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# Secondary Curricular Units for New York City Department of Education

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## **PREPARED FOR:**

New York City Department of Education  
Office of English Language Learners

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# Secondary Curricular Units for New York City Department of Education

**February 2015**

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## I. Overview

The Common Core State Standards reflect the knowledge and skills that all students—including English language learners (ELLs)—need for success in college and the workplace. Although these standards present challenges, they also create opportunities to more fully incorporate ELLs into standards-based reform. To help ELLs master these college and career ready (CCR) standards, it is very important to have materials and methods that more fully support them in acquiring grade-level knowledge and skills. Effective methods for enabling ELLs to meet these standards build on approaches that are effective for all students, but they also provide additional support for ELLs who are learning content in a second language.

This document presents a secondary-level unit developed to support ELLs based on a segment of García’s *Dreaming in Cuban*. This text was selected because it is a narrative text appropriate for secondary school students and it provides students with opportunities to “understand other perspectives and cultures.”<sup>1</sup>

The unit is composed of five lessons. The first three lessons guide students through close reading of excerpts from *Dreaming in Cuban*, the fourth lesson provides opportunities for students to develop language using the *Dreaming in Cuban* text, and the fifth lesson guides students through a writing activity based on the characters in *Dreaming in Cuban*.

A key goal of our lessons is to provide students with scaffolded opportunities to work collaboratively with their peers. All too often, lessons for ELLs are predominately composed of teacher talk, with little opportunity for students to engage in productive peer or independent work. Most of each unit is composed of materials for students that enable them to work with a partner or independently to complete the lessons. This may make the units appear long, but they are designed to be delivered in three or four 60–75 minute long lessons.

### Preparation of Text and Vocabulary for Instruction

To start, we followed a step-by-step method of preparing the text and identifying the vocabulary words for the unit.

First, we divided the excerpt of *Dreaming in Cuban* into three sections so that one section could be taught in each of the first three lessons. The sections were grouped so there

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<sup>1</sup> Common Core Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects, page 7.

would be logical breaks in the flow of the narrative. The sections for the first lesson and the third lesson are intentionally shorter than the section for the second lesson to allow enough time to provide background knowledge instruction in Lesson One and enough time to provide for a post-assessment in Lesson Three.

Next, we used the following process to determine which words from the *Dreaming in Cuban* text would be glossed.

- First, we ran the *Dreaming in Cuban* text through AIR's First 4000 Words Text Analyzer (<http://vocabularytool.airprojects.org/>). We identified words that appeared in the second, third, and fourth quartiles of high-frequency words. Words in the third and fourth quartiles were included in the glossary, in addition to second-quartile words that were critical for understanding the text.
- Next, we ran the text through the Academic Word List (AWL) Highlighter (<http://www.nottingham.ac.uk/alzsh3/acvocab/awlhhighlighter.htm>) to identify academic vocabulary. All words that appeared on the Academic Word List were included in the glossary.
- Then we ran the text through Word Sift (<http://www.wordsift.com/visualize>) to identify words that most frequently appear in the text. We included the top three words from the Word Sift in the glossary.
- Finally, we reviewed the text for additional words and phrases that were likely to be confusing to ELLs, especially words and phrases that are critical to understanding the text. This included words in Spanish (since Spanish words are likely to be confusing for students who do not speak Spanish) and idiomatic expressions (since their meaning cannot be gleaned from reading the text).

Using the words identified in this process, we developed a glossary for students. For each word, we provided a Spanish translation, a definition in English, and an example of where the word can be found in the text. The student glossary for this unit can be found in the Student Materials section.

## Model of Instruction

The section that follows outlines our model of instruction. Our model is composed of 11 reading components and 3 writing components. Components are presented in a coherent order in the sample units, but each component can also be used independently, giving teachers greater flexibility in organizing the lessons to best meet the needs of their students.

## Reading

1. **Pre-assessing Comprehension:** During this component, students take a pre-assessment. Generally, only one pre-assessment is associated with a text, but teachers have the option of pre-assessing students prior to any new section of the text.
2. **Previewing and Reviewing the Text:** During the first lesson, teachers use questioning related to the title to introduce students to the text. Book covers and other illustrations can also be used to help introduce the text. In subsequent lessons, students are given an opportunity to briefly review the text covered during the prior lesson.
3. **Reviewing Standards and Objectives:** Standards are the Common Core standards. Listening and speaking standards and language standards may be addressed during the reading and writing components of the lesson as well as during time devoted primarily to these standards (see components 9 and 10). Objectives are student-friendly versions of the standards (usually in the form of an “I can do” statement). By posting and reviewing standards and objectives, teachers make students aware of the knowledge and skills they are expected to master during the lesson.

In some cases, the lesson may focus on standards in other content areas, such as social studies. In all cases, the lesson should include language proficiency standards (which differ from state to state).<sup>2</sup> The teaching plan should list all the standards that will be covered, but only a limited number of these standards should be reviewed with students for each lesson.

4. **Enhancing Background Knowledge (optional):** Before engaging with the text, students may need background information to help them make sense of the text. Not all texts will require this component, however.
5. **Acquiring Vocabulary:** This component provides dedicated time for pre-teaching vocabulary and previewing the glossary.
6. **Reading for Key Ideas and Details:** Although most of this component deals with key ideas and details, some of the questions also address part of Language Standard 4 (determining or clarifying the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate).

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<sup>2</sup> We have left this in as a placeholder. New York State is developing new Language Arts Progressions.

7. **Annotating the Text for Key Ideas and Details (optional):** During this component, students conduct a second close reading, annotating the text as they read.
8. **Revisiting Text for Craft and Structure or Integration of Knowledge and Ideas:** During this component, the teacher helps students acquire knowledge and skills associated with craft and structure standards or with integrating knowledge and ideas standards (Reading Standards 4–9).
9. **Developing Language:** This component provides dedicated time for language development and is focused on the conventions of standard English, knowledge of language, and vocabulary acquisition and use.
10. **Building Listening and Speaking Skills (optional):** Although listening and speaking skills should be integrated into all reading and writing components of the instructional model through opportunities for partner talk and whole-class discussion, this component provides dedicated time to focus on these standards. Teachers can help ELLs develop listening and speaking skills by allowing them to work with a partner to prepare and present information to the class related to a close reading of the text.
11. **Re-assessing Comprehension:** The final component of the reading section of this model is a re-assessment of comprehension. The questions for re-assessment should include the questions used for pre-assessment for all sections of the text, but may include additional questions that ask for important information.

## Writing

Here we outline the components of the writing. Writing should occur throughout the lesson, and the reading components above include short writing exercises to answer supplementary and guiding questions, annotate the text, develop language skills, and explore craft and structure and integration of knowledge and ideas. However, students also need longer writing tasks to develop their writing skills. The following components should be used after students have read the entire text.

1. **Reviewing Writing Standards and Objectives:** By posting and reviewing writing standards and objectives, teachers can make students aware of the skills and knowledge they are expected to master during the lesson. As with reading, not all writing standards need to be covered with students even if they are part of a teacher’s lesson plan.
2. **Preparing to Write:** Prior to writing, ELLs should have the opportunity to generate ideas and organize their thoughts using a graphic organizer. They may

also be provided with an opportunity to discuss their ideas (in their home language or in English) with a partner before they begin writing.

- 3. Writing:** ELLs should have access to a paragraph frame to help them construct their essay. During this time, the teacher guides students through writing conferences, meets with small groups to teach specific writing techniques, or works one on one with students.<sup>3</sup> Students should be given opportunities to edit their writing to improve their grammar and to share their writing with others.

## Differentiation

The lessons that follow are scripted for ELLs who have an emerging level of proficiency in English. To differentiate instruction for these students we have provided word banks and sentence frames. For students at an intermediate level of proficiency we recommend sentence starters and word banks rather than sentence frames. More advanced students might be provided with word banks only. We have added many supplementary questions. We leave it to those implementing the lessons to decide whether any or all of these questions are necessary to support the ELLs in their classrooms. Numbering sentences in the text and referring to these sentence numbers in the questions will also help support students.

## Introduction to the Unit

The unit is presented as a sequence of teacher lesson plans. The unit is divided into components (e.g., previewing/reviewing text) that appear in the model of instruction presented in the previous section.

The text in the first row of each component—Teacher Preparation—describes the steps teachers would need to take if they were to prepare this component for another piece of text. The text in the second row—Instructions for Teachers—provides guidance to teachers for implementing the component. The text in the third row—Instructions for Students—provides instructions for students to help them engage in the activities associated with the component. If there are activities for students, they follow.

To turn the lesson plan into materials for students, a teacher only has to delete the first two rows of a component (i.e., leaving the Instructions for Students and activities). This has already been done in the Student Materials section of this unit. The student materials include a student glossary and student versions of each lesson.

The text as a whole is presented in the appendix.

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<sup>3</sup> These methods are the methods used in a writers' workshop, with additional supports for ELLs. See Calkins, L. (2011). *A curricular plan for the writing workshop*. Portsmouth, NH: Heinemann.

## **II. TEACHER GUIDE**

# ***DREAMING IN CUBAN***

# **BY CRISTINA GARCIA**

## LESSON ONE

### TEXT

Abuela talks to me as I paint. She tells me that before the revolution Cuba was a pathetic place, a parody of a country. There was one product, sugar, and all the profits went to a few Cubans, and, of course, to the Americans. Many people worked only in winter, harvesting the sugarcane. In the summer it was the *tiempo muerto*, the dead time, and the *campesinos* barely escaped starvation. Abuela says she was saved because her parents sent her to live with her great-aunt in Havana, who raised her with progressive ideas. Freedom, Abuela tells me, is nothing more than the right to a decent life.

