 1980s. In these countries, trade, foreign investment, and loans led hermetic lives of their own, oblivious to and unaffected by the rest of society. There is no historical precedent for drawing hope from the Cuban experience. As a matter of fact, it could be realistically argued that the opposite has happened. As the Cuban regime succeeds in solidifying itself, as a result of the legitimacy conferred upon it by other nations and by an augmented flow of resources, its repressive proclivities have increased in parallel fashion. Trade and investment with totalitarian states have not weakened or eroded those states; rather, the contrary has always been the case. Castro’s regime is certainly no exception to the rule and, in fact, categorically confirms it. Only pressure has led Castro temporarily to implement some timid reforms that he subsequently has either partly rescinded or revoked altogether. Cuba has established for all to see a system of apartheid — which is openly and vigorously enforced — between foreigners and Cuban nationals.

What is the author’s claim in this text? (In your own words)

What specific warrants (evidence) do they use to support that claim? (In your own words)

How does the author explain how his or her warrants (evidence) supports his or her claim?

**Unit 1: Cuba**

**Lesson 7: Analyzing an Authors’ Argument**

|  |  |
| --- | --- |
| EBA Skill | EBA Skill 1 – Making a Basic Argument |
| CCR Standard | Reading 8, Speaking & Listening 1, Language 1 & 2 |
| BPS Arts Standard | Theatre Content Standards 1 -5 |
| Skill Objective | Use text-marking strategies & identify an author’s argument. (Skills 1-d & 1-e) |
| Content Objective | Analyze debate over U.S. trade embargo with Cuba. |
| Language Objective | Read, write about, and discuss texts. |
| EBA Activity | Evidence Scavenger Hunt |
| Claims/Warrants |  |
| Pre-Work | While this is not necessary for this lesson, you may want to have students complete the homework assignment from lesson 6, having students practice text marking and annotation. |
| Procedure | Do Now: Using the documents analyzed so far, answer the following questions:   1. What does a community or country need to keep healthy? 2. How can a government promote health? 3. What things can limit people’s ability to be healthy?   Mini-Lesson: Review Do Now.  (Optional) Review homework. Have students share out homework responses.  Model the first claim or two of the evidence scavenger hunt (see activity procedure for more information.) Could have student model.  Independent Practice: Individually have students read text and finish evidence scavenger hunt.  Exit Ticket: Students share out results of evidence scavenger hunt. |
| Assessment | Guided Practice for Formative Assessment of Skill 1-E– identify claim and evidence of a text -> Evidence Scavenger Hunt |
| Text | From Cuba Novice Packet:  “Cuban healthcare weakened by U.S. Embargo”  “Fifty years of U.S. Embargo”  “Castrocare in Crisis” |
| Homework | Have students complete another text marking and annotating practice for homework. |

**Unit 1 – Lesson 7: Do Now**

Based on your own prior knowledge and experience, answer these questions.

1. What does a community or country need to keep healthy?
2. How can a government promote health?
3. What things can limit people’s ability to be healthy?

**Unit 1 – Lesson 7: Cuban Healthcare & U.S. Embargo**

Xinhua News. “Cuban Healthcare Weakened by U.S. Embargo.” 2012

http://news.xinhuanet.com/english/health/2012-11/28/c\_132004531.htm

Cuban medical authorities said on Tuesday a 50-year trade embargo imposed by the United States has severely undermined the country's healthcare system. Cuban hospitals suffer restrictions in acquiring imported medical consumables and medicine, advanced medical technology and latest scientific information, officials said. The public Institute of Cardiology and Cardiovascular Surgery, where thousands of people receive free medical care every year from international specialists, is financially strained by the embargo. "We must find alternatives that sometimes include purchasing from distant markets, buying from third parties, which means higher prices for these products," said Director of the institute Dr. Lorenzo Llerena. He added some equipments were simply unattainable, "because they are manufactured in the United States." The embargo has caused Cuba a loss of more than 200 million dollars in the medical sector alone by 2011, representing a significant impact on the tiny Caribbean nation, according to official figures. John Rhodes, a patient, told Xinhua that Cuba had made a great effort for the benefit of all its citizens. "It provides us free medicine across the country, which is highly expensive around the world," he said, adding "due to the U.S. embargo, sometimes we do not have all the raw materials and tools to solve certain problems immediately."

Barry, Michele and Paul Drain (Member of the Social Sciences Research Council for the Cuban Working Group of the American Council of Learned Societies.) “Fifty Years of U.S. Embargo: Cuba’s Health Outcomes and Lessons.” *Science Magazine,* April, 2010. <http://www.sciencemag.org/content/328/5978/572.full>)

However, impacts of sanctions on Cuba's financial systems, medical supplies, and aggregate health measures appear to be attenuated by their successes in other aspects of health care. Despite the embargo, Cuba has produced better health outcomes than most Latin American countries, and they are comparable to those of most developed countries. Cuba has the highest average life expectancy (78.6 years) and density of physicians per capita (59 physicians per 10,000 people), and the lowest infant (5.0/1000 live births) and child (7.0/1000 live births) mortality rates among 33 Latin American and Caribbean countries (11, 26). In 2006, the Cuban government spent about $355 per capita on health, 7.1% of total Gross Domestic Product (GDP) (11, 26). The annual cost of health care for an American was $6714, 15.3% of total U.S. GDP. Cuba also spent less on health than most European countries. But low health care costs alone may not fully explain Cuba's successes (27), which may relate more to their emphasis on disease prevention and primary health care, which have been cultivated during the U.S. trade embargo. Cuba has one of the most proactive primary health care systems in the world. By educating their population about disease prevention and health promotion, the Cubans rely less on medical supplies to maintain a healthy population. The converse is the United States, which relies heavily on medical supplies and technologies to maintain a healthy population, but at a very high cost.

**Unit 1 – Lesson 7: Evidence Scavenger Hunt**

*Students will race find textual evidence and to explain how the text SUPPORTS OR DISPROVES the claim. Every team that correctly answers that statement will receive 1 point and the first group to answer in each round will receive 2 points. The best analysis will receive 3 points.*

|  |  |  |
| --- | --- | --- |
| **Claim** | **Warrant** | |
| **“QUOTE”- page/line number and author (citation)** | **Analysis – How does the quote support or disprove the claim** |
| **Example:**  The Embargo is helping the Cuban healthcare.  SUPPORT DISPROVE | **EXAMPLE:** | **EXAMPLE:** |
| Cuban healthcare is suffering because it lacks medical consumables and technology.  SUPPORT DISPROVE |  |  |
| Cubans have to pay higher prices for products.  SUPPORT DISPROVE |  |  |
| The embargo is causing Cuba to loose money.  SUPPORT DISPROVE |  |  |

**Unit 1 – Lesson 7: Evidence Scavenger Hunt (Cont.)**

|  |  |  |
| --- | --- | --- |
| **Claim** | **Warrant** | |
| **“QUOTE”- page/line number and author (citation)** | **Analysis – How does the quote support or disprove the claim** |
| Cuba has worse health outcomes than the rest of Latin America.  SUPPORT DISPROVE |  |  |
| Cuba has the lowest life expectancy in Latin America.  SUPPORT DISPROVE |  |  |
| Cuba has lower health care costs than the U.S.  SUPPORT DISPROVE |  |  |
| Cuban healthcare system relies on disease prevention and health promotion.  SUPPORT DISPROVE |  |  |

**Unit 1 – Lesson 7: Homework - Castrocare in Crisis**

Garrett, Laurie (Senior Fellow for Global Health at the Council on Foreign Relations.)

“Castrocare in Crisis.” *Foreign Affairs*, 89:4, EBSCOhost. July/August 2010.

The two keys to Cuba's medical and public health achievements are training provided by the state and a community-based approach that requires physicians to live in the neighborhoods they serve and be on call 24 hours a day. In the wake of the 1959 Cuban Revolution, more than one-third of Cuba's doctors fled, mostly to the United States, leaving the country with just 6,300 physicians and a doctor-patient ratio of 9.2 per 10,000, according to the Cuban Ministry of Public Health. In response, Fidel Castro declared public health and doctor training to be paramount tasks for the new socialist state. By the early 1980s, Cuba led the socialist world -- including its patron, the Soviet Union -- in all health indicators. Between 1959 and 1989, Cuba's doctor-patient ratio more than tripled, soaring to 33 per 10,000, and health-care expenditures rose by 162 percent. Cuba today has the highest doctor-patient ratio in the entire world, with 59 physicians per 10,000 people -- more than twice the ratio of the United States. Cuba is the world's only poor country that can rightly say that basic health is no longer an existential problem for its people. Its achievement in this respect is unparalleled. Cuba now boasts more than 73,000 practicing doctors (half of whom work in primary care), 107,761 nurses, and a total health-care work force of 566,365, according to government figures. About 12 percent of Cuba's adult population is employed by the state in the health-care sector. Because of economic exigencies that have limited Cuba's access to advanced technology for diagnosing and curing ailments, the Cuban health system has focused -- successfully -- on prevention. Between 1959 and 2000, Cuba reduced its infant mortality by 90 percent, and the number of mothers who died from pregnancy-related complications dropped from 125 per 100,000 live births to 55 per 100,000.

What is the author’s claim in this text? (In your own words)

What specific warrants (evidence) do they use to support that claim? (In your own words)

How does the author explain how his or her warrants (evidence) supports his or her claim?

**Unit 1: Cuba**

**Lesson 8: Analyzing an Authors’ Argument**

|  |  |
| --- | --- |
| EBA Skill | EBA Skill 1 – Making a Basic Argument |
| CCR Standard | Reading 8, Speaking & Listening 1, Language 1 & 2 |
| BPS Arts Standard | Theatre Content Standards 1 -5 |
| Skill Objective | Use text-marking strategies & identify an author’s argument. (Skill 1-d & 1-e) |
| Content Objective | Analyze debate over U.S. trade embargo with Cuba. |
| Language Objective | Read, write about, and discuss texts. |
| EBA Activity | Identify evidence in a text |
| Claims/Warrants |  |
| Pre-Work | While this is not necessary for this lesson, you may want to have students complete the homework assignment from lesson 7, having students practice text marking and annotation. |
| Procedure | Do Now: Using the texts already examined, answer these questions:   1. How is the Cuban healthcare system set up? 2. How is it different from the U.S. healthcare system? 3. What are some good things about the Cuban healthcare system? 4. What are some problems the Cuban healthcare system is having? 5. How does annotating and marking a text help you?   Mini-Lesson: Review Do Now.  (Optional) Review homework. Have students share out homework responses.  Have a student who has been doing it successfully model text marking and annotating strategies by reading a document together as a class, students reading and marking along with them and them marking and annotating the text in these ways:  Before reading -   1. Number the paragraphs 2. Read the title and respond to it   During reading -   1. Circle words unfamiliar with (ex. Repressed, violated, justice) 2. Box people, places and times that are important 3. Underline evidence 4. Ask questions and/or respond to text in margins   After reading -   1. Look up circle words unknown – clarify in margins 2. Double underline author’s claim   (this is a modification of “Identifying Evidence in a Text” see activity procedure for more information)  Guided Practice: In small groups or pairs, practice text marking and annotating strategies with a second source. Review as a class.  Independent Practice/Exit Ticket: Post Assessment of Text Marking and Identifying Author’s Claim |
| Assessment | Post Assessment of Text Marking and Identifying Author’s Claim |
| Text | From Cuba Novice Packet:  “Does the U.S. Embargo Affect Cuban Healthcare?”  “The U.S. Embargo Against Cuba”  From pro/con: "Open for Questions with President Obama"  http://cuba-embargo.procon.org/ |
| Homework | Have students complete another text marking and annotating practice for homework. |

**Unit 1 – Lesson 8: Do Now**

Based on what you have read so far…

1. How is the Cuban healthcare system set up?
2. How is it different from the U.S. healthcare system?
3. What are some good things about the Cuban healthcare system?
4. What are some problems the Cuban healthcare system is having?
5. How does annotating and marking a text help you?

