

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

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University of South Florida

Lesson Title

"Wet Feet, Dry Feet"

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Concept/Main Idea/Big Idea of Lesson

This lesson covers US immigration policies toward Cuba. It covers the "Wet Feet, Dry Feet" policy and the controversy surrounding the policy. Lesson Essential Question: What obligations does the US Government have, if any, to immigrants seeking asylum in the United States?

Conference Theme(s)

- Migration, Exile, Diaspora**
- Latin America and Florida Today and Tomorrow**

Intended Grade Levels

- 9-12**

Infusion/Subject Area(s)

Civics
American Government
Geography
American/U.S. History
Latin American History
Florida History

Curriculum Standards (national and state)

NCSS Themes:

Civic Ideals and Practices
People, Places, and Environments
Power, Authority, and Governance
Time, Continuity, and Change

Next Generation Sunshine State Standards:

SS.912.A.7.12: Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.

- SS.912.A.7.16: Examine changes in immigration policy and attitudes toward immigration since 1950.
- SS.912.A.7.17: Examine key events and key people in Florida history as they relate to United States history.
- SS.912.C.2.11: Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.
- SS.912.C.4.2: Evaluate the influence of American foreign policy on other nations and the influences of other nations on American policies and society.
- SS.912.C.3.5: Identify the impact of independent regulatory agencies in the federal bureaucracy.
- SS.912.C.3.13: Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels.
- SS.912.G.4.2: Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.

Instructional Objectives

Students will:

- identify the push-pull factors related to Cuban immigration to the United States;
- learn about U.S. policies affecting Cuban immigration into the United States;
- interpret and evaluate U.S. policy on Cuban immigration from multiple perspectives;
- utilize their new content knowledge of US policies and Cuban immigration to evaluate the United States policies on immigration and the US role in protecting Cuban human rights and other immigrant groups' human rights.

Learning Activities Sequence

Set Induction:

Bell-work: As students enter the classroom, have the following questions written on the board:

- Have you ever moved? If so, where have you lived?
- Considering your own experiences, or the experiences of others, why do you think people move?
- Where do they go, or, why do they choose to go to one place rather than another?

Instruct students to respond to the questions in written form, in their notebooks.

After students have completed the bell-work activity, ask for volunteers to share answers aloud. The teacher will record student input on the board, separating student contributions into two columns: Why do people move? (PUSH) And where do they go (PULL). Once you have recorded information into these columns, explain to students that the reasons in the left column are considered “push” factors because they influence people’s departure *from* a place (emigration). The reasons in the right column are known as “pull” factors because they motivate people to move *to* a place (immigration).

Word Wall: Explain to students that throughout this lesson, the class will maintain a Word Wall. As you encounter key terms, they will be defined and added to the wall. Start by adding the words and definitions for: migration, “push” factors, emigration, “pull” factors, and immigration.

Learning Activities:

Think-Pair-Share: Project or distribute individual copies of Handout 1 (HO1), Map of Florida and Cuba. Individually, ask students to examine the map, and answer the following questions by recording their responses in the “Think” boxes on Handout 2 (HO2), Think-Pair-Share Worksheet:

- Why do you think some people leave Cuba?
- Looking at your map, where do you think they might go?
- Approximately how far is the closest part of the United States to Cuba?
- How do you think Cubans emigrate from the island?
- To what country/ies do you think most Cuban immigrants go?

After a sufficient amount of time has elapsed, ask students to share their responses with a partner, recording their partner’s ideas in their “Pair” boxes on HO2.

As a class, discuss their responses, asking for volunteers to come up to a wall map (or projected map image) and indicate the route they think Cuban immigrants may take.

Video and Discussion. Show video, “Cuban migrants face choppy waters- 21 Feb 08” (<http://www.youtube.com/watch?v=rPF6fb-FRvw>), asking students to take notes in their notebooks as they view.

After viewing, facilitate a class discussion by asking:

- How many people do you think immigrate into the United States from Cuba annually, on average?
- A large number of Cubans risk their lives attempting to migrate to the United States; what does this say about the push-pull factors?

Independent Reading and Discussion: Distribute Handout 3 (HO3), “Troubled Waters,” asking students to underline or highlight any new vocabulary words or terms they encounter. Ask for volunteers to look up definitions and add new words and terms to the Word Wall.

Case Study and Role-Play:

Read the “Case Study Reading” (HO4) aloud to students, pausing as indicated to discuss what students think will happen next in the story.

Tell students that based on everything they have learned thus far, they will engage in a role play about the “Wet Feet, Dry Feet” policy.

Divide class into six groups. Provide each group with a Background Information sheet (HO5) and a different Role Play sheet (HO5); Coast Guard, US Government, Cuban Immigrant, Cuban Government, another immigrant group (Haitian), Human Rights Activist. Within each group, teachers should assign each student a different role: Reader, Recorder, Editor, Time Keeper, and Reporter. The Reader will reread the article and read the assignment aloud to the group. The Recorder will record ideas and record the “letter to the editor” as the group works together to craft the letter. The Editor will read over the letter and correct errors or take student input to add anything to the letter. The Time Keeper will keep the group on track with time allotments. The Reporter will report out and read the letter aloud to the class. Together, each group will respond

to the prompt on the Role Play sheets, sharing their work with the rest of the class.