Mom eavesdrops on Abuela and me then lambastes us with one of her sixty-odd diatribes when she doesn't like what she hears. Her favorite is the plight of the *plantados*, the political prisoners who've been in jail here almost twenty years. "What were their crimes?" she shouts at us, pushing her face close to ours. Or the question of retribution. "Who will repay us for our homes, for the lands the Communists stole from us?" And religion. "Catholics are persecuted, treated like dogs!" But Abuela doesn't argue with Mom. She just lets her talk and talk. When Mom starts to go too haywire, Abuela gets up from her swing and walks away.

### 1. PRE-ASSESSING AND RECORDING COMPREHENSION

#### PART A: ASSESSMENT

##### TEACHER PREPARATION:

Construct a very limited number of questions based on the section of text and create an assessment consisting of these questions. For each student, provide the same level of scaffolding for the assessment as is used during classroom instruction.

##### INSTRUCTIONS FOR TEACHERS:

- Review student instructions.

##### INSTRUCTIONS FOR STUDENTS:

Listen and follow along as your teacher reads a short section of the text and comprehension questions that follow. You may be asked to read the text on your own. Try your best to answer the questions. Do not worry if you cannot answer all of them. You will be learning more about this section of text soon!

##### TEXT

Abuela talks to me as I paint. She tells me that before the revolution Cuba was a pathetic place, a parody of a country. There was one product, sugar, and all the profits went to a few Cubans, and, of course, to the Americans. Many people worked only in winter, harvesting the sugarcane. In the summer it was the *tiempo muerto*, the dead time, and the *campesinos* barely escaped starvation. Abuela says she was saved because her parents sent her to live with her great-aunt in Havana, who raised her with progressive ideas. Freedom, Abuela tells me, is nothing more than the right to a decent life.

**WORD BANK**

place	profits	few	pathetic
Havana	winter	starvation	progressive
life	decent		

**QUESTIONS:**

1. *What does Abuela say about Cuba?*  
Before the revolution, Cuba was a pathetic place.
2. *Why was Cuba a pathetic place?*  
All the profits from sugar production went to a few Cubans and Americans.
3. *What happened to the campesinos who harvested the sugar cane?*  
Many *campesinos* only worked in winter. They barely escaped starvation.
4. *What saved Abuela?*  
Abuela's parents sent her to Havana to live with her great-aunt.  
Abuela's great-aunt raised her with progressive ideas.
5. *What does Abuela say about freedom?*  
Freedom is the right to a decent life.

**PART B: RECORDING****TEACHER PREPARATION:**

Prepare a table like the one below to track how well at least two students at each English proficiency level performed on the assessment.

**INSTRUCTIONS FOR TEACHERS:**

For each question, you will note whether the response was "correct," "partially correct," or "incorrect." Later you will add re-assessment responses to the chart for comparison.

Pre-assessment Recording									
		Question 1		Question 2		Question 3		Question 4	
		Pre-assess	Re-assess	Pre-assess	Re-assess	Pre-assess	Re-assess	Pre-assess	Re-assess
Student Name	Proficiency Level								

## 2. PREVIEWING TEXT

### TEACHER PREPARATION:

Use the title of the text to preview the text. Develop questions about the title that will help students connect the title with the text. Use visuals in the text to help students connect the title to the text.

### INSTRUCTIONS FOR TEACHERS:

Introduce the first section of the text through questioning and explanation:

- The title of this book is *Dreaming in Cuban*.
- **What does dreaming mean?** [Anticipated response: Dreaming is something we do while we are sleeping. Our minds make up strange stories while we are sleeping. Dreaming can also mean imagining something or thinking about something in the future. For example, someone may dream of going to college one day, someone else might dream of playing professional basketball, etc.]
- **What is Cuba? What is Cuban?** [Anticipated response: Cuba is a country. Cuban is anything that has to do with Cuba, such as Cuban people, Cuban food, Cuban government, or Cuban language.]
- **What do you think Dreaming in Cuban might mean?** [Anticipated response: It might be about dreaming in Spanish or dreaming about Cuba.]
- **What do you think Dreaming in Cuban might be about?** Accept all answers and tell students they will read a portion of the text to find out.

**INSTRUCTIONS FOR STUDENTS:**

Your teacher will ask you questions about the title to help you connect the title to the text.

**QUESTIONS:**

- *What does dreaming mean?*
- *What is Cuba? What is Cuban?*
- *What do you think Dreaming in Cuban might mean?*
- *What do you think Dreaming in Cuban might be about?*

### 3. REVIEWING STANDARDS AND OBJECTIVES

**TEACHER PREPARATION:**

Select the content standards that will be addressed. Insert them below. Create a student objective for for each standard. Include language proficiency standards and other subject area content standards (if applicable).

**INSTRUCTIONS FOR TEACHERS:**

- Refer students to the standards and objectives.
- Review the standards and objectives with students one at a time.

**INSTRUCTIONS FOR STUDENTS:**

Listen as your teacher reviews the standards and objectives. If you have questions about what they mean, please ask. After your teacher has presented the objectives, put them in your own words for your partner.

Common Core Learning Standard:

RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Student Content Objective:

I will be able to answer questions about the text by **using information that is stated** (written) **in the text** (explicit information) and by **drawing inferences from the text** (coming up with answers from the text that are not **stated** [written] in the text).

Language Proficiency Standard:<sup>4</sup>

*Insert language proficiency standards here.*

Student Language Proficiency Objective:

I will be able to ...

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<sup>4</sup> Teachers should complete this section based on the language proficiency standards they want to meet.

## 4. ENHANCING BACKGROUND KNOWLEDGE

### TEACHER PREPARATION:

Determine the background knowledge students will need for the section of the text being addressed. Find or develop media (text, photographs, illustrations, charts, videos, and so on) that will provide the requisite knowledge. Develop guiding question(s) for the background selection. Scaffold background materials as necessary by: 1) glossing key vocabulary; 2) developing supplementary questions to help students respond to the guiding question(s); 3) providing sentence frames for students who need them; and 4) compiling a word bank for students who need them to complete the sentence frames.

The mini-lesson on background knowledge should be brief. Background materials should focus specifically on knowledge that will support students in reading the text. The mini-lesson should not give away any information that can be gathered from reading the text itself.

### INSTRUCTIONS FOR TEACHERS:

- Review student instructions.
- Present background materials to students.
- Pose the guiding question(s).
- Have students work in pairs to answer the supplementary questions.
- Review answers with students.
- Discuss the guiding question(s) and have students work in pairs to respond to the guiding question(s) in writing.

### PART A: THE CUBAN REVOLUTION

#### INSTRUCTIONS FOR STUDENTS:

- Read a short text about the Cuban Revolution.
- Look at the guiding questions.
- Read the section of the text below. The words in **bold** are defined for you.
- Work with a partner to answer the supplementary questions.
- Discuss your responses as a class when you finish.

## Cuba



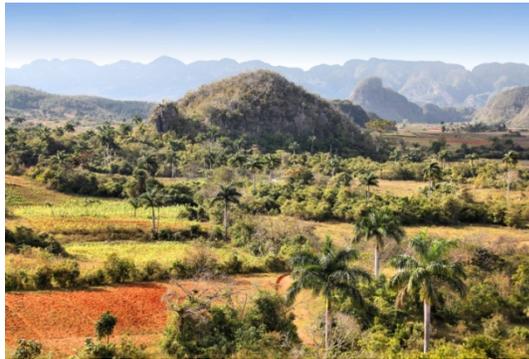
Map of Cuba and surrounding countries



Map of Cuba



Havana (capital city of Cuba)



Countryside of Cuba

**GUIDING QUESTIONS:** *What was the reason for the Cuban Revolution? Did the Cuban Revolution accomplish its goals?*

### Cuban Revolution

**Cuba** is an island country in the Caribbean. **Havana** is the capital of Cuba and it is the largest city in Cuba. The **Cuban Revolution** was an important event in the history of Cuba.

The **Cuban Revolution** was a **civil war** (a war among people in Cuba). Fidel Castro (***El Líder***) led a **movement** to change the government of Cuba. Fidel Castro and the **rebels** fought against the government for many years. Finally, in 1959, they **defeated** the **dictator** of **Cuba** and Fidel Castro became the new leader of **Cuba**.