**Unit 1 – Lesson 8: Does the U.S. Embargo Affect Cuban Healthcare?**

Randall, Judith (MD in internal medicine from Indiana University.) “Does the US Embargo Affect Cuban Healthcare?” *Journal of the National Cancer Institute*. 2000. <http://jnci.oxfordjournals.org/content/92/12/963.full>

“These hospitals were all well staffed with very qualified physicians, highly committed and knowledgeable in their fields,” he said. He was pleased to find, too, that Cuban health care, tertiary care included, is free and available for everyone. But he also found that, because of the embargo, “the management of patients can be difficult” due to a lack of such items as bone-marrow aspiration needles and high-dose formulations of cytosine-arabinoside and shortages of antibiotics, equipment, current textbooks, and basic medical supplies.¶ Variations on the above themes are not hard to find. Under a program called MEDICC (http://www.medicc.org), students working toward health sciences degrees in the United States and Canada spend 4 to 8 weeks in Cuba taking courses in their fields and doing clinical rotations mentored by local physicians.¶ They often return from the experience to report that universal precautions are not observed in Cuba; for example, the precious few rubber gloves available are reserved for surgical procedures, and, just as cars in Cuba are likely to be vintage models, things like anesthesia and x-ray machines are, too.

What is the author’s claim in this text? (In your own words)

What specific warrants (evidence) do they use to support that claim? (In your own words)

How does the author explain how his or her warrants (evidence) supports his or her claim?

**Unit 1 – Lesson 8:** The U.S. Embargo Against Cuba

Amnesty International (international organization promoting human rights.) “The U.S. Embargo Against Cuba.” 2009. <<http://www.amnestyusa.org/pdfs/amr250072009eng.pdf>>

The tightening of the US embargo during the 1990s exacerbated the economic crisis in Cuba as the country had lost the economic support from the Soviet Union. This affected the capacity of the Cuban health system to deliver to the population the same standards of health care as before the economic crisis. The Resident Coordinator for the Operational Activities for Development of the United Nations System reported in the UN Secretary-General’s 2008 report on the impact of the US embargo: “Goods, services or technologies produced by the United States or covered by United States patents or containing any element produced or patented by the United States are not available to Cuba. This includes medicines, medical equipment and other products under the category of humanitarian assistance, even when such products are purchased through multilateral cooperation.” The CDA contains provisions for its enforcement outside the USA, resulting in severe limitations to Cuba’s access to an international supply of medicines and medical equipment. Furthermore, the expansion of US pharmaceutical companies in the last three decades has imited the number of companies able to export their products to Cuba without facing penalties from the US government. The Helms-Burton Act penalizes non-US companies and nationals for trading with Cuba. Although commercial opportunities are available to Cuba throughout the rest of the Americas, Europe, Asia, and elsewhere, the Helms-Burton Act has an inhibiting effect on non-US medical companies, therefore limiting Cuba’s access to medicines, medical equipment and technologies. In the health care sector in particular, Cubans are denied the latest generation of equipment and medicine, available in some cases only from US companies or at prohibitively high prices through third countries. For instance, the World Health Organization reported “lack of diagnostic materials and equipment, replacement parts, surgical supplies and drugs hinders the operations of emergency services and care for patients in serious condition. The resources for treating patients who need this type of care, adults and children alike, are limited. In the case of patients with psychiatric disorders, state-of-the-art drugs are unavailable.”

What is the author’s claim in this text? (In your own words)

What specific warrants (evidence) do they use to support that claim? (In your own words)

How does the author explain how his or her warrants (evidence) supports his or her claim?

**Unit 1 – Lesson 8: Text Marking & Identifying Author’s Claim Post Assessment**

Directions: Read the following short article. As you read annotate and mark the text.

“**A Different Model — Medical Care in Cuba**”

**Campsion**, Edward, M.D. & Stephen **Morrissey**, Ph.D. “A Different Model – Medical Care in Cuba.”

*New England Journal of Medicine*. 2013

<<http://www.sld.cu/galerias/pdf/sitios/santiagodecuba/nejmp1215226_1.pdf>>

Internet access is virtually nonexistent. And the Cuban health care system also seems unreal. There are too many doctors. Everybody has a family physician. Everything is free, totally free — and not after prior approval or some copay. The whole system seems turned upside down. It is tightly organized, and the first priority is prevention. Although Cuba has limited economic resources, its health care system has solved some problems that ours has not yet managed to address. Family physicians, along with their nurses and other health workers, are responsible for delivering primary care and preventive services to their panel of patients — about 1000 patients per physician in urban areas. All care delivery is organized at the local level, and the patients and their caregivers generally live in the same community. The medical records in cardboard folders are simple and handwritten, not unlike those we used in the United States 50 years ago. But the system is surprisingly information-rich and focused on population health.

What is the author’s claim in this text? (In your own words)

What specific warrants (evidence) do they use to support that claim? (In your own words)

How does the author explain how his or her warrants (evidence) supports his or her claim?

**Unit 1 – Lesson 8: Homework – Open for Questions with President Obama**

**Obama**, Barack (JD, 44th President of the United States.) Open for Questions with President Obama." Sep. 28, **2011**. <whitehouse.gov>

"...[W]e're prepared to show flexibility and not be stuck in a Cold War mentality dating back to when I was born. On the other hand, we have to see a signal back from the Cuban government that it is following through on releasing political prisoners, on providing people their basic human rights, in order for us to be fully engaged with them. And so far, at least, what we haven't seen is the kind of genuine spirit of transformation inside of Cuba that would justify us eliminating the embargo...  
  
And as long as I'm President I will always be prepared to change our Cuba policy if and when we start seeing a serious intention on the part of the Cuban government to provide liberty for its people. But that's always my watchword, is are we seeing freedom for the Cuban people to live lives of opportunity and prosperity. If we are, then we'll be supportive of them."

What is the author’s claim in this text? (In your own words)

What specific warrants (evidence) do they use to support that claim? (In your own words)

How does the author explain how his or her warrants (evidence) supports his or her claim?

**Unit 1: Cuba**

**Lesson 9: Strong Argument**

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| EBA Skill | EBA Skill 2 – Making a Strong Argument |
| CCR Standard | Writing 1, Speaking & Listening 1, Language 1 & 2 |
| BPS Arts Standard | Theatre Content Standards 1 -5 |
| Skill Objective | Identify & define the necessary components of a strong argument. (Skill 2-a) |
| Content Objective | Construct arguments for debate over U.S. trade embargo with Cuba. |
| Language Objective | Make arguments and participate in conversations. |
| EBA Activity | Claim Warrant Game |
| Claims/Warrants | Claims:   * The U.S. should lift the embargo on Cuba to promote democracy. * The U.S. should keep the embargo on Cuba to promote democracy. * The U.S. should life the embargo on Cuba to help its people health. * The Cuban people are doing fine health wise with the embargo. |
| Pre-Work | While this is not necessary for this lesson, you may want to have students complete the homework assignment from lesson 8, having students practice text marking and annotation. |
| Procedure | Do Now: Skill 2 Baseline Assessment  (Optional) Review homework. Have students share out homework responses.  Mini-Lesson: Review the requirements for a strong argument.    Strong argument = claim + persuasive warrant  Review types of persuasive warrants (statistics, logic, expert source, personal testimony, appeal to emotion)  Give students examples of these persuasive warrant types:  Statistics -  A survey shows that 90% of Burke students love arguing!  Logic –  If students love arguing and want to get better at it, then students will work hard in debate class.  Expert Source –  Teachers say the way to get better at an academic skill is practice.  Personal Testimony –  Tyreik said that when he went to debate camp he learned all the debate skills and practiced a lot so that he was able to win the next tournament he went to.  Appeal to Emotion –  Argumentative writing skills are very important to our students’ futures, so if we care about students being successful in the future we must make sure they learn how to argue.    Next, give examples of warrants and have students vote which is more persuasive:  Cuba today has the highest doctor-patient ratio…59 physicians per 10,000 people…more than twice the ratio of the United States  OR  Cuba now boasts more than 73,000 practicing doctors.  Cuba has the highest average life expectancy (78.6 years)… among 33 Latin American and Caribbean countries.  OR  Low healthcare costs alone may not fully explain Cuba’s successes, which may relate more to their emphasis on disease prevention  Economic sanctions are, at their core, a war against Public health. Our professional ethic demands the defense of public health…we have a moral imperative to call for the end of sanctions  OR  Due to the U.S. Embargo sometimes we do not have all the raw materials and tools to solve certain problems immediately  Guided Practice: Claim-Warrant Game (see activity for procedure)  Have students write one of the following claims on their paper. May repeat claims in the same class, but you’ll want one of each claim in a group.  Have students pass claims either around in smaller groups (4 might be ideal for the first time this activity is used) to add as many warrants as they can in 60 seconds.  Before starting claim-warrant review activity procedures with students and review the claims as a class. These claims may present terms to students that they are unfamiliar with. Remind them they can use their readings.  Claims:  The U.S. should lift the embargo on Cuba to promote democracy there.  The U.S. should keep the embargo on Cuba to promote democracy.  The U.S. should life the embargo on Cuba to help its people health.  The Cuban people are doing fine health wise with the embargo.  After students complete the claim-warrant game it may be good to review the warrants students came up with to support each claim as a whole class. You might want to help students add additional warrants.  You’ll want to help the class review what warrants are most persuasive. Perhaps making the class list of the most persuasive warrants.  Table Debates – if time - (see activity for procedure)    Have students practice their speaking skills doing table debates. You can have students debate the claims they just played the claim-warrant game with so that the claims are already familiar to them. Unless students are particularly advance, it is not recommended to have students refute or respond to each other’s arguments at this point. However, do have students stand and practice good debate speaking skills.  Independent Practice/Exit Ticket: Soapbox (see activity for procedure)  Have students create their own strong arguments with claims and multiple warrants supporting those claims. Have students label each part of the argument. (Can use the back of a claim sheet from last activity)  You can leave it open for students to construct any claim or you can give them a question they have to answer to construct a claim.  For example: What should the U.S. do today about its embargo on Cuba.  (Example claim – The U.S. should \_\_\_\_\_\_\_\_ the embargo on Cuba.)  If you choose to use a guiding question, you could use the graphic organizer for Activity 2, Skill 1.  Call on students (or have them volunteer) to share their arguments in front of the class on the “soapbox). After each student presents their argument you can ask students to identify the parts of their argument. (Again, have as many students share as time permits.) |
| Assessment | Skill 2 Baseline  Exit ticket for Formative Assessment of Skill 2-A: Identify & define the necessary components of a strong argument -> Have students create their own strong arguments with claims and multiple warrants supporting those claims. Have students label each part of the argument. |
| Text | None |
| Homework | Have students write a paragraph for homework about their opinion of the Cuba Embargo, if they use evidence from the readings they should be sure to cite them. |

**Unit 1 - Lesson 9: Claim-Warrant Game**

Claim:

Warrants:

**Unit 1 – Lesson 9: Strong Argument Soapbox**

*Question:*

1. **Claim (your answer to the question):**

|  |
| --- |
|  |

1. **Warrant (your reason why your answer is true):**

|  |
| --- |
|  |

**Speech Structure**

“My claim is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. My warrant for this claim is

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.”

OR “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.”

