

***Hispanic Heritage  
Commemorating Florida's Quincentenary  
in Tampa Bay***

***October, 2012***  
**University of South Florida**

**Lesson Title**

*Tampa's Cuban Sandwich*

**Author**

Samantha Cook, Bloomingdale High School, School District of Hillsborough County

**Concept/Main Idea/Big Idea of Lesson**

Some historians maintain that the Cuban sandwich has more to do with Tampa than with Havana. In this lesson, students will learn how, with the input of several immigrant groups in Tampa, the "mixto" became the iconic Cuban sandwich.

**Conference Themes**

Spanish Florida in the 19<sup>th</sup> and 20<sup>th</sup> Centuries

Migration, Exile, Diaspora

Cultural, Social, and Economic Exchange in Florida

Latin America and Florida Today and Tomorrow

**Intended Grade Levels**

Grades 9-12

**Infusion/Subject Areas**

Florida History

American History

Geography

World History

Latin American Studies

American Mosaic

**Curriculum Standards**

*NCSS Themes:*

Culture

Time, Continuity, & Change

People, Places, & Environment

Individual Development & Identity

Individuals, Groups, & Institutions

Power, Authority, & Governance  
Productivity, Distribution, & Consumption  
Science, Technology, & Society  
Global Connections  
Civic Ideals & Practices

*Next Generation Sunshine State Standards:*

SS.912.A.1.4 Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.

SS.912.A.4.11 Examine key events and peoples in Florida history as they relate to United States history

### **Instructional Objectives**

Students will:

- understand the significance of the popular Cuban sandwich to Tampa, Florida;
- explain how various immigrant groups contributed to the iconic sandwich;
- create, design, and organize picture notes on the importance of the Cuban sandwich to the history of Florida.

### **Learning Activities Sequence**

**Activate Background Knowledge/Preview:** Project the image of the Cuban sandwich (HO1).

Activate background knowledge by asking:

What kind of sandwich is this?

Has anyone here ever had one before?

Where can you get one?

What ingredients make up a Cuban sandwich?

Where do you think it originated?

Project the image of the Cuban bread (HO2).

What kind of bread is this?

What are the long, green strips on top of the loaves?

Explain to students that today they will learn more about the Cuban sandwich, its origins, and why it is so important to the history of Tampa and Ybor City.

**Independent Reading:** Distribute a copy of “Welcome to Cuban Sandwich City” to each student. Ask students to underline/highlight the following: what, when, where, who, and why (the 5 W’s) of the article, labeling the highlighted parts accordingly. For example one of the “what” would be the Cuban sandwich or “mixto”. Explain that there may be more than just one thing for each of the 5 W’s.

**Small group discussion:** After the article has been read, divide up students into groups of 3. Have each group discuss and compare what they came up with for the 5

W's (what, where, when, who, what). After 10+/- minutes, ask students if there were any discrepancies within their group's findings. Allow each group report out to the rest of the class.

**Closure:** Inform students that in March, 2012, a resolution was presented before the Tampa City Council to designate the Cuban sandwich the signature sandwich of Tampa to "better define the city's cultural personality" (see HO4). Ask students: If you were a member of the Tampa City Council would you vote for or against this resolution? Why?

### **Evaluation**

**Picture Notes:** Give each group a large sheet of paper and markers. Tell them to use the "five W's" and any other information they feel is important and come up with a way of representing the information through pictures, diagrams, and very few words (if any). Remind them that these are picture notes, so do not rewrite what they have highlighted. Explain that the artwork is not the focus, but the thinking process involved in discussing content and deciding how to organize it. Once the groups are finished, have each group share their production with the class. (Note: For examples of, and more information on, picture notes see the CRISS manual.)

### **Materials and Resources**

Handout 1(HO1): Cuban sandwich

Handout 2(HO2): Cuban bread

Handout 3(HO3): "Welcome to Cuban Sandwich City" (article)

Handout 4(HO4): "Hold the Mayo" (article)

Large sheets of paper

Markers

### **Internet Sources**

Cigar City Magazine [www.cigarcitymagazine.com](http://www.cigarcitymagazine.com) Excellent source of articles on Ybor City's history and present Ybor City

The Columbia Restaurant on the history of the Cuban sandwich  
[www.facebook.com/note.php?note\\_id=422298104093](https://www.facebook.com/note.php?note_id=422298104093)

Ybor City Museum [www.ybormuseum.org](http://www.ybormuseum.org) Great source of resource links

La Segunda Bakery, Tampa's oldest bakery [www.lasegundabakery.com](http://www.lasegundabakery.com) Great information about the process of making Cuban bread, lots of pictures.

## **References**

Danielson, Richard. "Hold the mayo: Council may name 'Historic Tampa Cuban' as city's signature sandwich," *Tampa Bay Times*. (2012, March 23).

George, Justin. (2011, June 10). "Tampa artists give a nod to the Cuban sandwich with events in June," *St. Pete Times*,  
[www.tampabay.com/news/business/tourism/tampa-artists-give-a-nod-to-the-cuban-sandwich-with-events-in-june/1174297](http://www.tampabay.com/news/business/tourism/tampa-artists-give-a-nod-to-the-cuban-sandwich-with-events-in-june/1174297).

Huse, Andy. (2006). "Welcome to Cuban Sandwich City." *Cigar City Magazine*, Issue 2,  
[www.cigarcitymagazine.com](http://www.cigarcitymagazine.com).

Santa, Carol M., Havens, Lynn T., & Valdes, Bonnie. (2004). *Project CRISS Third Edition*.

Teachers' Curriculum Institute. (2004). *Bring Learning Alive: The TCI Approach for Middle and High School Social Studies*.