The **revolution** started because many people in

### Vocabulary

*civil war* – a war within a country; a war where people from the same country fight each other

*Cuba* – an island country in the Caribbean

*Cuban* – person from Cuba

*Cuban Revolution* – a civil war in Cuba

<p><b>Cuba</b> were poor and hungry. They wanted to change the government so they could have a better life.</p> <p>When Fidel Castro became leader, he <b>instituted</b> a Communist government. The government <b>nationalized</b> a lot of the land and businesses in Cuba. The government took over all of the property owned by foreigners (mostly Americans). The government also took over large pieces of land and companies selling sugar, beverages, transportation, coffee, drugs, and other products, regardless of who owned them.</p> <p>The government made some improvements to health care, housing and education. However, many <b>Cubans</b> were still very poor. People who <b>opposed</b> Castro’s government were <b>persecuted</b>. Also, some people were persecuted for their religion.</p> <p>After the <b>Cuban Revolution</b>, many <b>Cubans</b> left <b>Cuba</b>. They went to the United States to escape (or get away from) persecution and to have a better life.</p> <p>Many <b>Cubans</b>, even people within the same family, do not agree about the <b>Cuban Revolution</b>. Some <b>Cubans</b> think that the revolution improved life in <b>Cuba</b>. Other <b>Cubans</b> think that the revolution did not improve <b>Cuba</b>. They feel that people are still poor and they are not free to express their ideas.</p>	<p><i>defeated</i> – won a battle</p> <p><i>dictator</i> – ruler</p> <p><i>El Líder</i> – the leader</p> <p><i>Havana</i> – capital city of Cuba</p> <p><i>instituted</i> – established; put in place</p> <p><i>movement</i> – group of people with a common goal</p> <p><i>nationalized</i> – brought under government control</p> <p><i>opposed</i> – were against; resisted</p> <p><i>persecuted</i> – treated poorly; harassed</p> <p><i>rebels</i> – people who fight the government</p> <p><i>revolution</i> – a very big change</p>		
<p><b>WORD BANK</b></p>			
<p>Fidel Castro</p> <p>land</p> <p>education</p> <p>improved</p> <p>change</p>	<p>better</p> <p>property</p> <p>religion</p> <p>hungry</p> <p>civil war</p>	<p>poor</p> <p>companies</p> <p>housing</p> <p>not</p> <p>persecution</p>	<p>life</p> <p>health care</p> <p>opposed</p>

### SUPPLEMENTARY QUESTIONS:

1. *What was the Cuban Revolution?*  
The Cuban Revolution was a civil war in Cuba.
2. *Why did people start the Cuban Revolution?*  
People were poor and hungry.  
People wanted to change the government so they could have a better life.
3. *Who became the new leader of Cuba?*  
Fidel Castro became the new leader of Cuba.
4. *What did the government take over?*  
The government took over all of the property owned by foreigners.  
The government took over large pieces of land.  
The government took over companies selling sugar, beverages, transportation, coffee, drugs, and other products.
5. *What did the government improve?*  
The government improved health care, housing, and education.
6. *Who did the government persecute?*  
The government persecuted people who opposed the government.  
The government persecuted people because of their religion.
7. *Why did many Cubans go to the United States after the Cuban Revolution?*  
Many Cubans went to the United States to escape persecution and to have a better life.
8. *Why do Cubans disagree about the Cuban Revolution?*  
Some Cubans think that the Cuban Revolution improved life in Cuba.  
Other Cubans think that the Cuban Revolution did not improve life in Cuba.

### RESPONSES TO GUIDING QUESTIONS:

*What was the reason for the Cuban Revolution? Did the Cuban Revolution accomplish its goals?*  
[Anticipated response: The reason for the Cuban Revolution was that people in Cuba wanted to improve their lives, especially poor people. Cubans disagree about whether their lives are better as a result of the revolution.]

**PART B: THE BOOK *DREAMING IN CUBAN***

**INSTRUCTIONS FOR STUDENTS:**

- Read a short text about the book *Dreaming in Cuban*.
- Look at the guiding questions.
- Read the section of the text below. The words in **bold** are defined for you.
- Work with a partner to answer the supplementary questions.
- Discuss your responses as a class when you finish.

**GUIDING QUESTIONS:** *Who are the main characters in Dreaming in Cuban? Where did each character grow up? Where does each character live now?*

<p><u>Summary</u></p> <p><i>Dreaming in Cuban</i> <b>illustrates</b> the <b>Cuban</b> American <b>immigrant</b> experience. In the story, a young woman looks for <b>cultural identity</b> as a bilingual and bicultural Latina.<sup>5</sup></p> <p><i>Dreaming in Cuban</i> describes the lives of three <b>generations</b> of women:</p> <ul style="list-style-type: none"> <li>• Pilar (young woman)</li> <li>• Pilar’s mother (Mom)</li> <li>• Pilar’s grandmother (Abuela)</li> </ul> <p>Pilar’s grandmother lived in <b>Cuba</b> her whole life. Pilar’s mother was <b>tortured</b> by the <b>revolutionaries</b> in <b>Cuba</b> and she escaped to the United States.</p> <p>Pilar, the <b>narrator</b> of the story, lives in Brooklyn with her mother.</p> <p>In the story, Pilar describes a visit to her grandmother’s house in Cuba.</p>	<p><b>Vocabulary</b></p> <p><i>Cuba</i> – an island country in the Caribbean</p> <p><i>Cuban</i> – person from Cuba</p> <p><i>cultural identity</i> – feeling of belonging</p> <p><i>generations</i> – people who are around the same age</p> <p><i>illustrates</i> – shows</p> <p><i>immigrant</i> – someone from another country</p> <p><i>narrator</i> – the person telling the story</p> <p><i>revolutionaries</i> – people who are part of a revolution; rebels</p> <p><i>tortured</i> – caused great pain</p>		
<p><b>WORD BANK</b></p>			
<p>Brooklyn</p> <p>mother</p> <p>Cuba</p>	<p>Brooklyn</p> <p>grandmother</p>	<p>Pilar</p> <p>Cuba</p>	<p>tells</p> <p>tortured</p>

<sup>5</sup> This text is adapted from a summary prepared by e-notes and found at : <http://www.enotes.com/topics/dreaming-cuban>

### SUPPLEMENTARY QUESTIONS:

1. *Who are the three women in Dreaming in Cuban?*  
The three women are Pilar, Pilar's mother, and Pilar's grandmother.
2. *Where does Pilar's grandmother live?*  
Pilar's grandmother lives in Cuba.
3. *Why did Pilar's mother leave Cuba?*  
Pilar's mother was tortured by the revolutionaries in Cuba.
4. *Where does Pilar's mother live now?*  
Pilar's mother lives in Brooklyn.
5. *Where does Pilar live?*  
Pilar lives in Brooklyn.
6. *Who is the narrator in Dreaming in Cuban?*  
The narrator is Pilar.
7. *What is a narrator?*  
The narrator is the person telling the story.
8. *Where is Pilar in the story?*  
Pilar is at her grandmother's house in Cuba.

### RESPONSES TO GUIDING QUESTIONS:

*Who are the main characters in Dreaming in Cuban? Where did each character grow up? Where does each character live now?* [Anticipated response: The main characters are Pilar, her mother, and her grandmother. Pilar's mother and grandmother grew up in Cuba. Pilar grew up in Brooklyn. Pilar's grandmother still lives in Cuba. Pilar and her mother live in Brooklyn.]

### PART C: MAIN CHARACTERS

#### INSTRUCTIONS FOR STUDENTS:

Fill in the graphic organizer below to summarize attributes of the main characters from *Dreaming in Cuban*.

Fill in as much as you can using the information from the summary above.

Fill in the rest of the graphic organizer as you read the story *Dreaming in Cuban*.

GRAPHIC ORGANIZER: MAIN CHARACTERS

Character	Pilar	Pilar’s mother	Pilar’s grandmother
1. Character’s name in the story			
2. Where the character grew up	[Brooklyn]	[Cuba]	[Cuba]
3. Where the character lives now	[Brooklyn]	[Brooklyn]	[Cuba]
4. How the character feels about Cuba (below give examples from the text)			
• Example from the text			
• Example from the text			
• Example from the text			

## 5. ACQUIRING AND USING VOCABULARY

### PART A: REVIEW STUDENT GLOSSARY

**TEACHER PREPARATION:** Prepare a student glossary with vocabulary words from the text. Review the glossary with students. Throughout the lesson, provide explanations of additional vocabulary that may need more elaboration than is provided in the glossary. Use English-as-a-second-language techniques (as appropriate) to make word meanings clear, and have students apply word-learning strategies, as appropriate.

#### INSTRUCTIONS FOR TEACHERS:

- Review student instructions.
- Familiarize students with the glossary.
- Tell students they will be using the glossary during close reading.
- Briefly review glossed words that might be challenging.

#### INSTRUCTIONS FOR STUDENTS:

- Review the glossary with your teacher.
- The glossary will help you during close reading of the text.
- As you encounter a bolded word in the text, rewrite it in the space provided.
- If your home language shares cognates with English, note whether the word is a cognate.

## PART B: PRE-TEACH KEY VOCABULARY

### TEACHER PREPARATION:

Select 2 or 3 words from the glossary and prepare materials for pre-teaching them. The words should be key to understanding the text and should be abstract. (An example is provided below.)

### INSTRUCTIONS FOR TEACHERS:

- Review student instructions.
- Pre-teach the vocabulary selected (using the example below as a guide).

### INSTRUCTIONS FOR STUDENTS:

- Your teacher will pre-teach key words.
- Listen as your teacher explains each word.
- Talk to your partner.

profits	ganancias
	
The customers pay money.	The store owners make <u>profits</u> .
<p><b>Picture:</b> Look at the picture. The customers pay money to buy something at the store. The person who owns the store collects the money. Some of this money is profits.</p> <p><b>Explanation:</b> Let's talk about the word <u>profits</u>. Profits are money that a business earns. After the business pays the workers and pays all the bills, the money left over is called profits. All types of business can make profits—a big company, a farm, a supermarket, and even a lemonade stand.</p> <p><b>Partner talk:</b> If you had a store and earned profits what would you do with your profits? Use this sentence frame: If my business earned profits I would _____. (Call on one or two students to share their responses.)</p> <p><b>Story connection:</b> In the text, Abuela tells Pilar about life in Cuba before the revolution. Abuela says, "There was one product, sugar, and all the <u>profits</u> went to a few Cubans, and, of course, to the Americans."</p>	

## 6. READING FOR KEY IDEAS AND DETAILS

### TEACHER PREPARATION:

Select the section of the text you will use for close reading. Develop guiding question(s) for that section of the text. Scaffold the reading as necessary by 1) developing supplementary questions to help students respond to the guiding question(s); 2) providing sentence starters and frames for students who need them to respond; and 3) compiling a word bank for students who need it to complete the sentence frames.