Claim Warrant

**Unit 1 – Lesson 9: Homework - Should the U.S. keep its Embargo against Cuba?**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Unit 1: Cuba**

**Lesson 10: Strong Argument**

|  |  |
| --- | --- |
| EBA Skill | EBA Skill 2 – Making a Strong Argument |
| CCR Standard | Writing 1, Speaking & Listening 1, Language 1 & 2 |
| BPS Arts Standard | Theatre Content Standards 1 -5 |
| Skill Objective | Identify the types of persuasive warrants & Classify persuasive warrants by type (Skill 2-b) |
| Content Objective | Construct arguments for debate over U.S. trade embargo with Cuba. |
| Language Objective | Make arguments and participate in conversations. |
| EBA Activity | Choosing the Best Warrant Table Debate |
| Claims/Warrants | Claims:   * The Embargo should be ended. * The Embargo should be continued. |
| Pre-Work | While this is not necessary for this lesson, you may want to have students complete the homework assignment from lesson 9 |
| Procedure | Do Now: Classify the follow warrants by type (statistics, logic, expert source, personal testimony, appeal to emotion)   1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 55% of Cuban Americans in Florida support lifting the embargo. [[1]](#footnote-1) 2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ “It requires an act of Congress to change, but that ain’t going to happen any time soon,” Chris Sabatini, policy director of the Americas Society, said in a telephone interview.[[2]](#footnote-2) 3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Julia Sweig, Director of Latin American Studies at the Council on Foreign Relations and author of “Cuba: What Everyone Needs to Know,” also said “bureaucratic inertia and political queasiness” make it unlikely that U.S. politicians will try to change the embargo.[[3]](#footnote-3) 4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ "Cuba has not changed, and Cubans here don't want any relations with the government there," said Remedios Diaz-Oliver, founder of the U.S.-Cuba Democracy PAC.[[4]](#footnote-4) 5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ "The biggest poll was done on election night," Diaz-Oliver said, noting that all three Cuban-American candidates for Congress in South Florida won, two of them by big double-digit margins. All three are strong embargo supporters.[[5]](#footnote-5) 6. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ By a greater than two-to-one margin, Americans would like President Barack Obama and Congress to lift the Cuba embargo, according to a Widmeyer post-election online survey commissioned by Cuba Standard. Forty-seven percent of those polled said “yes” to lifting the embargo, compared to 22 percent saying “no”, and three in 10 (31%) unsure.[[6]](#footnote-6) 7. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Supporters of the trade embargo -- like Cuban-American Sen. Robert Menendez (D-N.J.) -- have long argued that easing the restrictions would only reward Castro for the regime's ongoing repression of political dissidents. [[7]](#footnote-7) 8. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_The usual logic put forth to explain this relationship is that trade creates an economically independent and politically aware middle class, which, in turn, presses for political reform.[[8]](#footnote-8) 9. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Another reason to question the link between the embargo and human rights is that it's a double standard that flies in the face of U.S. foreign policy toward other high-profile authoritarian countries, most notably China. [[9]](#footnote-9) 10. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_When you stand in the airport and watch tourists disembark with bucket-loads of basic medical supplies, which they promptly hand over to their (native) friends and family, it's hard not to feel that U.S. policy is perpetuating an injustice.[[10]](#footnote-10)   (Optional) Review homework. Have students share out homework responses.  Mini-Lesson: Review the requirements for a strong argument.    Strong argument = claim + persuasive warrant  Review types of persuasive warrants (statistics, logic, expert source, personal testimony, appeal to emotion)  Review do now.  Guided Practice: Have students use their readings on Cuban Embargo to find persuasive warrants of each type for both **the Embargo should be ended** (claim #1) and **the Embargo should be continued** (claim #2). (Can be done in pairs or small group)  Have students share findings with class.  Choose 2 strongest warrants for each claim.  Choosing the Best Warrant Table Debates (see activity for procedure)    Use graphic organizer for activity 5, skill 2.  Independent Practice/Exit Ticket: Soapbox (see activity for procedure)  Have students create their own strong arguments with claims and multiple persuasive warrants of different types (at least 3) to support those claims. Have students label the type of warrant. (Can use the back of a claim sheet from last activity)  You can leave it open for students to construct any claim or you can give them a question they have to answer to construct a claim.  For example: What should the U.S. do today about its embargo on Cuba.  (Example claim – The U.S. should \_\_\_\_\_\_\_\_ the embargo on Cuba.)  If you choose to use a guiding question, you could use the graphic organizer for Activity 2, Skill 1.  Call on students (or have them volunteer) to share their arguments in front of the class on the “soapbox). After each student presents their argument you can ask students to identify the parts of their argument. (Again, have as many students share as time permits.) |
| Assessment | Exit ticket for Formative Assessment of Skill 2-B: Identify the types of persuasive warrants & Classify persuasive warrants by type -> Have students create their own strong arguments with claims and multiple persuasive warrants of different types (at least 3) to support those claims. Have students label the type of warrant used. |
| Text | Novice packet on Cuba texts or other texts to pull example warrants |
| Homework | Choosing the Best Warrant Writing Exercise students choose 3 warrants discussed in class today for either claim and argue why one is the most persuasive – have students use graphic organizer for activity 7 skill 2 |

**Unit 1 – Lesson 10: Do Now**

**Do Now**: Determine which type of persuasive warrant each warrant below is. The types are: statistics, logic, expert source, personal testimony, & appeal to emotion.

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 55% of Cuban Americans in Florida support lifting the embargo. [[11]](#footnote-11)
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ “It requires an act of Congress to change, but that ain’t going to happen any time soon,” Chris Sabatini, policy director of the Americas Society, said in a telephone interview.[[12]](#footnote-12)
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Julia Sweig, Director of Latin American Studies at the Council on Foreign Relations and author of “Cuba: What Everyone Needs to Know,” also said “bureaucratic inertia and political queasiness” make it unlikely that U.S. politicians will try to change the embargo.[[13]](#footnote-13)
4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ "Cuba has not changed, and Cubans here don't want any relations with the government there," said Remedios Diaz-Oliver, founder of the U.S.-Cuba Democracy PAC.[[14]](#footnote-14)
5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ "The biggest poll was done on election night," Diaz-Oliver said, noting that all three Cuban-American candidates for Congress in South Florida won, two of them by big double-digit margins. All three are strong embargo supporters.[[15]](#footnote-15)
6. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ By a greater than two-to-one margin, Americans would like President Barack Obama and Congress to lift the Cuba embargo, according to a Widmeyer post-election online survey commissioned by Cuba Standard. Forty-seven percent of those polled said “yes” to lifting the embargo, compared to 22 percent saying “no”, and three in 10 (31%) unsure.[[16]](#footnote-16)
7. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Supporters of the trade embargo -- like Cuban-American Sen. Robert Menendez (D-N.J.) -- have long argued that easing the restrictions would only reward Castro for the regime's ongoing repression of political dissidents. [[17]](#footnote-17)
8. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_The usual logic put forth to explain this relationship is that trade creates an economically independent and politically aware middle class, which, in turn, presses for political reform.[[18]](#footnote-18)
9. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Another reason to question the link between the embargo and human rights is that it's a double standard that flies in the face of U.S. foreign policy toward other high-profile authoritarian countries, most notably China. [[19]](#footnote-19)
10. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_When you stand in the airport and watch tourists disembark with bucket-loads of basic medical supplies, which they promptly hand over to their (native) friends and family, it's hard not to feel that U.S. policy is perpetuating an injustice.[[20]](#footnote-20)

**Unit 1 – Lesson 10: Finding Warrants**

**Finding persuasive warrants of each type** Find a persuasive warrant of each type for each claim from the readings on the Embargo you’ve done. Cite what source you got each warrant from!

**Claim #1: the Embargo should be ended**

Statistics:

Logic:

Expert Source:

Personal Testimony:

Appeal to Emotion:

**Claim #2:** **the Embargo should be continued**

Statistics:

Logic:

Expert Source:

Personal Testimony:

Appeal to Emotion:

**Unit 1 – Lesson 10: Choosing the Best Warrant Table Debate**

|  |
| --- |
| Claim 1: |
| Warrant A: |

|  |
| --- |
| Claim 1: |
| Warrant B: |

|  |
| --- |
| Claim 2: |
| Warrant A: |

|  |
| --- |
| Claim 2: |
| Warrant B: |

**Unit 1 – Lesson 10: Choosing the Best Warrant Table Debate**

**Which warrant best proves the claim is true?** Before the Table Debate write the two reasons you believe your warrant best proves the claim is true in the two boxes in the appropriate column (i.e. warrant 1 or warrant 2).

**Claim 1:**

|  |  |  |
| --- | --- | --- |
|  | **My Warrant (Warrant \_\_) Best Proves the claim is true because…** | **My opponent argues Warrant \_\_\_ Best Proves the claim is true because…** |
| **1st Reason** warrant best proves the claim is true. |  |  |
| **2nd Reason** warrant best proves the claim is true. |  |  |

**Claim 2:**

|  |  |  |
| --- | --- | --- |
|  | **My Warrant (Warrant \_\_) Best Proves the claim is true because…** | **My opponent argues Warrant \_\_\_ Best Proves the claim is true because…** |
| **1st Reason** warrant best proves the claim is true. |  |  |
| **2nd Reason** warrant best proves the claim is true. |  |  |

**Unit 1 – Lesson 10: Choosing the Best Warrant Writing Exercise**

Claim and Warrants

Claim:

Warrants:

1)

2)

3)

**Preparing to Write**

**Step 1 – Select the strongest warrant. Warrant #\_\_\_.**

**Step 2 – Provide 2 reasons why the warrant you choose is the strongest**

Reason 1:

Reason 2:

**Step 3 – Provide 2 reasons, 1 for each of the 2 weaker warrants why they are not as strong of an argument.**

Warrant #\_\_ is weaker because…

Warrant #\_\_ is also weaker because…

**Unit 1 – Lesson 10: Choosing the Best Warrant Writing Exercise**

Paragraph Set-up

The strongest reason for believing [claim] is true is the fact that [the warrant you chose]. One reason why this warrant is best is [reason why the warrant is best]. Additionally, [2nd reason why the warrant is best]. Some would argue that [1st opposing warrant] is a better reason to believe [claim], but that is not the case. Specifically, [reason why 1st opposing warrant is weaker]. In addition, others would argue that [2nd opposing warrant] is a better reason to believe [claim], but that is not the case. In fact, [reason why 2nd opposing warrant is weaker]. Thus, [the chosen best warrant] is clearly the best reason to believe [claim].

Paragraph

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Unit 1: Cuba**

**Lesson 11: Strong Argument**

|  |  |
| --- | --- |
| EBA Skill | EBA Skill 2 – Making a Strong Argument |
| CCR Standard | Writing 1, Speaking & Listening 1, Language 1 & 2 |
| BPS Arts Standard | Theatre Content Standards 1 -5 |
| Skill Objective | Identify the strongest warrant and justify why its strongest (Skill 2-c) |
| Content Objective | Construct arguments for debate over U.S. trade embargo with Cuba. |
| Language Objective | Make arguments and participate in conversations. |
| EBA Activity | Choosing the Best Warrant Table Debate |
| Claims/Warrants | Claims:   * The Embargo should be ended. * The Embargo should be continued. |
| Pre-Work | While this is not necessary for this lesson, you may want to have students complete the homework assignment from lesson 10. |
| Procedure | Do Now: Have students use their readings on Cuban Embargo to find 2 persuasive warrants of each type for both **the Embargo should be ended** (claim #1) and **the Embargo should be continued** (claim #2). (Can be done in pairs or small group)  Mini-Lesson: Review the requirements for a strong argument.    Strong argument = claim + persuasive warrant  Review types of persuasive warrants (statistics, logic, expert source, personal testimony, appeal to emotion)  (Optional) Review homework. Have students share out homework responses.  Review do now.  Guided Practice: As a class, choose 2 strongest warrants for each claim.  Choosing the Best Warrant Table Debates (see activity for procedure)    Use graphic organizer for activity 5, skill 2.  Independent Practice/Exit Ticket: Soapbox (see activity for procedure)  Have students create their own strong arguments with claims and multiple warrants persuasive supporting those claims. (Can use the back of a claim sheet from last activity) Have students label the strongest warrant and why its strongest.  You can leave it open for students to construct any claim or you can give them a question they have to answer to construct a claim.  For example: What should the U.S. do today about its embargo on Cuba?  (Example claim – The U.S. should \_\_\_\_\_\_\_\_ the embargo on Cuba.)  If you choose to use a guiding question, you could use the graphic organizer for Activity 2, Skill 1.  Call on students (or have them volunteer) to share their arguments in front of the class on the “soapbox). After each student presents their argument you can ask students to identify the parts of their argument. (Again, have as many students share as time permits.) |
| Assessment | Exit ticket for Formative Assessment of Skill 2-c: Identify the strongest warrant and justify why its strongest -> Have students create their own strong arguments with claims and multiple persuasive warrants of different types (at least 3) to support those claims. Have students label the strongest warrant and explain why it is strongest. |
| Text | Novice packet on Cuba texts or other texts to pull example warrants |
| Homework | Choosing the Best Warrant Writing Exercise students choose 3 warrants discussed in class today for either claim and argue why one is the most persuasive – have students use graphic organizer for activity 7 skill 2 |

**Unit 1 – Lesson 11: Do Now - Finding persuasive warrants of each type**

Find **2** persuasive warrant of each type for each claim from the readings on the Embargo you’ve done. Cite what source you got each warrant from!