Closure:

“Take a Stand”: Place five signs around the perimeter of the classroom with the following statements: strongly disagree, disagree, undecided, agree, strongly disagree. Ask students to reflect on today’s lesson and assess to what degree they agree with the “Wet Feet, Dry Feet” policy, moving to stand under the sign that best reflects their position.

As a teacher, take a survey of the number of students standing in each area and record the tally marks on the board.

Ask for a representative of each of the five positions to defend their perspective, probing and prompting as necessary:

- Do you agree or disagree with the United States’ Wet Feet, Dry Feet Policy for Cuban immigrants?
- What may be a better solution?
- Consider: Does the US Government have the obligation to protect human rights of Cuban immigrants illegally seeking refuge in the United States?
- Do you think any one group of immigrants should have preferential treatment?
- Is there anyone who might want to change their position on the issue and move to another sign?

Homework: Students will create a “Twitter” message where they will state, in 140 characters or less, what they learned from the day’s lesson and/or their position on the issue.

Evaluation:

Students will be evaluated during this lesson through a number of factors. Students are evaluated based on participation during the think-pair-share, the role play exercise, and the “Take a Stand” activity. Student understanding will be assessed based on the “twitter” they create for homework and submit the following day.

Extension Activities: “Above & Beyond”

- Students can watch a film about Cuban immigration and write up an analysis and reflection. For example, a documentary such as “90 Miles” by, Juan Carlos Zaldívar, examines the complicated history and immigration policies between Cuba and the United States. PBS also provides a list of classroom-suitable resources on the issue: http://www.pbs.org/pov/film-files/90m_delvedeeper_reading_list_0.pdf
- Students can create political cartoon on the issue, expressing their opinion.
- Students can write a short story from the perspective of a Cuban immigrant coming to the United States starting with “I just stepped foot on U.S. soil...”
- Students can design a boat/floatation device from items available in the classroom or in their bedrooms.

Materials and Resources/ Annotated Internet Sources

Teacher Background Information:

- New York Times:

17 Arrive From Haiti And Cuba Together, But Fates May Differ

<http://www.nytimes.com/1993/12/20/us/17-arrive-from-haiti-and-cuba-together-but-fates-may-differ.html>

- 1993 news article about Cuban and Haitian immigrants who arrived in the United States on the same raft. Because Haitians do not have a preferred immigrant status like Cubans, the Haitians are at risk for deportation.

Rush of Cuban migrants use Mexican routes to U.S.

<http://www.nytimes.com/2007/10/15/world/americas/15iht-cuba.4.7899354.html?pagewanted=all&r=0>

- 2007 New York Times news article about Cuban immigrants seeking alternative routes to the United States through Mexico.

Miami Cubans Are Outraged at Treatment of 6 Migrants.

<http://www2.fiu.edu/~fcf/nytimes.html>

- 1999 news article about Coast Guard controversial treatment of Cuban immigrants on rafts attempting to land on U.S. soil

- Cuba Rejects U.S. Wet-Foot Dry-Foot Policy Before U.N.

http://www.caricomnewsnetwork.com/index.php?option=com_content&view=article&id=3574&Itemid=457

- 2011 news article about the Cuban government's denunciation of United States' Cuban immigration policy.

- US Coast Guard: Alien Migrant Interdiction

<http://www.uscg.mil/hq/cg5/cg531/AMIO/amio.asp>

- United States Coast Guard maritime migrant exclusion policies. There are also images of the Coast Guard intercepting migrants from various countries.

- Cuba suffers exodus of the best and the brightest as economy remains in the doldrums

<http://www.guardian.co.uk/world/2010/may/09/cuba-raul-castro-emigration>

- This news article highlights the affects of Cuban migration on Cuba itself.

- US Immigration Support: Wet Foot, Dry Foot Policy

<http://www.usimmigrationsupport.org/wetfoot-dryfoot.html>

- This source provides an overview of the policy and smuggling which occurs as a result of illegal Cuban immigration.

Student and Teacher Materials:

Handout 1 (HO1): Map of Florida and Cuba

Handout 2 (HO2): Think-Pair-Share Worksheet

Handout 3 (HO3): "Troubled Waters" article

Handout 4 (HO4): Case Study Reading

Handout 4 (HO5): Background Information and Role Play Sheets
Wall Map of world
YouTube access
Projector

References

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- Israel, E. (2006, December 18). Raft still exit option for Cuban after 18 tries. *Reuters*. Retrieved from: <http://www.washingtonpost.com/wp-dyn/content/article/2006/12/18/AR2006121800723.htm>
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