### INSTRUCTIONS FOR TEACHERS:

- Review student instructions for the first close reading with the class.
- Remind students that the guiding question is designed to help them identify the key ideas and details in the text and the supplementary questions are designed to help them answer the guiding question.
- Tell students to use their glossary to find the meanings of words they might not know.
- Read the text aloud to students, modeling proper pace and intonation.
- Using the glossary, define challenging vocabulary during the reading but take care not to paraphrase the text.

### INSTRUCTIONS FOR STUDENTS:

- Think about the guiding question.
- Listen and follow along as your teacher reads the text aloud.
- Work with a partner to answer the supplementary questions. Use the word bank to help you.
- Review the answers with the class.
- Write an answer to the guiding question(s).

### GUIDING QUESTION: *What does Abuela say about Cuba?*

**Abuela** talks to me as I paint. She tells me that before the **revolution Cuba** was a pathetic place, a parody of a country. There was one product, sugar, and all the **profits** went to a few **Cubans**, and, of course, to the Americans. Many people worked only in winter, harvesting the sugarcane. In the summer it was the *tiempo muerto*, the dead time, and the *campesinos* **barely** escaped starvation. **Abuela** says she was saved because her parents sent her to live with her great-aunt in **Havana**, who raised her with **progressive** ideas. Freedom, **Abuela** tells me, is nothing more than the right to a decent life.

### WORD BANK

Cuba	dead time	few	Pilar
pathetic place	profits	summer	winter
not	starvation	Havana	decent life

**SUPPLEMENTARY QUESTIONS:**

1. *Who is painting as the story begins?* [RL.11-12.1]  
Pilar is painting.
2. *Abuela tells a story. Where does the story take place?* [RL.11-12.3]  
The story takes place in Cuba.
3. *What does Abuela say about Cuba before the revolution?* [RL.11-12.1]  
Before the revolution, Cuba was a pathetic place.
4. *Why does Abuela say Cuba **was** a pathetic place?* [RL.11-12.1]  
All the profits from sugar production went to a few Cubans and Americans.
5. *What was the tiempo muerto?* [L.11-12.4a; RL.11-12.1]  
The *tiempo muerto* was the dead time.  
The *tiempo muerto* was the summer.
6. *Why was summer called the tiempo muerto?* [RL.11-12.1]  
Many people only worked in winter.  
Many people did not work in the summer.
7. *What happened to the campesinos?* [RL.11-12.1]  
The *campesinos* barely escaped starvation.
8. *What saved Abuela?* [RL.11-12.3]  
Abuela's parents sent her to Havana to live with her great-aunt.
9. *What does Abuela say about freedom?* [RL.11-12.1]  
Freedom is the right to a decent life.

**RESPONSE TO GUIDING QUESTION:** *What does Abuela say about Cuba?* [RL.11-12.2] [Anticipated response: Abuela says that Cuba was a pathetic place before the Cuban Revolution. People did not have enough work and they barely escaped starvation. Abuela was saved because she went to live with her great-aunt in Havana.]

**GUIDING QUESTION:** *What does Mom say about Cuba?*

Mom eavesdrops on **Abuela** and me then **lambastes** us with one of her sixty-odd diatribes when she doesn't like what she hears. Her favorite is the plight of the **plantados**, the political **prisoners** who've been in **jail** here almost twenty years. "What were their crimes?" she shouts at us, pushing her face close to ours. Or the question of retribution. "Who will repay us for our homes, for the lands the Communists stole from us?" And religion. "Catholics are persecuted, **treated like dogs!**" But **Abuela** doesn't **argue** with Mom. She just lets her talk and talk. When Mom starts to go too haywire, **Abuela** gets up from her **swing** and walks away.

**WORD BANK**

shouts	Mom	political	lambastes
listens	pushing	eavesdrops	prisoners
jail	not	crimes	not
Communists	talk	poorly	
talk	walks away		

**SUPPLEMENTARY QUESTIONS:**

1. *Who enters the story?* [RL.11-12.3]  
Mom enters the story.
2. *In the story, what does Mom do?* [RL.11-12.1]  
Mom eavesdrops on Abuela and Pilar.
3. *What do you think “eavesdrops” means? (Look at the clues in the story.)* [L.11-12.4a]  
I think eavesdrops means listens or overhears.
4. *How do you know Mom is upset?* [RL.11-12.1]  
The story says Mom lambastes us when she doesn’t like what she hears.  
The story says Mom shouts at us, pushing her face close to ours.
5. *Who are the plantados?* [RL.11-12.1]  
The plantados are political prisoners.
6. *What happened to the plantados?* [RL.11-12.1]  
The plantados have been in jail almost twenty years.
7. *Does Mom think the plantados should be in jail? How do you know?* [RL.11-12.1]  
Mom does not think the plantados should be in jail.  
Mom says, “What are their crimes?”
8. *Who stole the land and homes from the people?* [RL.11-12.1]  
The Communists stole the land and homes.
9. *What does Mom mean when she says Catholics are “treated like dogs”?* [RL.11-12.1]  
Mom thinks Catholics are treated poorly.
10. *Does Abuela agree with Mom? How do you know?* [RL.11-12.3]  
Abuela does not agree with Mom.  
The story says Abuela does not argue with Mom. She lets Mom talk and talk.  
The story says Abuela walks away.

**RESPONSE TO GUIDING QUESTION: *What does Mom say about Cuba?*** [RL.11-12.2]

[Anticipated response: Mom gets angry when she talks about Cuba. She says that people are mistreated. Political prisoners have been in jail for twenty years. The government stole land and homes from the people. Catholics are persecuted.]

## 7. ANNOTATING FOR KEY IDEAS AND DETAILS

### TEACHER PREPARATION:

If students are new to annotation, you may need to model the process of annotation ahead of time. Depending on the needs of your students, you can provide the modeling prior to the lesson or here in this section of the lesson (using the *Dreaming in Cuban* text or another text).

### INSTRUCTIONS FOR TEACHERS:

- Review student instructions for annotating text.
- After students annotate, have them work together to define unknown words and answer questions.
- Provide definitions for unknown words and answers to questions, as necessary.

### INSTRUCTIONS FOR STUDENTS:

Now reread the passage once more. Star up to five words you still don't understand and write them in the spaces below. Underline sections of the text that still confuse you and prepare questions about these sections. After a few minutes, your classmates and teacher will help you define the words you do not know and answer the questions you have.

1) Write up to five words, phrases, or sentences you don't understand. (A phrase is a group of words.)

- 
- 
- 
- 
- 

2) Write questions for the parts of the section of text that you still don't understand.

- Example: **I don't understand why Mom does not like Cuba.**
- I don't understand ....
- When \_\_\_\_\_ said \_\_\_\_\_, I didn't understand what that meant.
- The part where \_\_\_\_\_ is not clear to me.
- Why did \_\_\_\_\_ (person's name) \_\_\_\_\_ (what they did, said, or wanted.)
- \_\_\_\_\_
- \_\_\_\_\_

## 8. REVISITING THE TEXT FOR CRAFT AND STRUCTURE/ INTEGRATION OF KNOWLEDGE AND IDEAS

### TEACHER PREPARATION:

Develop question(s) that address craft and structure (Reading Standards 4–6) or integration of knowledge and ideas (Reading Standards 7–9). Scaffold as necessary by 1) providing sentence frames for students who need them to respond; and 2) compiling a word bank for students who need it to complete sentence frames. Note that some work related to this standard might require modeling of the skill that students need to apply to the text and questions that guide the students in applying their knowledge related to the skill.

### INSTRUCTIONS FOR TEACHERS:

- Review student instructions.

### PART A

### INSTRUCTIONS FOR STUDENTS:

During this close reading, you will be answering questions about craft and structure. Work with a partner to answer the questions. Use the word bank and sentence frames to complete your answers to the questions, as needed. Your teacher will review the answers with the class.

### WORD BANK

trouble	negative	not	jail
crimes	negative	poorly	hope
treated like dogs	lambastes	repayment	shouts
talks	pushing	criticizes	sad
talks	speech	criticizes	repay
copy	attack	paying someone back	

### QUESTIONS:

1. A) *Abuela said Cuba was a **pathetic** place, a **parody** of a country. What does **pathetic** mean? What does **parody** mean?* [L.11-12.4c]  
 Pathetic means sad.  
 Parody means a poor copy of a real thing.  
  
 B) *How do the words **pathetic** and **parody** help you understand how Abuela felt about Cuba before the revolution?* [RL.11-12.4]  
 Pathetic and parody are words that convey negative feelings.  
 Abuela had negative feelings about Cuba before the revolution.
2. A) *The story says, “Mom eavesdrops on Abuela and me then **lambastes** us with one of her sixty-odd diatribes when she doesn’t like what she hears.” What does **lambastes** mean?* [L.11-12.4c]  
 Lambastes means criticizes.