**Claim #1: the Embargo should be ended**

Statistics:

Logic:

Expert Source:

Personal Testimony:

Appeal to Emotion:

**Unit 1 – Lesson 11: Do Now - Finding persuasive warrants of each type**

**Claim #2:** **the Embargo should be continued**

Statistics:

Logic:

Expert Source:

Personal Testimony:

Appeal to Emotion:

**Circle the best 2 warrants you found for each claim.**

Unit 1 – Lesson 11: Choosing the Best Warrant Table Debate

|  |
| --- |
| Claim 1: |
| Warrant A: |

|  |
| --- |
| Claim 1: |
| Warrant B: |

|  |
| --- |
| Claim 2: |
| Warrant A: |

|  |
| --- |
| Claim 2: |
| Warrant B: |

**Unit 1 – Lesson 11: Choosing the Best Warrant Table Debate**

**Which warrant best proves the claim is true?** Before the Table Debate write the two reasons you believe your warrant best proves the claim is true in the two boxes in the appropriate column (i.e. warrant 1 or warrant 2).

**Claim 1:**

|  |  |  |
| --- | --- | --- |
|  | **My Warrant (Warrant \_\_) Best Proves the claim is true because…** | **My opponent argues Warrant \_\_\_ Best Proves the claim is true because…** |
| **1st Reason** warrant best proves the claim is true. |  |  |
| **2nd Reason** warrant best proves the claim is true. |  |  |

**Claim 2:**

|  |  |  |
| --- | --- | --- |
|  | **My Warrant (Warrant \_\_) Best Proves the claim is true because…** | **My opponent argues Warrant \_\_\_ Best Proves the claim is true because…** |
| **1st Reason** warrant best proves the claim is true. |  |  |
| **2nd Reason** warrant best proves the claim is true. |  |  |

**Unit 1 – Lesson 11: Choosing the Best Warrant Writing Exercise**

Claim and Warrants

Claim:

Warrants:

1)

2)

3)

**Preparing to Write**

**Step 1 – Select the strongest warrant. Warrant #\_\_\_.**

**Step 2 – Provide 2 reasons why the warrant you choose is the strongest**

Reason 1:

Reason 2:

**Step 3 – Provide 2 reasons, 1 for each of the 2 weaker warrants why they are not as strong of an argument.**

Warrant #\_\_ is weaker because…

Warrant #\_\_ is also weaker because…

**Unit 1 – Lesson 11: Choosing the Best Warrant Writing Exercise**

Paragraph Set-up

The strongest reason for believing [claim] is true is the fact that [the warrant you chose]. One reason why this warrant is best is [reason why the warrant is best]. Additionally, [2nd reason why the warrant is best]. Some would argue that [1st opposing warrant] is a better reason to believe [claim], but that is not the case. Specifically, [reason why 1st opposing warrant is weaker]. In addition, others would argue that [2nd opposing warrant] is a better reason to believe [claim], but that is not the case. In fact, [reason why 2nd opposing warrant is weaker]. Thus, [the chosen best warrant] is clearly the best reason to believe [claim].

Paragraph

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Unit 1: Cuba**

**Lesson 12: Strong Argument**

|  |  |
| --- | --- |
| EBA Skill | EBA Skill 2 – Making a Strong Argument |
| CCR Standard | Writing 1, Speaking & Listening 1, Language 1 & 2 |
| BPS Arts Standard | Theatre Content Standards 1 -5 |
| Skill Objective | Construct a strong argument. (Skill 2-d) |
| Content Objective | Construct arguments for debate over U.S. trade embargo with Cuba. |
| Language Objective | Make arguments and participate in conversations. |
| EBA Activity | Round Robin Debates |
| Claims/Warrants | Claims:   * The Embargo should be ended. * The Embargo should be continued. |
| Pre-Work | While this is not necessary for this lesson, you may want to have students complete the homework assignment from lesson 11. |
| Procedure | Do Now: Have students use their readings on Cuban Embargo to find as many persuasive warrants for both **the Embargo should be ended** (claim #1) and **the Embargo should be continued** (claim #2).  Mini-Lesson: Review the requirements for a strong argument.    Strong argument = claim + persuasive warrant  Review types of persuasive warrants (statistics, logic, expert source, personal testimony, appeal to emotion)  (Optional) Review homework. Have students share out homework responses.  Guided Practice: Play Claim- Warrant Game to build on do – now. (see procedure on activity)  Review warrants and as class choose 2 strongest warrants for each claim.  Do Round-Robin debates (see activity for procedure) over which of the two warrants is stronger. Use graphic organizer for activity 5, skill 2.  Independent Practice/Exit Ticket: Soapbox (see activity for procedure)  Have students create their own strong arguments with claims and multiple warrants supporting those claims. (Can use the back of a claim sheet from last activity)  You can leave it open for students to construct any claim or you can give them a question they have to answer to construct a claim.  For example: What should the U.S. do today about its embargo on Cuba.  (Example claim – The U.S. should \_\_\_\_\_\_\_\_ the embargo on Cuba.)  If you choose to use a guiding question, you could use the graphic organizer for Activity 2, Skill 1.  Call on students (or have them volunteer) to share their arguments in front of the class on the “soapbox). After each student presents their argument you can ask students to identify the parts of their argument. (Again, have as many students share as time permits.) |
| Assessment | Exit ticket for Formative Assessment of Skill 2-d: Construct a strong argument -> Have students create their own strong arguments with claims and multiple persuasive warrants of different types (at least 3) to support those claims. |
| Text | Novice packet on Cuba texts or other texts to pull example warrants |
| Homework | Choosing the Best Warrant Writing Exercise students choose 3 warrants discussed in class today for either claim and argue why one is the most persuasive – have students use graphic organizer for activity 7 skill 2 |

**Unit 1 – Lesson 12: Do Now- Finding persuasive warrants**

Find **as many** persuasive warrant of each type for each claim from the readings on the Embargo you’ve done. Cite what source you got each warrant from!

**Claim #1: the Embargo should be ended**

**Warrants:**

🡪

**Unit 1 – Lesson 12: Do Now- Finding persuasive warrants**

**Claim #2:** **the Embargo should be continued**

**Warrants:**

**Circle the best 2 warrants you found for each claim.**

Unit 1 – Lesson 12: Choosing the Best Warrant Round Robin Debate

|  |
| --- |
| Claim 1: |
| Warrant A: |

|  |
| --- |
| Claim 1: |
| Warrant B: |

|  |
| --- |
| Claim 2: |
| Warrant A: |

|  |
| --- |
| Claim 2: |
| Warrant B: |

**Unit 1 – Lesson 12: Choosing the Best Warrant Round Robin Debate**

**Which warrant best proves the claim is true?** Before the Table Debate write the two reasons you believe your warrant best proves the claim is true in the two boxes in the appropriate column (i.e. warrant 1 or warrant 2).

**Claim 1:**

|  |  |  |
| --- | --- | --- |
|  | **My Warrant (Warrant \_\_) Best Proves the claim is true because…** | **My opponent argues Warrant \_\_\_ Best Proves the claim is true because…** |
| **1st Reason** warrant best proves the claim is true. |  |  |
| **2nd Reason** warrant best proves the claim is true. |  |  |

**Claim 2:**

|  |  |  |
| --- | --- | --- |
|  | **My Warrant (Warrant \_\_) Best Proves the claim is true because…** | **My opponent argues Warrant \_\_\_ Best Proves the claim is true because…** |
| **1st Reason** warrant best proves the claim is true. |  |  |
| **2nd Reason** warrant best proves the claim is true. |  |  |

**Unit 1 – Lesson 12: Choosing the Best Warrant Writing Exercise**

Claim and Warrants

Claim:

Warrants:

1)

2)

3)

**Preparing to Write**

**Step 1 – Select the strongest warrant. Warrant #\_\_\_.**

**Step 2 – Provide 2 reasons why the warrant you choose is the strongest**

Reason 1:

Reason 2:

**Step 3 – Provide 2 reasons, 1 for each of the 2 weaker warrants why they are not as strong of an argument.**

Warrant #\_\_ is weaker because…

Warrant #\_\_ is also weaker because…

**Unit 1 – Lesson 12: Choosing the Best Warrant Writing Exercise**

Paragraph Set-up

The strongest reason for believing [claim] is true is the fact that [the warrant you chose]. One reason why this warrant is best is [reason why the warrant is best]. Additionally, [2nd reason why the warrant is best]. Some would argue that [1st opposing warrant] is a better reason to believe [claim], but that is not the case. Specifically, [reason why 1st opposing warrant is weaker]. In addition, others would argue that [2nd opposing warrant] is a better reason to believe [claim], but that is not the case. In fact, [reason why 2nd opposing warrant is weaker]. Thus, [the chosen best warrant] is clearly the best reason to believe [claim].

Paragraph

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Unit 1: Cuba**

**Lesson 13: Strong Argument**

|  |  |
| --- | --- |
| EBA Skill | EBA Skill 2 – Making a Strong Argument |
| CCR Standard | Writing 1, Speaking & Listening 1, Language 1 & 2 |
| BPS Arts Standard | Theatre Content Standards 1 -5 |
| Skill Objective | Construct a strong argument. (Skill 2-d) |
| Content Objective | Construct arguments for debate over U.S. trade embargo with Cuba. |
| Language Objective | Make arguments and participate in conversations. |
| EBA Activity | 4 Corners |
| Claims/Warrants | Student created |
| Pre-Work | While this is not necessary for this lesson, you may want to have students complete the homework assignment from lesson 12. |
| Procedure | Do Now:  Have students use their readings on Cuban Embargo to come up with as many specific claims as possible on index cards. For example 🡪 “Cuba needs medical supplies so the trade embargo should be lifted.”  Mini-Lesson: Review the requirements for a strong argument.    Strong argument = claim + persuasive warrant  Review types of persuasive warrants (statistics, logic, expert source, personal testimony, appeal to emotion)  (Optional) Review homework. Have students share out homework responses.  Guided Practice: Play 4 corners using the claims students come up.  Present claims to students one by one, each claim have students move to the corners of the room whether they strongly agree, agree, disagree, or strongly disagree.  You can also have students respond to the claim with a warrant in writing first before moving to a corner. (See the Activity 1 Skill 1 Graphic Organizer.)  Once students are in their corners give them a minute to discuss their warrants for each statement in their corners. Afterwards have them share out the best warrant from each corner with the whole class.  Soapbox (see activity for procedure) as time permits  Have students create their own strong arguments with claims and multiple warrants supporting those claims. (Can use the back of a claim sheet from last activity)  You can leave it open for students to construct any claim or you can give them a question they have to answer to construct a claim.  For example: What should the U.S. do today about its embargo on Cuba.  (Example claim – The U.S. should \_\_\_\_\_\_\_\_ the embargo on Cuba.)  If you choose to use a guiding question, you could use the graphic organizer for Activity 2, Skill 1.  Call on students (or have them volunteer) to share their arguments in front of the class on the “soapbox). After each student presents their argument you can ask students to identify the parts of their argument. (Again, have as many students share as time permits.)  Independent Practice/Exit Ticket: Skill 2 post assessment |
| Assessment | Skill 2 Post Assessment |
| Text | Novice packet on Cuba texts or other texts to pull example warrants |
| Homework | Have students practice reading, marking and annotating a text |

**Unit 1 – Lesson 13: Homework – Evaluating Author’s Reasoning**

Read, mark and annotate the following article. Answer the questions that follow.