B) What clues tell us why Mom **lambastes** Abuela and Pilar? [RL.11-12.4]

The story says Mom lambastes them when she does not like what she hears.

C) What do you think **diatribe** means? (Look at the clues in the story.) [RL.11-12.4]

I think diatribe means a speech or attack.

I think this because lambastes means criticizes.

3. A) The story describes “the **plight** of the **plantados**, the political prisoners.” What does **plight** mean? [L.11-12.4c]

Plight means being in trouble without much hope of escaping it.

B) Why is **plight** a good word to describe the **plantados** (political prisoners)? [RL.11-12.4]

The **plantados** (political prisoners) have been in jail for almost twenty years.

The **plantados** (political prisoners) have little hope of getting out of jail.

Mom says, “What were their crimes?”

4. Mom talks about “the question of **retribution**.” What do you think **retribution** means? (Look at the clues in the story.) [RL.11-12.4]

I think retribution means repayment or paying someone back.

I think this because Mom says, “Who will repay us for our homes, for the lands the Communists stole from us?”

5. Mom says “Catholics are **persecuted**” in Cuba. What clues are in the story about the meaning of the word **persecuted**? [RL.11-12.4]

Mom says Catholics are “treated like dogs”.

“Treated like dogs” means treated poorly.

6. What clues are in the story about the meaning of the word **haywire**? [RL.11-12.4]

The story says Mom lambastes us.

The story says Mom shouts at us, pushing her face close to ours.

The story says Mom talks and talks.

## PART B

### INSTRUCTIONS FOR STUDENTS:

- Reread the paragraph below.
- Think about which character is the focus of each sentence (Mom or Abuela). In other words, who is doing the action or saying something in each sentence?
- Work with a partner to fill in the graphic organizer.
- Next, work with a partner to answer the questions. Use the word bank and sentence frames to complete your answers to the questions, as needed.
- Your teacher will review the answers with the class.

## PARAGRAPH

Mom eavesdrops on **Abuela** and me then **lambastes** us with one of her sixty-odd diatribes when she doesn't like what she hears. Her favorite is the plight of the *plantados*, the political **prisoners** who've been in **jail** here almost twenty years. "What were their crimes?" she shouts at us, pushing her face close to ours. Or the question of retribution. "Who will repay us for our homes, for the lands the Communists stole from us?" And religion. "Catholics are persecuted, **treated like dogs!**" But **Abuela** doesn't **argue** with Mom. She just lets her talk and talk. When Mom starts to go too haywire, **Abuela** gets up from her **swing** and walks away.

## GRAPHIC ORGANIZER

Number	Sentence	Who is the focus of the sentence? (Mom or Abuela)
1	Mom eavesdrops on <b>Abuela</b> and me then <b>lambastes</b> us with one of her sixty-odd diatribes when she doesn't like what she hears.	[Mom]
2	Her favorite is the plight of the <i>plantados</i> , the political <b>prisoners</b> who've been in <b>jail</b> here almost twenty years.	[Mom]
3	"What were their crimes?" she shouts at us, pushing her face close to ours.	[Mom]
4	Or the question of retribution. "Who will repay us for our homes, for the lands the Communists stole from us?"	[Mom]
5	And religion. "Catholics are persecuted, <b>treated like dogs!</b> "	[Mom]
6	But <b>Abuela</b> doesn't <b>argue</b> with Mom.	[Abuela]
7	She just lets her talk and talk.	[Abuela]
8	When Mom starts to go too haywire, <b>Abuela</b> gets up from her <b>swing</b> and walks away.	[Abuela]

## WORD BANK

Abuela                      Mom                      but                      Abuela  
Mom

## QUESTIONS:

1. *Who is the focus in sentences 1-5?* [RL.11-12.5]  
Mom is the focus.
2. *Who is the focus in sentences 6-8?* [RL.11-12.5]  
Abuela is the focus.
3. *How does the focus change in sentence 6?* [RL.11-12.5]  
The focus changes from Mom to Abuela in sentence 6.
4. *What word in sentence 6 tells us there is a change?* [RL.11-12.5]  
The word but tells us there is a change.

## LESSON TWO

### TEXT

We've been in Cuba four days and Mom has done nothing but complain and chain-smoke her cigars late at night. She argues with Abuela's neighbors, picks fights with waiters, berates the man who sells ice cones on the beach. She asks everyone how much they earn, and no matter what they tell her, she says, "You can make ten times as much in Miami!" With her, money is the bottom line. Mom also tries to catch workers stealing so she can say, "See! *That's* their loyalty to the revolution!"

The Committee for the Defense of the Revolution has started hassling Abuela about Mom, but Abuela tells them to be patient, that she'll only be here a week. I want to stay longer, but Mom refuses because she doesn't want to give Cuba any more hard currency, as if our contributions will make or break the economy. (Mom is apoplectic because she has to pay for a hotel room and three meals a day even though we're staying with relatives.) "Their pesos are worthless! They let us visit because they need us, not the other way around!" Why did they let my mother in here, anyway? Don't these Cubans do their homework?

I keep thinking Mom is going to have a heart attack any minute. Abuela tells me it's been unusually hot for April. Mom is taking several showers a day, then rinsing her clothes in the sink and putting them on damp to cool herself off. Abuela doesn't get any hot water at her house. The ocean is warmer than what comes out of her pipes, but I'm getting used to cold showers. The food is another story, though, greasy as hell. If I stay much longer, I'll need to get a pair of those neon stretch pants all the Cuban women wear. I have to admit it's much tougher here than I expected, but at least everyone seems to have the bare necessities.

## 1. REVIEWING TEXT

### TEACHER PREPARATION:

Develop prompts that will help students recap the section of the text covered the previous day. Have students refer to the text, graphic organizer, and background materials from the previous lesson.

### INSTRUCTIONS FOR TEACHERS:

- Use questions to help students recap the section of the text addressed in the previous lesson.
- Use the graphic organizer of main characters from the previous lesson as a prompt.

### INSTRUCTIONS FOR STUDENTS:

Take out your materials from our previous lesson. In pairs, discuss the following questions. Be prepared to share your answers with the class.

### QUESTIONS:

1. *What is the title of the story we are reading?*  
[Anticipated response: *Dreaming in Cuban.*]
2. *Who are the three main characters in the story? What is their relationship to one another? (Use your graphic organizer.)*  
[Anticipated response: The main characters are Pilar, Pilar's mother (Mom), and Pilar's grandmother (Abuela).]
3. *What do Mom and Abuela disagree about?*  
[Anticipated response: Mom and Abuela disagree about the Cuban Revolution and its impact on life in Cuba today.]
4. *The first sentence of today's reading says "We've been in Cuba four days and Mom has done nothing but complain." What has Mom complained about? [based on the reading from Lesson One]*  
[Anticipated response: Mom has complained about many aspects of life in Cuba, including the treatment of political prisoners, the government taking land and homes from the people, and the treatment of Catholics.]

GRAPHIC ORGANIZER: MAIN CHARACTERS

Character	Pilar	Pilar’s mother	Pilar’s grandmother
1. Character’s name in the story	[I, me]	[Mom, my mother]	[Abuela, my grandmother]
2. Where the character grew up	[Brooklyn]	[Cuba]	[Cuba]
3. Where the character lives now	[Brooklyn]	[Brooklyn]	[Cuba]
4. How the character feels about Cuba (below give examples from the text)	[we don’t know]	[mad, upset]	[maybe she is sad when she thinks of Cuba before the revolution]
• Example from the text		[Mom lambastes us when she doesn’t like what she hears.]	[She tells me that before the revolution Cuba was a pathetic place.]
• Example from the text		[“What were their crimes?” she shouts at us, pushing her face close to ours.]	[The <i>campesinos</i> barely escaped starvation.]
• Example from the text		[When Mom starts to go too haywire, Abuela gets up from her swing and walks away.]	[Abuela says she was saved because her parents sent her to live with her great-aunt in Havana.]

## 2. REVIEWING STANDARDS AND OBJECTIVES

**TEACHER PREPARATION:**

Select the content standards that will be addressed. Insert them below. Create a student objective for each standard. Include language proficiency standards and other subject area content standards (if applicable).

**INSTRUCTIONS FOR TEACHERS:**

- Refer students to the standards and objectives.
- Review the standards and objectives with students one at a time.

**INSTRUCTIONS FOR STUDENTS:**

Listen and follow along as your teacher reviews the standards and objectives. If you have questions about what they mean, please ask. After your teacher has presented the objectives, put them in your own words for your partner.

Common Core Learning Standard:

RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging or beautiful.

Student Content Objective:

I will be able to **determine** (decide) the meanings of words and **phrases** (groups of words) in the story, including **figurative** (metaphorical, not literal) meanings.

Language Proficiency Standard<sup>6</sup>

*Insert language proficiency standards here.*

Student Language Proficiency Objective:

I will be able to ...

### 3. ENHANCING BACKGROUND KNOWLEDGE

**TEACHER PREPARATION:**

Determine the background knowledge students will need for the section of the text being addressed and develop background materials that will provide the requisite knowledge (using the routines from Lesson One).

**INSTRUCTIONS FOR TEACHERS:**

- Review student instructions.
- Present background materials to students.
- Pose the guiding question.
- Have students work in pairs to answer the supplementary questions.
- Review answers with students.
- Discuss the guiding question and have students work in pairs to respond to the guiding question in writing.