**Cassimallly,** Khalil. “The Only Positive Effect of the Cuban Embargo? Weight Loss.” April 19, **2013.** <<http://www.nature.com/scitable/blog/labcoat-life/the_only_positive_effect_of>>

*From 1991 to 1995, Cuba was hit particularly hard by international embargo. Its population suffered. But scientists have now identified the only benefit of the embargo: it led to a population-wide weight loss, and with this a decrease in cases of diabetes and heart diseases.*

October 1990: the US Congress passes the Mack Amendment, which prohibits all trade with Cuba by subsidiaries of US companies, going as far as threatening sanctions against any country that purchases Cuban sugar. A few months later, Congressman Robert Torricelli introduces the Cuban Democracy Act to, in his own words, "wreak havoc on the island." These sanctions coupled with the dissolution of the Soviet Union—a helping hand—plunge Cuba into a "special period" during which it is unable to adequately provide food or transport to its people.

Such opaque embargoes kill and the western powers who apply such sanctions are fully aware of this. In 1996, a journalist interviewing the then US secretary of state, Madeleine Albright, pointed out that more than 500,000 Iraqi children had died because of sanctions imposed by western nations on Iraq. To this, Albright famously responded: "we think the price is worth it."

Despite all the atrocity and machiavellianism that trail economic embargoes, science has somehow found a way to profit from the Cuban "special period." Thanks to the impressive Cuban healthcare system which diligently collected health data even during the "special period," Manuel Franco, at the University of Alcalá in Spain and colleagues from US and Cuban institutions, were able to analyse some of the health indicators of the time. What they found underlines the atrocity of the embargo on the Cuban people but does come with a surprising silver lining which they report in a paper published last week by the *British Medical Journal (BMJ)*.

The shortage of food caused by the embargo led to a population-wide weight loss of about 5.5 kg. The food shortage was a direct result of Cuba's inability to import anything. Physical activity was another important contributing factor to the weight loss. The Cuban government somehow got its hands on more than one million bicycles for the population. During the "special period," Cubans were forced to walk or cycle, sometimes for kilometres, as public transport was saddled due to the virtual nonexistence of petrol.

Interestingly, the weight loss matched with declines in cases of diabetes and heart diseases. Essentially, the embargo spurred a mini health revolution. As the authors state in the paper: "so far, no country or regional population has successfully reduced the distribution of body mass index or reduced the prevalence of obesity through public health campaigns or targeted treatment programmes." Where campaigns and targeted programmes failed, the embargo succeeded.

But it gets more interesting. After 1995, the Cuban economy started to pick up again and has risen steadily since—especially post-2000. Coupled to this steady economic rise was a resurgence of obesity, and with it diabetes and heart diseases. The resurgence was predominantly due to an increased energy intake from food and drinks consumed since physical activity only marginally decreased. Energy intake reached pre-crisis levels by 2002 and obesity rates had tripled that of 1995 by 2011.

What the embargo tells us is that even meagre loss of weight throughout a population, if sustained, can lead to a decline in non-transmissible diseases such as diabetes and heart diseases. How to achieve such sustained decline without having an embargo imposed however is another question. The usual strategies put forward include sensitisation through education and policy changes to promote physical activity, taxes on unhealthy food, etcetera.

The authors kept the best for last however. The best paragraph in the paper comes in the footnotes:

"We would like to acknowledge our great respect and admiration for the Cuban people who faced extremely difficult social and economic challenges during the special period—and by making common cause against this tragedy held up with courage and dignity. This tragedy was "man made" by international politics and should never happen again to any population."

This paragraph shows that these scientists are not in the same league as Madeleine Albright and the likes. Scientists want to say lives. Some others... well, you already know.

What is the author’s claim in this text? (In your own words)

What specific warrants (evidence) do they use to support that claim? (In your own words)

How do the warrants (evidence) the author uses support his or her claim?

How well does the author defend his or her argument?

**Unit 1: Cuba**

**Lesson 14: Evaluating Author’s Argument**

|  |  |
| --- | --- |
| EBA Skill | EBA Skill 2 – Making a Strong Argument |
| CCR Standard | Reading 8, Speaking & Listening 1, Language 1 & 2 |
| BPS Arts Standard | Theatre Content Standards 1 -5 |
| Skill Objective | Evaluate the strength of the author’s reasoning in a text (Skill 2-e) |
| Content Objective | Analyze arguments for debate over U.S. trade embargo with Cuba. |
| Language Objective | Read, discuss, and write about texts. |
| EBA Activity | Identifying Evidence in a Text |
| Claims/Warrants |  |
| Pre-Work | While this is not necessary for this lesson, you may want to have students complete the homework assignment from lesson 13. |
| Procedure | Do Now: Have students read a short description of the AEI and make a prediction of what someone who works for them would think about the embargo.  Mini-Lesson: Review do now.  (Optional) Review homework. Have students share out homework responses.  Review text marking and annotating. Model text marking and annotating with the first paragraph of article.  Guided Practice: Students work in groups or pairs to finish annotating article.  Independent Practice/Exit Ticket: Students write author’s claim on index card. |
| Assessment | Homework - Skill 2-E: Evaluate the strength of the author’s reasoning in a text |
| Text | It’s Time for the U.S. to end its senseless embargo of Cuba |
| Homework | Evaluate author’s argument |

# Unit 1 – Lesson 14: Do Now

Read the following description of the American Enterprise Institute from its website. We’ll be reading from one of their scholar’s works today.

# AEI's Organization and Purposes

The American Enterprise Institute is a community of scholars and supporters committed to expanding liberty, increasing individual opportunity and strengthening free enterprise. AEI pursues these unchanging ideals through independent thinking, open debate, reasoned argument, facts and the highest standards of research and exposition. Without regard for politics or prevailing fashion, we dedicate our work to a more prosperous, safer and more democratic nation and world.

What is the purpose of the AEI?

How do you know this?

What do you expect someone who works for AEI might write about? From what point of view?

What do you think someone from AEI would have to say about the U.S. Embargo on Cuba?

# Unit 1 - Lesson 14: It's Time For The U.S. To End Its Senseless Embargo Of Cuba

Hanson, Daniel Dayne Batten & Harrison Ealey, “It’s time for the U.S. to end its Senseless Embargo of Cuba.” *Forbes Magazine*. Jan. 2013 <<http://www.forbes.com/sites/realspin/2013/01/16/its-time-for-the-u-s-to-end-its-senseless-embargo-of-cuba/> >

For the first time in more than fifty years, Cuban citizens can travel abroad without permission from their government.  The move, part of a broader reform package being phased in by Raul Castro, underscores the irrationality of America’s continuation of a five-decade old embargo.

While the embargo has been through several legal iterations in the intervening years, the general tenor of the U.S. position toward Cuba is a hardline not-in-my-backyard approach to communism a la the Monroe Doctrine.  The official position is outdated, hypocritical, and counterproductive.

The Cuban embargo was inaugurated by a Kennedy administration executive order in 1960 as a response to the confiscation of American property in Cuba under the newly installed Castro regime.  The current incarnation of the embargo – codified primarily in the Helms-Burton Act – aims at producing free markets and representative democracy in Cuba through economic sanctions, travel restrictions, and international legal penalties.

Since Fidel Castro abdicated power to his brother Raul in 2008, the government has undertaken more than 300 economic reforms designed to encourage enterprise, and restrictions have been lifted on property use, travel, farming, municipal governance, electronics access, and more.  Cuba is still a place of oppression and gross human rights abuse, but recent events would indicate the 11 million person nation is moving in the right direction.

Despite this progress, the U.S. spends massive amounts of money trying to keep illicit Cuban goods out of the United States.  At least 10 different agencies are responsible for enforcing different provisions of the embargo, and according to the Government Accountability Office, the U.S. government devotes hundreds of millions of dollars and tens of thousands of man hours to administering the embargo each year.

At the Miami International Airport, visitors arriving from a Cuban airport are seven times more likely to be stopped and subjected to further customs inspections than are visitors from other countries.  More than 70 percent of the Treasury’s Office of Foreign Assets Control inspections each year are centered on rooting out smuggled Cuban goods even though the agency administers more than 20 other trade bans.  Government resources could be better spent on the enforcement of other sanctions, such as illicit drug trade from Columbia, rather than the search for contraband cigars and rum.

At present, the U.S. is largely alone in restricting access to Cuba.  The embargo has long been a point of friction between the United States and allies in Europe, South America, and Canada.  Every year since 1992, the U.S. has been publically condemned in the United Nations for maintaining counterproductive and worn out trade and migration restrictions against Cuba despite the fact that nearly all 5,911 U.S. companies nationalized during the Castro takeover have dropped their claims.

Moreover, since Europeans, Japanese, and Canadians can travel and conduct business in Cuba unimpeded, the sanctions are rather toothless.  The State Department has argued that the cost of conducting business in Cuba is only negligibly higher because of the embargo.  For American multinational corporations wishing to undertake commerce in Cuba, foreign branches find it easy to conduct exchanges.

Yet, estimates of the sanctions’ annual cost to the U.S. economy range from $1.2 to $3.6 billion, according to the U.S. Chamber of Commerce.  Restrictions on trade disproportionately affect U.S. small businesses who lack the transportation and financial infrastructure to skirt the embargo.  These restrictions translate into real reductions in income and employment for Americans in states like Florida, where the unemployment rate currently stands at 8.1 percent.

What’s worse, U.S. sanctions encourage Cuba to collaborate with regional players that are less friendly to American interests. For instance, in 2011, the country inked a deal with Venezuela for the construction of an underwater communications link, circumventing its need to connect with US-owned networks close to its shores.

Repealing the embargo would fit into an American precedent of lifting trade and travel restrictions to countries who demonstrate progress towards democratic ideals.  Romania, Czechoslovakia, and Hungary were all offered normal trade relations in the 1970s after preliminary reforms even though they were still in clear violation of several US resolutions condemning their human rights practices.  China, a communist country and perennial human rights abuser, is the U.S.’s second largest trading partner, and in November, trade restrictions against Myanmar were lessened notwithstanding a fifty year history of genocide and human trafficking propagated by its military government.

Which, of course, begs the question: when will the U.S. see fit to lift the embargo?  If Cuba is trending towards democracy and free markets, what litmus test must be passed for the embargo to be rolled back?

The cost of the embargo to the United States is high in both dollar and moral terms, but it is higher for the Cuban people, who are cut off from the supposed champion of liberty in their hemisphere because of an antiquated Cold War dispute.  The progress being made in Cuba could be accelerated with the help of American charitable relief, business innovation, and tourism.

A perpetual embargo on a developing nation that is moving towards reform makes little sense, especially when America’s allies are openly hostile to the embargo.  It keeps a broader discussion about smart reform in Cuba from gaining life, and it makes no economic sense.  It is time for the embargo to go.

Daniel Hanson is an economics researcher at the American Enterprise Institute.  Dayne Batten is affiliated with the University of North Carolina Department of Public Policy.  Harrison Ealey is a financial analyst.

# Unit 1 - Lesson 14: It's Time… Evaluate Author’s Argument

Evaluate the author’s argument: Be sure to answer the following questions in your evaluation. (Be sure to use your own words and quotation marks on quotes) (1) What is the author’s claim?

(2) What evidence does he or she use to support it? What type of warrants are these?

(3) How do the warrants the author uses support his or her claim?

(4) Do you think the author sufficiently defends his or her argument?

(5) What are the most persuasive warrants? Why are these warrants so persuasive?

(6) What are the least persuasive warrants? What could they do to improve these warrants?

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**Unit 1: Cuba**

**Lesson 15: Evaluating Author’s Argument**

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| EBA Skill | EBA Skill 2 – Making a Strong Argument |
| CCR Standard | Reading 8, Speaking & Listening 1, Language 1 & 2 |
| BPS Arts Standard | Theatre Content Standards 1 -5 |
| Skill Objective | Evaluate the strength of the author’s reasoning in a text (Skill 2-e) |
| Content Objective | Analyze arguments for debate over U.S. trade embargo with Cuba. |
| Language Objective | Read, discuss, and write about texts. |
| EBA Activity | Identifying Evidence in a Text |
| Claims/Warrants |  |
| Pre-Work | While this is not necessary for this lesson, you may want to have students complete the homework assignment from lesson 14. |
| Procedure | Do Now: Have students vote on which type of persuasive warrant they think is most effective. Write their vote and why they voted that why on an index card.  Mini-Lesson: Review do now.  (Optional) Review homework. Have students share out homework responses.  Review how to evaluate author’s argument including: What are the most persuasive warrants? What are the least persuasive warrants? What could they add to improve?  Review text marking and annotating. Model text marking and annotating with the first paragraph of article.  Guided Practice: Students work in groups or pairs to finish annotating article.  Independent Practice/Exit Ticket: Students write author’s claim on index card. |
| Assessment | Homework - Skill 2-E: Evaluate the strength of the author’s reasoning in a text |
| Text | End the embargo on Cuba |
| Homework | Evaluate author’s argument |

**Unit 1 - Lesson 15 - End the embargo on Cuba**

**Trani,** Eugene P. “End the Embargo on Cuba.” Richmond Times – Dispatch. June 23, **2013.** http://www.timesdispatch.com/opinion/their-opinion/columnists-blogs/guest-columnists/end-the-embargo-on-cuba/article\_ba3e522f-8861-5f3c-bee9-000dffff8ce7.html

A recent four-day trip to Havana illustrated the complicated and indeed puzzling nature of Cuban-American relations.

The official United States policy is that we do not have formal diplomatic relations with Cuba, and we have maintained an economic embargo by which it is illegal for American corporations to do business with Cuba.

Current American policy, of course, dates from Fidel Castro’s coming to power in 1959, overthrowing the government of Fulgencio Batista. Castro’s expropriation of the assets of American corporations and his embrace of the Soviet Union as an alternative to American economic support for Cuba made relations with the United States difficult from the beginning.

The Cuban Missile Crisis of 1962, in which Cuba became ground zero for the closest brush with nuclear war that we have ever seen, cemented the bad relations for the last half of the 20th Century.

The Soviet support of Cuba lasted right up to the disintegration  of the Soviet Union in 1991. That event shattered the economy of Cuba and many hoped would lead to normal diplomatic and economic relations between the United States and Cuba. But 22 years later, normal relations are still not in the cards.

In fact, with the passage of the Cuban Democracy Act (the “Torricelli” Law) in 1992 and the Cuban Liberty and Democracy Solidarity Act (the Helms-Burton Act) of 1996, relations have become even more difficult. The result is a patchwork of policies that appear to contradict one another and do not seem to be a sensible and rational policy for the United States to follow.

On the one hand, more than 200,000 Americans are now visiting Cuba on American Treasury Department-approved licenses annually. The sight of American Airlines planes dropping off and picking up American citizens at the José Martí International Airport in Havana seems at best surprising.

My trip, conducted by Insight Cuba, was one such officially approved trip. Further, there are now more than $2 billion of remittances sent by Americans to their Cuban relatives annually. So there are some points of progress in overall Cuban-American relations.

At the same time, there are many significant problems that tend to hurt the Cuban people most at risk in economic terms. The visit of a cruise ship to a Cuban port results in that ship being unable, no matter which flag registry the ship has, to dock in the United States for six months. This policy really hurts the Cuban tourist economy, which could greatly improve employment and job creation across Cuba.

If Cuban materials are used in the construction of cars (more than 4% nickel for example), these cars cannot be sold in the United States, a policy which works against the rise of an automobile-based manufacturing segment of the Cuban economy.

The American embargo has had, therefore, very significant impact on different parts of the economy in Cuba. In fact, such varied political leaders as the U.S. Chamber of Commerce; George P. Shultz, former Republican secretary of state; and the late former Democratic presidential candidate, George McGovern, have called for the embargo to be lifted and relations to be renewed between Cuba and the United States. Even polls of Americans show a majority in favor of an end to the embargo and re-establishing of normal relations between the countries.

My own trip to Cuba reinforced the call for such actions. We spent four days visiting with many different kinds of groups in Havana, community projects, senior citizens, a health clinic, youth programs, artist and recording facilities, musical ensembles, historic sites such as Revolution Square and the Ernest Hemingway house and an environmental training facility, and not once did we hear anger toward the United States or the American people.

What we heard was puzzlement about the embargo and strong feelings that it was hurting the people of Cuba. In fact, since the collapse of the Soviet Union, the absolute poverty rate has increased significantly in Cuba. It was also evident that there is visible decline in major infrastructure areas such as housing.

Today, there seem to be both humanitarian and economic factors, particularly with the significant growth of the non-governmental section of the economy that could factor in a change in American policy. There is also a major diplomatic factor in that no other major country, including our allies, follows our policy.

What a positive statement for American foreign policy in Latin America and throughout the world it would be for the United States to end its embargo and establish normal diplomatic relations with Cuba. We would be taking both a humanitarian course of action and making a smart diplomatic gesture. The time is right and all our policy makers need is courage to bring about this change.

*Eugene P. Trani is president emeritus and University Distinguished Professor at Virginia Commonwealth University.*

# Unit 1 - Lesson 15: End the Embargo… Evaluate Author’s Argument

Evaluate the author’s argument: Be sure to answer the following questions in your evaluation. (Be sure to use your own words and quotation marks on quotes) (1) What is the author’s claim?

(2) What evidence does he or she use to support it? What type of warrants are these?

(3) How do the warrants the author uses support his or her claim?

(4) Do you think the author sufficiently defends his or her argument?

(5) What are the most persuasive warrants? Why are these warrants so persuasive?

(6) What are the least persuasive warrants? What could they do to improve these warrants?

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**Unit 1: Cuba**

**Lesson 16: Evaluating Author’s Argument**

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| EBA Skill | EBA Skill 2 – Making a Strong Argument |
| CCR Standard | Reading 8, Speaking & Listening 1, Language 1 & 2 |
| BPS Arts Standard | Theatre Content Standards 1 -5 |
| Skill Objective | Evaluate the strength of the author’s reasoning in a text (Skill 2-e) |
| Content Objective | Analyze arguments for debate over U.S. trade embargo with Cuba. |
| Language Objective | Read, discuss, and write about texts. |
| EBA Activity | Identifying Evidence in a Text |
| Claims/Warrants |  |
| Pre-Work | While this is not necessary for this lesson, you may want to have students complete the homework assignment from lesson 15. |
| Procedure | Do Now: Soapbox on whether or not the U.S. should end embargo on Cuba. Can use graphic organizer for Activity 2 Skill 1.  Mini-Lesson: Review do now.  (Optional) Review homework. Have students share out homework responses.  Review how to evaluate author’s argument including: What are the most persuasive warrants? What are the least persuasive warrants? What could they add to improve?  Review text marking and annotating. Model text marking and annotating with the first paragraph of article.  Guided Practice: Students work in groups or pairs to finish annotating article.  Independent Practice/Exit Ticket: Students write author’s claim on index card. |
| Assessment | Homework - Skill 2-E: Evaluate the strength of the author’s reasoning in a text |
| Text | John F. Kennedy’s Proclamation 3447 |
| Homework | Evaluate author’s argument |

**Unit 1 - Lesson 16 – A Proclamation**

**Kennedy**, President John F. “Proclamation 3447” February 3, **1962.**

*Whereas* the Eighth Meeting of Consultation of Ministers of Foreign Affairs, Serving as Organ of Consultation in Application of the Inter-American Treaty of Reciprocal Assistance, in its Final Act resolved that the present Government of Cuba is incompatible with the principles and objectives of the Inter-American system; and, in light of the subversive offensive of Sino-Soviet Communism with which the Government of Cuba is publicly aligned, urged the member states to take those steps that they may consider appropriate for their individual and collective self-defense;

*Whereas* the Congress of the United States, in section 620(a) of the Foreign Assistance Act of 1961 (75 Stat. 445), as amended, has authorized the President to establish and maintain an embargo upon all trade between the United States and Cuba; and

*Whereas* the United States, in accordance with its international obligations, is prepared to take all necessary actions to promote national and hemispheric security by isolating the present Government of Cuba and thereby reducing the threat posed by its alignment with the communist powers:

*Now, Therefore, I, John F. Kennedy,* President of the United States of America, acting under the authority of section 620(a) of the Foreign Assistance Act of 1961 (75 Stat. 445), as amended, do

1. Hereby proclaim an embargo upon trade between the United States and Cuba in accordance with paragraphs 2 and 3 of this proclamation.

2. Hereby prohibit, effective 12:01 A.M., Eastern Standard Time, February 7, 1962, the importation into the United States of all goods of Cuban origin and all goods imported from or through Cuba; and I hereby authorize and direct the Secretary of the Treasury to carry out such prohibition, to make such exceptions thereto, by license or otherwise, as he determines to be consistent with the effective operation of the embargo hereby proclaimed, and to promulgate such rules and regulations as may be necessary to perform such functions.

3. AND FURTHER, I do hereby direct the Secretary of Commerce, under the provisions of the Export Control Act of 1949, as amended (50 U.S.C. App. 2021-2032), to continue to carry out the prohibition of all exports from the United States to Cuba, and I hereby authorize him, under that Act, to continue, make, modify, or revoke exceptions from such prohibition.

*In Witness Whereof,* I have hereunto set my hand and caused the seal of the United States of America to be affixed.

# DONE at the City of Washington this third day of February, in the year of our Lord nineteen hundred and sixty-two, and of the Independence of the United States of America the one hundred and eighty-sixth.

# Unit 1 - Lesson 16: A Proclamation… Evaluate Author’s Argument

Evaluate the author’s argument: Be sure to answer the following questions in your evaluation. (Be sure to use your own words and quotation marks on quotes) (1) What is the author’s claim?

(2) What evidence does he or she use to support it? What type of warrants are these?

(3) How do the warrants the author uses support his or her claim?

(4) Do you think the author sufficiently defends his or her argument?

(5) What are the most persuasive warrants? Why are these warrants so persuasive?

(6) What are the least persuasive warrants? What could they do to improve these warrants?

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**Unit 1: Cuba**

**Lesson 17: Evaluating Author’s Argument**

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| EBA Skill | EBA Skill 2 – Making a Strong Argument |
| CCR Standard | Reading 8, Speaking & Listening 1, Language 1 & 2 |
| BPS Arts Standard | Theatre Content Standards 1 -5 |
| Skill Objective | Evaluate the strength of the author’s reasoning in a text (Skill 2-e) |
| Content Objective | Analyze arguments for debate over U.S. trade embargo with Cuba. |
| Language Objective | Read, discuss, and write about texts. |
| EBA Activity | Identifying Evidence in a Text |
| Claims/Warrants |  |
| Pre-Work | While this is not necessary for this lesson, you may want to have students complete the homework assignment from lesson 16. |
| Procedure | Do Now: Soapbox on whether or not the U.S. should end embargo on Cuba. Can use graphic organizer for Activity 2 Skill 1.  Mini-Lesson: Review do now.  (Optional) Review homework. Have students share out homework responses.  Review how to evaluate author’s argument including: What are the most persuasive warrants? What are the least persuasive warrants? What could they add to improve?  Review text marking and annotating. Model text marking and annotating with the first paragraph of article.  Guided Practice: Students work in groups or pairs to finish annotating article.  Independent Practice/Exit Ticket: Students write author’s claim on index card. |
| Assessment | Students write author’s claim on index card. |
| Text | The U.S. should end the Cuban embargo |
| Homework | Evaluate author’s argument |

# Unit 1 - Lesson 17 – The U.S. should end the Cuban embargo

### Heuvel, Katrina vanden. “The U.S. Should End the Cuban Embargo.” July 2, 2013. http://articles.washingtonpost.com/

### 2013-07-02/opinions/40316090\_1\_embargo-limited-private-enterprise-odebrecht

Is there a greater example of utter folly than America’s superannuated policy toward Cuba? During more than 50 years corrupted by covert actions, economic sabotage, travel bans and unending embargo, the United States managed to make Castro and Cuba an international symbol of proud independence. Intent on isolating Cuba, Washington has succeeded only in isolating itself in its own hemisphere. Intent on displacing Fidel Castro, the U.S. enmity only added to his nationalist credentials.