**PART A: THE COMMITTEES FOR THE DEFENSE OF THE REVOLUTION**

**INSTRUCTIONS FOR STUDENTS:**

- Read a short text about the Committees for the Defense of the Revolution in Cuba.
- Look at the guiding question.
- Read the section of the text below. The words in **bold** are defined for you.
- Work with a partner to answer the supplementary questions.
- Discuss your responses as a class when you finish.

**GUIDING QUESTION:** *What are the main responsibilities of the Committees for the Defense of the Revolution?*

<sup>6</sup> Teachers should complete this section based on the language proficiency standards they want to meet.

## The Committees for the Defense of the Revolution



The **Committees for the Defense of the Revolution** are a system of neighborhood **committees** in Cuba.

After the **Cuban Revolution**, Fidel Castro **established** the **Committees for the Defense of the Revolution** to be the “eyes and ears” of the government. The neighborhood **committees monitor** the activities of every person in their neighborhood. If people in the neighborhood do something or say something that **criticizes** the revolution, the **committee reports** them to the government.

The neighborhood **committees** are also **responsible for organizing** community activities (such as festivals and volunteer projects) and **promoting** social welfare (such as vaccination campaigns, blood banks, and recycling).

## **Vocabulary**

*committee* – group of people

*Committees for the Defense of the Revolution* – neighborhood committees in Cuba

*criticizes* – says bad things about something or someone

*Cuban Revolution* – a civil war in Cuba

*established* – started; instituted

*monitor* – watch; observe

*organizing* – getting together; arranging

*promoting* – supporting

*reports* – tells on someone

*responsible for* – in charge of

## **WORD BANK**

report

monitor

organize

watch

promote

listen

neighborhood committees

#### SUPPLEMENTARY QUESTIONS:

1. *What are the Committees for the Defense of the Revolution?*  
The Committees for the Defense of the Revolution are a system of neighborhood committees.
2. *What do the neighborhood committees do?*  
The neighborhood committees monitor the activities of every person in the neighborhood.
3. *What does it mean to say that the Committees for the Defense of the Revolution are the “eyes and ears” of the government?*  
The committees watch and listen to what people in the neighborhood do and say.
4. *What happens if people criticize the revolution?*  
If people criticize the revolution, the committee will report them to the government.
5. *What other responsibilities do the neighborhood committees have?*  
The neighborhood committees organize community events and promote social welfare.

#### RESPONSE TO GUIDING QUESTION: *What are the main responsibilities of the Committees for the Defense of the Revolution?*

[Anticipated response: The Committees for the Defense of the Revolution are meant to be the “eyes and ears” of the government. If people criticize the government, the committee reports them. The committees also organize community events and promote social welfare.]

## 4. ACQUIRING AND USING VOCABULARY

#### TEACHER PREPARATION:

Select 2 or 3 words from the glossary and prepare materials for pre-teaching them. The words should be key to understanding the text and should be abstract. (An example is provided below.)

#### INSTRUCTIONS FOR TEACHERS:

- Review student instructions.
- Pre-teach the vocabulary selected (using the example below as a guide).

#### INSTRUCTIONS FOR STUDENTS:

- Your teacher will pre-teach key words.
- Listen as your teacher explains each word.
- Talk to your partner.

loyalty

fidelidad



The soldiers are showing loyalty to their country.  
They are saluting the flag.

**Picture:** Look at the picture. The soldiers are standing tall. They are saluting the flag. They are showing that they are faithful to their country. They are willing to fight for their country.

**Explanation:** Let's talk about the word loyalty. Loyalty means being faithful or showing allegiance to someone or something. For example, when we say "I pledge allegiance to the flag..." we are stating our loyalty to the flag and to our country.

**Partner talk:** We can show loyalty to someone or something. For example, a dog can show loyalty to its owner. Tell your partner someone or something you show loyalty to. Explain how you show loyalty. Use these sentence frames: I show loyalty to \_\_\_\_\_. [Responses could include: country, family, school, friends, pets and so on.] I show my loyalty by \_\_\_\_\_. (*Call on one or two students to share their responses.*)

**Story connection:** In the text, Mom tries to catch workers stealing so she can say, "See! That's their loyalty to the revolution!" Mom is talking about the loyalty that workers feel toward the Cuban Revolution.

## 5. READING FOR KEY IDEAS AND DETAILS

### TEACHER PREPARATION:

Select the section of the text you will use for close reading. Scaffold the reading as necessary (using the routines from Lesson One).

### INSTRUCTIONS FOR TEACHERS:

- Review student instructions for the first close reading with the class.
- Remind students that the guiding question is designed to help them identify the key ideas and details in the text and the supplementary questions are designed to help them answer the guiding question.
- Tell students to use their glossary to find the meanings of words they might not know.
- Read the text aloud to students, modeling proper pace and intonation.
- Using the glossary, define challenging vocabulary during the reading but take care not to paraphrase the text.

### INSTRUCTIONS FOR STUDENTS:

- Think about the guiding question.
- Listen and follow along as your teacher reads the text aloud.
- Work with a partner to answer the supplementary questions. Use the word bank to help you.
- Review the answers with the class.

**GUIDING QUESTION:** *How does Mom feel about Cuba? How do you know?*

We've been in **Cuba** four days and Mom has done nothing but **complain** and chain-smoke her cigars late at night. She **argues** with **Abuela's** neighbors, picks fights with waiters, berates the man who sells ice cones on the beach. She asks everyone how much they earn, and no matter what they tell her, she says, "You can make ten times as much in Miami!" With her, money is the bottom line. Mom also tries to catch workers stealing so she can say, "See! *That's* their **loyalty** to the **revolution!**"

### WORD BANK

four	berates	money	smoking
picks fights	ten times	money	ten times
stealing	complaining	angry	

### SUPPLEMENTARY QUESTIONS:

1. *How long have Pilar and Mom been in Cuba?* [RL.11-12.1]  
They have been in Cuba for four days.
2. *What has Mom been doing since they arrived to Cuba?* [RL.11-12.1]  
Mom has been complaining and smoking.
3. *How does Mom act toward the people in Cuba?* [RL.11-12.3]  
Mom argues with Abuela's neighbors, picks fights with waiters, and berates the man who sells ice cones on the beach.

4. *What does Mom ask everyone?* [RL.11-12.2]  
Mom asks everyone how much money they earn.
5. *What does Mom tell everyone?* [RL.11-12.1]  
Mom says, "You can make ten times as much in Miami!"
6. *What does Mom try to catch workers doing?* [RL.11-12.1]  
Mom tries to catch workers stealing.
7. *How can we describe Mom? (Look at the clues in the story.)* [RL.11-12.3]  
Mom is angry and upset.  
Money is important to Mom.

**RESPONSE TO GUIDING QUESTION:** *How does Mom feel about Cuba? How do you know?* [RL.11-12.2]

[Anticipated response: Mom does not like Cuba. In the story she complains a lot about life in Cuba. The story says, "She argues with Abuela's neighbors, picks fights with waiters, berates the man who sells ice cones on the beach."]

**GUIDING QUESTION:** *Why does Mom want to leave Cuba?*

The Committee for the Defense of the Revolution has started **hassling Abuela** about Mom, but **Abuela** tells them to be patient, that she'll only be here a week. I want to stay longer, but Mom refuses because she doesn't want to give **Cuba** any more hard **currency**, as if our **contributions** will make or break the **economy**. (Mom is apoplectic because she has to pay for a hotel room and three meals a day even though we're staying with relatives.) "Their **pesos** are worthless! They let us visit because they need us, not the other way around!" Why did they let my mother in here, anyway? Don't these **Cubans** do their homework?

**WORD BANK**

bothering	patient	currency	stay calm
week	money	wait	stay
requires	pay	pay	complaining
money	leave	worthless	

Committee for the Defense of the Revolution

## SUPPLEMENTARY QUESTIONS:

1. *Who has started hassling Abuela?* [RL.11-12.1]  
The Committee for the Defense of the Revolution has started hassling Abuela.
2. *What does “hassling” mean?* [L.11-12.4c]  
Hassling means bothering someone.
3. *Why is the Committee hassling Abuela about Mom?* [RL.11-12.1]  
The Committee is hassling Abuela because Mom is complaining about Cuba.
4. *What does Abuela tell the Committee?* [RL.11-12.1]  
Abuela tells them to be patient.
5. *What does it mean to “be patient”?* (Look at the clues in the story.) [L.11-12.4a]  
It means stay calm or wait.
6. *How long are Mom and Pilar going to be in Cuba?* [RL.11-12.1]  
They are going to be in Cuba for a week.
7. *What does Pilar want to do?* [RL.11-12.1]  
Pilar wants to stay longer in Cuba.
8. *What does Mom want to do?* [RL.11-12.1]  
Mom wants to leave Cuba.
9. *Why does Mom want to leave Cuba?* [RL.11-12.1]  
Mom doesn’t want to give Cuba any more hard currency.
10. *What is hard currency?* [L.11-12.4c]  
Hard currency is money.
11. *Apoplectic means very angry. Why is Mom angry?* [RL.11-12.1]  
Mom is angry because she has to pay for a hotel room and three meals a day even though she is staying with relatives.
12. *Why does Mom have to pay for a hotel room and three meals a day?* [RL.11-12.1]  
The Cuban government requires Mom to pay.
13. *Mom says, “They let us visit because they need us.” What does she mean?* [RL.11-12.1]  
The Cuban government lets us visit because they need the money.
14. *Why does Mom say the Cuban government needs the money?* [RL.11-12.1]  
Mom says, “Their pesos are worthless!”

**RESPONSE TO GUIDING QUESTION: *Why does Mom want to leave Cuba?*** [RL.11-12.2]

[Anticipated response: Mom does not like Cuba. Mom does not want to give any more money to the Cuban economy than necessary.]

**GUIDING QUESTION: *How does Pilar feel about Cuba? How do you know?***

I keep thinking Mom is going to have a heart attack any minute. **Abuela** tells me it's been **unusually** hot for April. Mom is taking several showers a day, then rinsing her clothes in the **sink** and putting them on **damp** to cool herself off. **Abuela** doesn't get any hot water at her house. The ocean is **warmer** than what comes out of her **pipes**, but I'm getting used to cold showers. The food is another story, though, greasy as hell. If I stay much longer, I'll need to get a pair of those neon **stretch pants** all the **Cuban** women wear. I have to **admit** it's much tougher here than I expected, but at least everyone seems to have the **bare** necessities.

**WORD BANK**

gained weight	hot	essential	survive
tougher	cool herself off	greasy	getting used to
gain weight	stretch pants	doesn't	heart attack
showers			

**SUPPLEMENTARY QUESTIONS:**

1. *What does Pilar keep thinking?* [RL.11-12.1]  
Pilar keeps thinking Mom is going to have a heart attack.
2. *What has the weather been like in Cuba?* [RL.11-12.1]  
The weather has been unusually hot.
3. *What evidence in the story shows that it is "unusually hot"?* [RL.11-12.1]  
The story says Mom is taking several showers a day, then rinsing her clothes in the sink and putting them on damp to cool herself off.
4. *The water at Abuela's house is cold. How do we know?* [RL.11-12.1]  
The story says Abuela doesn't get any hot water at her house.
5. *How does Pilar react to the cold showers at Abuela's house?* [RL.11-12.1]  
Pilar is getting used to cold showers.
6. *How does Pilar react to the food in Cuba?* [RL.11-12.1]  
Pilar says the food is greasy as hell.
7. *What is Pilar's concern about the greasy food in Cuba?* [RL.11-12.1]  
Pilar is concerned that she will gain weight from eating the greasy food.

8. *What do all the Cuban women wear?* [RL.11-12.1]  
All the Cuban women wear neon stretch pants.
9. *Why will Pilar need stretch pants?* [RL.11-12.1]  
Pilar will stretch pants because she will have gained weight.
10. *How is Cuba different from what Pilar expected?* [RL.11-12.1]  
It is much tougher than what Pilar expected.
11. *What does it mean when Pilar says “at least everyone seems to have the bare necessities”?* [RL.11-12.1]  
It means everyone seems to have the essential things they need to survive (such as food, water, and shelter).

**RESPONSE TO GUIDING QUESTION:** *How does Pilar feel about Cuba? How do you know?* [RL.11-12.2]

[Anticipated response: Pilar likes Cuba, but it is tougher than she expected. She said she wants to stay longer. She said she is getting used to the cold showers. She said the greasy food is another story.]

## 6. ANNOTATING FOR KEY IDEAS AND DETAILS

**TEACHER PREPARATION:**

No additional preparation needed for this section!

**INSTRUCTIONS FOR TEACHERS:**

- Review student instructions for annotating text.
- After students annotate, have them work together to define unknown words and answer questions.
- Provide definitions for unknown words and answers to questions, as necessary.

**INSTRUCTIONS FOR STUDENTS:**

Now reread the passage once more. Star up to five words you still don't understand and write them in the spaces below. Underline sections of the text that still confuse you and prepare questions about these sections. After a few minutes, your classmates and teacher will help you define the words you do not know and answer the questions you have.

1) Write up to five words or phrases you don't still don't know:

- 
- 
- 
- 
-

2) Write questions for the parts of the section of text that you still don't understand.

- Example: **Why is Mom having a heart attack?**
- I don't understand .....
- When \_\_\_\_\_ said \_\_\_\_\_, I didn't understand what that meant.
- The part where \_\_\_\_\_ is not clear to me.
- Why did \_\_\_\_\_ (person's name)  
\_\_\_\_\_ (what they did, said, or wanted.)
- \_\_\_\_\_  
\_\_\_\_\_

## 7. REVISITING THE TEXT FOR CRAFT AND STRUCTURE/INTEGRATION OF KNOWLEDGE AND IDEAS

### TEACHER PREPARATION:

Develop question(s) that address craft and structure (Reading Standards 4–6) or integration of knowledge and ideas (Reading Standards 7–9). Scaffold as necessary (using the routines from Lesson One).

### INSTRUCTIONS FOR TEACHERS:

- Review student instructions.

### INSTRUCTIONS FOR STUDENTS:

During this close reading, you will be answering questions about craft and structure. Work with a partner to answer the questions. Use the word bank and sentence frames to complete your answers to the questions, as needed. Your teacher will review the answers with the class.

### WORD BANK

Mom	not	complaining	Pilar
hot	arguing	picks fights	yells at
argues	scolds	main point	greasy
water	how much	used to	sink
differently	damp		

### QUESTIONS:

1. The story says Mom **berates** the man who sells ice cones on the beach. What do you think **berates** means? (Look at the clues in the story.) [RL.11-12.4]  
I think berates means scolds or yells at.  
I think this because the story says Mom argues with Abuela's neighbors and picks fights with waiters.

2. *The story says money is the **bottom line** for mom. What do you think it means to say money is the **bottom line**? (Look at the clues in the story.) [RL.11-12.4]*

I think it means money is the main point.

I think this because Mom asks everyone how much they earn.

3. *Why does Mom say, "See! That's their loyalty to the revolution!" when she catches workers stealing? [RL.11-12.6]*

Mom wants to show that the workers are not loyal to the revolution.

4. *Who is speaking in the last four sentences of the second paragraph? [RL.11-12.5]*

Mom says, "Their pesos are worthless! They let us visit because they need us, not the other way around!"

Pilar says, "Why did they let my mother in here, anyway? Don't these Cubans do their homework?"

5. *Why does Pilar say, "I keep thinking Mom is going to have a heart attack any minute"? [RL.11-12.6]*

Mom has been complaining about Cuba and arguing with people.

The weather is unusually hot.

6. *The story says Mom is **rinsing** her clothes in the sink and putting them on damp to cool herself off. Given the clues in the story, what do you think **rinsing** means? [RL.11-12.4]*

I think rinsing means putting clothes in water.

I think this because the clothes are in the sink and the clothes are damp.

7. *Pilar says "the food is **another story**." What do you think it means to say the food is **another story**? (Look at the clues in the story.) [RL.11-12.4]*

I think it means Pilar feels differently about the food than the showers.

I think this because first Pilar says she is getting used to cold showers, and then she says, the food is greasy as hell.

## LESSON THREE

### TEXT

I wonder how different my life would have been if I'd stayed with my grandmother. I think about how I'm probably the only ex-punk on the island, how no one else has their ears pierced in three places. It's hard to imagine existing without Lou Reed. I ask Abuela if I can paint whatever I want in Cuba and she says yes, as long as I don't attack the state. Cuba is still developing, she tells me, and can't afford the luxury of dissent. Then she quotes me something El Líder said in the early years, before they started arresting poets. "Within the revolution, everything; against the revolution, nothing." I wonder what El Líder would think of my paintings. Art, I'd tell him, is the ultimate revolution.

Abuela gives me a box of letters she wrote to her onetime lover in Spain, but never sent. She shows me his photograph, too. It's very well preserved. He'd be good-looking by today's standards, well built with a full beard and kind eyes, almost professorial. He wore a crisp linen suit and a boater tilted slightly to the left. Abuela tells me she took the picture herself one Sunday on the Malecón.

She also gives me a book of poems she'd had since 1930, when she heard García Lorca read at the Principal de la Comedia Theater. Abuela knows each poem by heart, and recites them quite dramatically.

I've started dreaming in Spanish, which has never happened before. I wake up feeling different, like something inside me is changing, something chemical and irreversible. There's a magic here working its way through my veins. There's something about the vegetation, too, that I respond to instinctively- the stunning bougainvillea, the flamboyants and jacarandas, the orchids growing from the trunk of the mysterious ceiba trees. And I love Havana, its noise and decay and painted ladyness. I could happily sit on one of those wrought-iron balconies for days, or keep my grandmother company on her porch, with its ringside view of the sea. I'm afraid to lose all this, to lose Abuela Celia again. But sooner or later I'd have to return to New York. I know it's where I belong- not *instead* of here, but *more* than here. How can I tell my grandmother this?

## 1. REVIEWING TEXT

### TEACHER PREPARATION:

Develop prompts that will help students recap the section of the text covered the previous day. Have students refer to the text that they read during the previous lesson.

### INSTRUCTIONS FOR TEACHERS:

- Use questions to help students recap the section of the text addressed in the previous lesson.
- Use the graphic organizer of main characters from the previous lesson as a prompt.

### INSTRUCTIONS FOR STUDENTS:

Take out your text from our previous lesson. In pairs, discuss the following questions. Be prepared to share your answers with the class using examples from the text.