A recent visit reveals a Cuba that is already beginning a new, post-Castro era. That only highlights the inanity of the continuing U.S. embargo, a cruel relic of a Cold War era that is long gone.

Cuba is beginning a new experiment, driven by necessity, of trying to build its own version of market socialism in one country. Just as populist movements in the hemisphere looked to Castro and Cuba for inspiration, now Cuba is learning from its allies as it cautiously seeks to open up its economy. A former minister of the economy spoke of how Cuba is committed to fostering private coops and businesses, and is [beginning a push](http://www.cfr.org/cuba/cuba-after-communism/p30991) to make more state enterprises make their own way.

This month, 100 state-run produce markets and 26 other establishments are [scheduled to become private cooperatives](http://www.reuters.com/article/2013/06/30/us-cuba-reform-cooperatives-idUSBRE95T0C120130630). The government says many more establishments will follow, beginning in 2014, as an alternative to small and medium-size state businesses in retail and food services, transportation, light manufacturing and construction, among other sectors.

Despite the embargo, José Martí International Airport displays the new vitality. Hundreds of Cuban Americans fly into see relatives, bringing everything from flat-screen TVs to consumer basics. Since President Obama lifted restrictions on family visits in 2009, remittances and material support from Cuban Americans play a growing role in the microeconomy of the island.

Whereas in the 1990s, Havana was willing to permit only limited private enterprise as an emergency measure, government officials now speculate openly about aiming toward 50 percent of Cuba’s GDP in private hands within five years. Of course, an expanding small business sector won’t resolve some central issues facing the island: access to large-scale credit and investment and the need to boost exports and address anemic productivity, not to mention the demands of an aging population.

In Havana, there is more talk about Brazil’s investment in renovating Mariel Harbor than about Edward Snowden. Brazilian conglomerate [Odebrecht](http://www.odebrechtinternational.com/) had to resist threats by Florida’s state government to cut off any state contracts if it invested in Cuba. This enormous deep-water port is designed to handle trade with the United States and beyond in a post-embargo world, if the embargo is ever ended.

Cuba’s official media remains sclerotic, though there are spirited debates in a few online outlets. But the government appears to understand that the explosion of social media will transform communications and politics, and however tentatively, realizes it has little choice but to change if it is to engage a younger generation.

It is long past time for the United States to end the embargo and influence Cuba, rather than threaten it. Ironically, as a result of a new Cuban migration law lifting more than 50 years of restrictions on the ability of its citizens to travel freely abroad, taking effect this year, Cubans are now freer to travel to the United States than Americans are to Cuba. The president can’t end the travel ban without Congressional approval, but as Peter Kornbluhexplained in [a recent piece in The Nation](http://www.thenation.com/article/172414/seven-actions-obama-should-take-cuba-now#axzz2Xo3AMXJ8), he can take several steps that would transform our policy.

Obama should start by removing Cuba from the State Department’s list of nations that support terrorism, terminating the economic and commercial sanctions that come with that designation. The Treasury could stop fining international banks for doing business with Cuba, a practice that impedes the country’s slow opening to private enterprise. At the same time, the president could expand licensing for travel to Cuba, making it easier for entrepreneurs, scientists, doctors and others to travel and explore commercial possibilities. The Cold War “Cuban Democracy and Contingency Planning Program,” designed for “regime change,” should be reconfigured to a people-to-people exchange program that would actually have some influence.

Finally, as a prelude to broader bilateral negotiations on a range of issues, Obama could act directly to remove an open sore in U.S.-Cuban relations. The president could commute the sentences of the so-called Cuban Five, counterterrorism agents arrested in Florida in 1998 and convicted on espionage charges, four of whom are still imprisoned. At the same time, the Cubans could free Alan Gross, who was arrested when he was sent to Cuba by USAID on a quasi-covert mission to supply Jewish groups with satellite connections to the Internet. Former President Jimmy Carter [has offered to facilitate](http://www.thenation.com/article/159583/jimmy-carter-lift-trade-embargo-against-cuba) these sensible steps.

The Cold War is over; the Soviet Union is no more. The United States sustains the largest trade deficit in the history of the world with China’s communists. And yet the embargo and enmity towards Cuba continue. The intelligence agencies and the embittered and aging Cuban refugees may never acknowledge the world as it is. But it is long past time for the United States to turn to a policy that will engage Cuba rather than isolate ourselves.

# Unit 1-Lesson 17: The U.S. Should … Evaluate Author’s Argument

Evaluate the author’s argument: Be sure to answer the following questions in your evaluation. (Be sure to use your own words and quotation marks on quotes) (1) What is the author’s claim?

(2) What evidence does he or she use to support it? What type of warrants are these?

(3) How do the warrants the author uses support his or her claim?

(4) Do you think the author sufficiently defends his or her argument?

(5) What are the most persuasive warrants? Why are these warrants so persuasive?

(6) What are the least persuasive warrants? What could they do to improve these warrants?

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**Unit 1: Cuba**

**Lesson 18: Evaluating Author’s Argument**

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| EBA Skill | EBA Skill 2 – Making a Strong Argument |
| CCR Standard | Reading 8, Speaking & Listening 1, Language 1 & 2 |
| BPS Arts Standard | Theatre Content Standards 1 -5 |
| Skill Objective | Evaluate the strength of the author’s reasoning in a text (Skill 2-e) |
| Content Objective | Analyze arguments for debate over U.S. trade embargo with Cuba. |
| Language Objective | Read, discuss, and write about texts. |
| EBA Activity | Identifying Evidence in a Text |
| Claims/Warrants |  |
| Pre-Work | While this is not necessary for this lesson, you may want to have students complete the homework assignment from lesson 17. |
| Procedure | Do Now: Soapbox on whether or not the U.S. should end embargo on Cuba. Can use graphic organizer for Activity 2 Skill 1.  Mini-Lesson: Review do now.  (Optional) Review homework. Have students share out homework responses.  Review how to evaluate author’s argument including: What are the most persuasive warrants? What are the least persuasive warrants? What could they add to improve?  Review text marking and annotating. Model text marking and annotating with the first paragraph of article.  Guided Practice: Students work in groups or pairs to finish annotating article.  Independent Practice/Exit Ticket: Students write author’s claim on index card. |
| Assessment | Homework - Skill 2-E: Evaluate the strength of the author’s reasoning in a text |
| Text | Keep U.S. embargo on Cuba |
| Homework | Evaluate author’s argument |

**Unit 1 - Lesson 18 – Keep U.S. embargo on Cuba**

Montaner, Carlos Alberto. “Keep U.S. Embargo on Cuba.” *The Miami Herald.* Oct. 02, 2003.

Mikhail Gorbachev is coming to Miami. He was invited by academic groups and institutions eager to end the U.S. trade embargo imposed on the Cuban dictatorship.

Among the hosts and sponsors, there are Republican and Democratic politicians and exporters who have no horizons other than increasing their sales. There are people closely related to U.S. circles of power, including its intelligence corps and those directly controlled by the Cuban government's police apparatus. There are pro-Castro and anti-Castro people.

There are ''strategists'' certain that fluid relations between Washington and Havana will accelerate the end of communism. There are others convinced that those links now will help consolidate the regime at its worst economic moment and tomorrow will guarantee the survival of communism after Castro's death -- objectives that they see as commendable and consonant with the interests of the government they admire or secretly serve.

No better person than Gorbachev exists to preside over an event at which each group hopes for different and sometimes contradictory results. After all, Gorbachev is the quintessence of paradox: He rose to power to save communism and ended up burying it. The KGB placed him at the helm so that he could restore the Soviet Union's glory, and he wound up causing its dissolution.

Now he comes to Miami to advocate a cause dear to Fidel Castro. But Castro's objectives are only two: an end to travel restrictions, so he can count on a couple of million tourists every year; and access to soft credits, so he can buy U.S. goods.

Will these groups achieve a change in Washington's policy? Realistically, that will be difficult. The arguments in favor of lifting the embargo are not as weighty as those that counsel retaining it.

Why alleviate the Cuban government's economic situation when history has shown that every time Castro strengthens his power, he invests those resources to retract the few morsels of economic freedom granted to the people during the periods of deep crisis?

Thanks to crisis, the armed forces were reduced in half. Thanks to crisis, the regime was forced to allow farmers markets and dollar remittances from abroad. Thanks to crisis, Castro had to accept certain labor activities involving self-employment and the creation of family-run restaurants and hostels. But, as is now evident, as the government managed to overcome its worst moments, it began to regress into the most orthodox Stalinism.

The conclusion is obvious: The Cuban people's way of life improves as its government worsens. And vice versa.

Considerations about the future also weigh a lot on White House policymakers. Castro, age 77, and the dictatorship, age 44, are in their final stages. Inside Cuba, especially within the power structure, the atmosphere is that of a regime's end.

Everyone knows that Cuba's absurd political model, a copy of the 1970s Soviet madhouse, will not survive long after the caudillo is dead, but the nomenklatura hopes to transfer authority and prolong its permanence in power. To achieve that succession without any trauma, however, it will have to reach an accord with the United States and Europe and normalize its economic and political relations with the First World.

That's the card that the United States is saving. Once Castro is dead, the Cuban ruling class is overwhelmed by the huge power vacuum and all economic activity suddenly stops as everyone waits to see what will happen, only then will the offer be made to lift the embargo and grant generous aid in exchange for democracy and freedoms for the Cuban people.

Pedro Roig, a lawyer, historian and director of Radio and TV Martí, has said, "If the United States sacrifices its most valuable trump card right now, how will it stimulate the transition to democracy in Cuba once the time to negotiate actually arrives?''

He's right. The United States and Latin America must not be content with allowing a communist dictatorship to remain in Cuba, even if Castro's heirs promise to be homely jailers. If U.S. diplomacy learned anything in the 20th century, it was that the only guarantee for a peaceful neighborhood devoted to the people's well-being through the exercise of commerce exists when countries practice democracy and respect for human rights.

The Somozas spawned Sandinism. Batista spawned Fidel Castro. The key is to induce the establishment of democracy in Cuba. For that it is necessary to keep intact the capacity to negotiate.

# Unit 1-Lesson 18: Keep the Embargo … Evaluate Author’s Argument

Evaluate the author’s argument: Be sure to answer the following questions in your evaluation. (Be sure to use your own words and quotation marks on quotes) (1) What is the author’s claim?

(2) What evidence does he or she use to support it? What type of warrants are these?

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**Unit 1: Cuba**

**Lesson 19: Evaluating Author’s Argument**

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| EBA Skill | EBA Skill 2 – Making a Strong Argument |
| CCR Standard | Reading 8, Speaking & Listening 1, Language 1 & 2 |
| BPS Arts Standard | Theatre Content Standards 1 -5 |
| Skill Objective | Evaluate the strength of the author’s reasoning in a text (Skill 2-e) |
| Content Objective | Analyze arguments for debate over U.S. trade embargo with Cuba. |
| Language Objective | Read, discuss, and write about texts. |
| EBA Activity | Identifying Evidence in a Text |
| Claims/Warrants |  |
| Pre-Work | While this is not necessary for this lesson, you may want to have students complete the homework assignment from lesson 18. |
| Procedure | Do Now: Soapbox on whether or not the U.S. should end embargo on Cuba. Can use graphic organizer for Activity 2 Skill 1.  Mini-Lesson: Review do now.  (Optional) Review homework. Have students share out homework responses.  Review how to evaluate author’s argument including: What are the most persuasive warrants? What are the least persuasive warrants? What could they add to improve?  Review text marking and annotating. Model text marking and annotating with the first paragraph of article.  Guided Practice: Students work in groups or pairs to finish annotating article.  Independent Practice/Exit Ticket: Students write author’s claim on index card. |
| Assessment | Homework - Skill 2-E: Evaluate the strength of the author’s reasoning in a text |
| Text | The U.S. embargo of Cuba is a Failure |
| Homework | Evaluate author’s argument |

# Unit 1 - Lesson 19 – Kerry, Hagel On Cuba:

# Cabinet Nominees Could Help Ease Relations, Lift Trade Embargo

**Haven**, Paul. “Kerry, Hagel on Cuba: Cabinet Nominees Could Help Ease Relations, Lifet Trade Embargo.” Huffington Post. Jan. 26, **2013** <http://www.huffingtonpost.com/2013/> 01/26/kerry-hagel-cuba-us-trade-embargo\_n\_2559023.html

HAVANA -- The nominee for U.S. Secretary of State, Sen. John Kerry, once held up millions of dollars in funding for secretive U.S. democracy-building programs in Cuba. Defense Secretary hopeful Chuck Hagel has called the U.S. embargo against the communist-run island "nonsensical" and anachronistic.

Both men are now poised to occupy two of the most important positions in President Barack Obama's Cabinet, leading observers on both sides of the Florida Straits to say the time could be ripe for a reboot in relations between the longtime Cold War enemies – despite major obstacles still in the way.

Kerry's confirmation hearing was held last Thursday, with Hagel's likely to begin next Thursday. In a day marked by platitudes and praise from his longtime colleagues, the Massachusetts Democrat up for top U.S. diplomat sidestepped two questions on Cuba without giving any hint of his opinion on bilateral relations.

Yet Kerry's record has showed some openness to relaxing the tough U.S. stance on Cuba.

"I think having a secretary of state and secretary of defense who understand and are willing to speak publicly that isolation is counterproductive is a very good start," said Tomas Bilbao, executive director of the nonpartisan Cuba Study Group, which advocates using engagement to spur democratic change. "I'm optimistic about the opportunity."

Carlos Alzugaray, an ex-Cuban ambassador to the European Union and the author of several studies about Cuba-US relations, said that if both men are confirmed, no Cabinet since the Carter administration would have such high-level voices in favor of rapprochement.

At the same time, the composition of Cuban-Americans in Florida is evolving, with younger voters less emotionally attached to the issue than their parents and grandparents. Exit polls showed 49 percent of Cuban-Americans in the state voted for Obama, roughly the same percentage as four years ago, an indication the group no longer plays the make-or-break role it once did in presidential politics.

The atmosphere is changing in Cuba as well.

Alzugaray noted that the island has taken many steps that would normally be welcomed by Washington such as freeing dozens of political prisoners, opening the economy to limited capitalism, hosting peace talks for war-torn Colombia and eliminating most restrictions on travel for its own citizens.

"Cuba is changing, and it is changing in the direction that the United States says Cuba must change," Alzugaray told The Associated Press in an interview in his Havana apartment.

The greatest obstacle to better ties is undoubtedly the continued imprisonment of U.S. contractor Alan Gross, who is serving a 15-year sentence for crimes against the state after he was caught setting up clandestine Internet networks as part of a U.S. Agency for International Development democracy-building program.

Havana has insisted the 63-year-old Gross will not be released unless Washington considers freeing five Cuban agents held in the United States. One is out on supervised release but was ordered to remain in the country, and the other four are still incarcerated.

Critics of engagement, including several prominent Cuban-American legislators, say none of the reforms Cuba has made brings the island closer to being a democratic state after 54 years of rule by brothers Fidel and Raul Castro.

Dissidents are still detained and harassed, they say, the Cuban news media is not free, elections are restricted to approved candidates and the Cuban parliament acts as little more than a rubber stamp for decisions made by the island's aging leaders.

Rep. Ileana Ros-Lehtinen, a Havana-born Florida Republican and staunch critic of the Castros, told the AP she was deeply concerned about both Cabinet nominees.

"I think both are bad for strengthening the U.S.-Cuba embargo," she said. "They would work for an appeasement policy. They would work to normalize relations. That is their philosophy. But they won't be able to achieve it."

Ros-Lehtinen said she hoped Kerry's likely replacement as chairman of the Senate Foreign Relations Committee, Cuban-American Democrat Bob Menendez of New Jersey, would block any attempt to take a softer line.

As committee chairman in 2011, Kerry held up millions of dollars in funding for the same program that Gross was involved in, out of concern that it was ill-conceived and a waste of money. He later cut a deal with Menendez to free up the money. At the hearing on Thursday, Kerry said that as secretary of state, he would support such programs worldwide, but did not mention Cuba.

Hagel, a former Republican senator from Nebraska, has termed the 50-year-old trade embargo an "outdated, unrealistic, irrelevant policy" and said the U.S. should engage with the island, just as it does with other communist countries such as Vietnam and China.

In his first term, Obama eliminated restrictions on the number of times Cuban-Americans can visit their relatives on the island, and the amount of money they can send back in remittances. He also has made it much easier for American travelers to get licenses to visit the island on cultural, educational and religious exchanges, though tourism is still barred.

Since 2009, the number of Americans traveling to Cuba has nearly doubled from 52,000 per year to 103,000 in 2012, according to statistics compiled by the firm the Havana Consulting Group. Trips by Cuban-Americans to visit their relatives rose from 335,000 to 476,000 a year during the same period. The surge puts the United States second only to Canada as the source of travelers to the island.

But just as American officials have met Cuban reforms with lukewarm indifference, Cuban leaders have dismissed Obama's overtures as window-dressing, saying he has in many ways strengthened the embargo by going after companies that do business with the island.

Cuban officials have been reluctant to talk about the Kerry and Hagel nominations for fear their words will be used by opponents. But a pro-government Web site, Cubasi, published an opinion piece Thursday detailing both men's past opposition to America's Cuba policy.

"Chuck Hagel has no problem with Cuba," wrote the author, well-known columnist Nicanor Leon Cotayo. "On the contrary, he has demonstrated common sense to do away with one of the White House's most anachronistic foreign policies."

Cotayo added that Obama has "real and legal options to maneuver and diminish tension in bilateral relations."

Others say they are not holding their breath for any change.

Alzugaray, the longtime Cuban diplomat, threw up his hands and shrugged when asked why he was not more optimistic that the stars would align for better relations this time around.

"That dog has bit me several times," he laughed. "I've often thought that now is the time, the possibilities are there, but always something has complicated things."

# Unit 1-Lesson 18: Keep the Embargo … Evaluate Author’s Argument

Evaluate the author’s argument: Be sure to answer the following questions in your evaluation. (Be sure to use your own words and quotation marks on quotes) (1) What is the author’s claim?

(2) What evidence does he or she use to support it? What type of warrants are these?

(3) How do the warrants the author uses support his or her claim?

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(6) What are the least persuasive warrants? What could they do to improve these warrants?

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**Unit 1: Cuba**

**Lesson 20: Strong Argument**

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| EBA Skill | EBA Skill 2 – Making a Strong Argument |
| CCR Standard | Writing 1, Speaking & Listening 1 & 3, Language 1 & 2 |
| BPS Arts Standard | Theatre Content Standards 1 -5 |
| Skill Objective | Construct strong arguments (Skill 2-d) |
| Content Objective | Construct arguments for debate over U.S. trade embargo with Cuba. |
| Language Objective | Make arguments and participate in conversations. |
| EBA Activity | Round Robin Debate |
| Claims/Warrants | Claims:  The U.S. Embargo on Cuba should be ended.  The U.S. Embargo on Cuba should be continued. |
| Pre-Work | While this is not necessary for this lesson, you may want to have students complete the homework assignment from lesson 19. |
| Procedure | Now: Have students use their readings on Cuban Embargo to find as many persuasive warrants for both **the Embargo should be ended** (claim #1) and **the Embargo should be continued** (claim #2).  Mini-Lesson: Review do now.  (Optional) Review homework. Have students share out homework responses.  Review strong argument and types of persuasive warrants  As a class review types of persuasive warrants with examples from do now.  Guided Practice: Play Claim- Warrant Game from work started on do – now. (see procedure on activity)  Review warrants and as class choose strongest warrants for each claim.  Independent Practice: Soapbox as Speaking and Listening Assessment (see activity for procedure, unit plan for rubric)  Have students create their own strong arguments with claims and multiple persuasive warrants supporting those claims. (Can use the back of a claim sheet from last activity)  You can leave it open for students to construct any claim or you can give them a question they have to answer to construct a claim.  For example: What should the U.S. do today about its embargo on Cuba.  (Example claim – The U.S. should \_\_\_\_\_\_\_\_ the embargo on Cuba.)  If you choose to use a guiding question, you could use the graphic organizer for Activity 2, Skill 1.  Call on students (or have them volunteer) to share their arguments in front of the class on the “soapbox). Have other students who are listening evaluating the presenter’s argument.  Have students complete Unit 1 Reading and Writing Assessment Independently |
| Assessment | Soapbox Speaking and Listening Assessment  Unit 1 Reading and Writing Assessment |
| Text | Previously used texts on Cuban Embargo |
| Homework | None |

1. http://www.tampabay.com/news/politics/national/most-cuban-americans-favor-ending-embargo-poll-shows/925582 [↑](#footnote-ref-1)
2. http://latino.foxnews.com/latino/news/2012/02/07/us-embargo-on-cuba-turns-50/ [↑](#footnote-ref-2)
3. http://latino.foxnews.com/latino/news/2012/02/07/us-embargo-on-cuba-turns-50/ [↑](#footnote-ref-3)
4. http://www.tampabay.com/news/politics/national/most-cuban-americans-favor-ending-embargo-poll-shows/925582 [↑](#footnote-ref-4)
5. http://www.tampabay.com/news/politics/national/most-cuban-americans-favor-ending-embargo-poll-shows/925582 [↑](#footnote-ref-5)
6. http://www.cubastandard.com/2010/11/22/cuba-standard-poll-americans-favor-end-of-sanctions-2-1/ [↑](#footnote-ref-6)
7. http://www.politicsdaily.com/2010/08/24/ten-reasons-to-lift-the-cuba-embargo/ [↑](#footnote-ref-7)
8. http://www.politicsdaily.com/2010/08/24/ten-reasons-to-lift-the-cuba-embargo/ [↑](#footnote-ref-8)
9. http://www.politicsdaily.com/2010/08/24/ten-reasons-to-lift-the-cuba-embargo/ [↑](#footnote-ref-9)
10. http://www.politicsdaily.com/2010/08/24/ten-reasons-to-lift-the-cuba-embargo/ [↑](#footnote-ref-10)
11. http://www.tampabay.com/news/politics/national/most-cuban-americans-favor-ending-embargo-poll-shows/925582 [↑](#footnote-ref-11)
12. http://latino.foxnews.com/latino/news/2012/02/07/us-embargo-on-cuba-turns-50/ [↑](#footnote-ref-12)
13. http://latino.foxnews.com/latino/news/2012/02/07/us-embargo-on-cuba-turns-50/ [↑](#footnote-ref-13)
14. http://www.tampabay.com/news/politics/national/most-cuban-americans-favor-ending-embargo-poll-shows/925582 [↑](#footnote-ref-14)
15. http://www.tampabay.com/news/politics/national/most-cuban-americans-favor-ending-embargo-poll-shows/925582 [↑](#footnote-ref-15)
16. http://www.cubastandard.com/2010/11/22/cuba-standard-poll-americans-favor-end-of-sanctions-2-1/ [↑](#footnote-ref-16)
17. http://www.politicsdaily.com/2010/08/24/ten-reasons-to-lift-the-cuba-embargo/ [↑](#footnote-ref-17)
18. http://www.politicsdaily.com/2010/08/24/ten-reasons-to-lift-the-cuba-embargo/ [↑](#footnote-ref-18)
19. http://www.politicsdaily.com/2010/08/24/ten-reasons-to-lift-the-cuba-embargo/ [↑](#footnote-ref-19)
20. http://www.politicsdaily.com/2010/08/24/ten-reasons-to-lift-the-cuba-embargo/ [↑](#footnote-ref-20)