### QUESTION:

1. *How do each of the main characters in the story feel about life in Cuba? How do you know? (Give examples.)*

[Anticipated response:

- Abuela says that Cuba was a pathetic place before the Cuban Revolution. She was saved because she went to live with her great-aunt in Havana.
- Mom gets angry when she talks about Cuba. In the story, she complains a lot about life if Cuba. She says that people are mistreated. Political prisoners have been in jail for twenty years. The government stole land and homes from the people. Catholics are persecuted.
- Pilar likes Cuba, but it is tougher than she expected. She said she wants to stay longer. She said she is getting used to the cold showers, but the greasy food is another story.]

### GRAPHIC ORGANIZER: MAIN CHARACTERS

Character	Pilar	Pilar's mother	Pilar's grandmother
<b>1. Character's name in the story</b>	[I, me]	[Mom, my mother]	[Abuela, my grandmother]
<b>2. Where the character grew up</b>	[Brooklyn]	[Cuba]	[Cuba]
<b>3. Where the character lives now</b>	[Brooklyn]	[Brooklyn]	[Cuba]
<b>4. How the character feels about Cuba</b> (below give examples from the text)	[Pilar likes Cuba, but it is tougher than she expected.]	[Mom does not like Cuba. She is mad and upset.]	[Maybe Abuela is sad when she thinks of Cuba before the revolution.]
<b>• Example from the text</b>	[I want to stay longer.]	[Mom lambastes us when she doesn't like	[She tells me that before the revolution

		what she hears.]	Cuba was a pathetic place.]
• Example from the text	[I'm getting used to cold showers.]	["What were their crimes?" she shouts at us, pushing her face close to ours.]	The <i>campesinos</i> barely escaped starvation.
• Example from the text	[The food is another story, though, greasy as hell.]	[When Mom starts to go too haywire, Abuela gets up from her swing and walks away.]	[Abuela says she was saved because her parents sent her to live with her great-aunt in Havana.]
• Example from the text	[I have to admit it's much tougher here than I expected, but at least everyone seems to have the bare necessities.]	[We've been in Cuba four days and Mom has done nothing but complain and chain-smoke.]	
• Example from the text		[She argues with Abuela's neighbors, picks fights with waiters, berates the man who sells ice cones on the beach.]	
• Example from the text		[Mom also tries to catch workers stealing so she can say, "See! <i>That's</i> their loyalty to the revolution!"]	
• Example from the text		[I want to stay longer, but Mom refuses because she doesn't want to give Cuba any more hard currency.]	
• Example from the text		[Mom is apoplectic because she has to pay for a hotel room and three meals a day even though we're staying with relatives.]	

## 2. REVIEWING STANDARDS AND OBJECTIVES

### TEACHER PREPARATION:

Select the content standards that will be addressed. Insert them below. Create a student objective for for each standard. Include language proficiency standards and other subject area content standards (if applicable).

### INSTRUCTIONS FOR TEACHERS:

- Refer students to the standards and objectives.
- Review the standards and objectives with students one at a time.

### INSTRUCTIONS FOR STUDENTS:

Listen and follow along as your teacher reviews the standards and objectives. If you have questions about what they mean, please ask. After your teacher has presented the objectives, put them in your own words for your partner.

#### Common Core Learning Standard:

RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of a text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

#### Student Content Objective:

I will be able to answer questions about the **themes or central ideas** (main ideas) from *Dreaming in Cuban*. I will **summarize the text** (restate the main ideas) in my own words.

#### Language Proficiency Standard<sup>7</sup>

*Insert language proficiency standards here.*

#### Student Language Proficiency Objective:

I will be able to ...

## 3. ENHANCING BACKGROUND KNOWLEDGE

### TEACHER PREPARATION:

Determine the background knowledge students will need for the section of the text being addressed and develop background materials that will provide the requisite knowledge (using the routines from Lesson One).

### INSTRUCTIONS FOR TEACHERS:

- Review student instructions.
- Present background materials to students.
- Pose the guiding question.
- Have students work in pairs to answer the supplementary questions.
- Review answers with students.
- Discuss the guiding question and have students work in pairs to respond to the guiding question in writing.

<sup>7</sup> Teachers should complete this section based on the language proficiency standards they want to meet.

## PART A: FAMOUS QUOTE FROM FIDEL CASTRO

### INSTRUCTIONS FOR STUDENTS:

- Read a short text about a famous quote from Fidel Castro.
- Look at the guiding question.
- Read the section of the text below. The words in **bold** are defined for you.
- Work with a partner to answer the supplementary questions.
- Discuss your responses as a class when you finish.

**GUIDING QUESTION:** *What did Fidel Castro mean when he said, “Within the revolution, everything; against the revolution, nothing”?*

### Famous Quote from Fidel Castro

In June 1961, Fidel Castro (**El Líder**) called a meeting with Cuba’s important writers and **intellectuals**. During that meeting, he famously said, “Within the **revolution**, everything; against the **revolution**, nothing.” In other words, people could say everything they wanted to say to support the **revolution**, but people could say nothing to **oppose** the revolution. Castro was warning people that they could not publicly **criticize** the government.

### Vocabulary

*criticize* – say bad things about something or someone

*El Líder* – the leader

*intellectuals* – thinkers, academics, professors

*oppose* – go against, resist

*revolution* – big change

### WORD BANK

nothing

writers

everything

intellectuals

### SUPPLEMENTARY QUESTIONS:

1. *Who did Fidel Castro meet with?*  
Fidel Castro met with Cuba’s important writers and intellectuals.
2. *What did Fidel Castro say at the meeting?*  
Fidel Castro said, “Within the revolution, everything; against the revolution, nothing.”

### RESPONSE TO GUIDING QUESTION:

*What did Fidel Castro mean when he said, “Within the revolution, everything; against the revolution, nothing”?*

[Anticipated response: Fidel Castro was warning people that they were not allowed to say negative things about the government.]

## PART B: AUTHOR'S USE OF SPANISH LANGUAGE

### INSTRUCTIONS FOR STUDENTS:

- In *Dreaming in Cuban*, the author uses many words in Spanish in the text. Knowing the meaning of these words can help you understand the story and help you to appreciate the beauty of the author's writing.
- Circle the words in Spanish in today's reading.
- Answer questions with your teacher.
- Use the glossary below to find translations for the Spanish words in the text.
- As you continue reading *Dreaming in Cuban*, you can add words to the glossary.

### QUESTIONS:

1. Circle the words in Spanish in today's reading. Why do you think the author chose to use these words rather than translating the words into English?  
[Anticipated response: Accept all answers.]
2. Let's look at some examples. In the story, Pilar says, "I ask Abuela if I can paint whatever I want in Cuba." Why do you think the author refers to Pilar's grandmother as Abuela?  
[Anticipated response: Probably because that is what Pilar actually calls her grandmother. Pilar probably speaks in Spanish when she is talking to her grandmother and probably calls her "Abuela" when she is talking to her.]
3. In the story, Pilar says, "Abuela tells me she took the picture herself one Sunday on the Malecón." Why do you think the author uses the word Malecón rather than saying boardwalk?  
[Anticipated response: Probably because everyone in Cuba calls it Malecón. By using the Spanish word, the reader gets the feel of being in Cuba. Also, Malecón probably refers to a particular type of boardwalk so using that word is more accurate.]
4. How do you think using these words in Spanish contributes to the beauty of the author's writing?  
[Anticipated response: Accept all answers.]

Spanish word	English translation	Example from the text
<i>abuela</i>	grandmother	I ask Abuela if I can paint whatever I want in Cuba.
<i>campesinos</i>	people who live in the countryside	The campesinos barely escaped starvation.
<i>El Líder</i>	the leader (referring to Fidel Castro)	I wonder what El Líder would think of my paintings.
<i>malecón</i>	boardwalk	Abuela tells me she took the picture

		herself one Sunday on the Malecón.
<i>pesos</i>	money 	Their pesos are worthless!
<i>plantados</i>	political prisoners 	the plight of the <i>plantados</i> , the political prisoners who've been in jail here almost twenty years
<i>tiempo muerto</i>	the dead time	In the summer it was the <i>tiempo muerto</i> , the dead time, and the <i>campesinos</i> barely escaped starvation.

#### 4. ACQUIRING AND USING VOCABULARY

##### TEACHER PREPARATION:

Select a limited number of vocabulary words for pre-teaching, as well as additional words that will be glossed (using the routines from Lesson One).

##### INSTRUCTIONS FOR TEACHERS:

- Review student instructions.
- Pre-teach selected vocabulary that are key to understanding the text.
- Familiarize students with their glossary and tell them they will be using it during close reading.
- Briefly review glossed words that might be challenging.

##### INSTRUCTIONS FOR STUDENTS:

- Your teacher will pre-teach key words.
- Listen as your teacher explains each word.
- Talk to your partner.

revolution

revolucion



The people are united for a revolution.

**Picture:** Look at the picture. The hands are together and they are made into fists. This shows they are ready for a change.

**Explanation:** Let's talk about the word revolution. Revolution means a very big change. A revolution can be a change in government, such as the Cuban Revolution. A revolution can also be a change in the way we do things. For example, the technology revolution changed the way we do things. We use mobile phones now more than we use our home phones.

**Partner talk:** We did not have computers before the technology revolution and now we use computers for many things. What are some things we use computers for? Use this sentence frame: We use computers for \_\_\_\_\_. (*Call on one or two students to share their responses.*)

**Story connection:** When Fidel Castro says, "Within the revolution, everything; against the revolution, nothing", he is talking about the Cuban Revolution. When Pilar says, "Art, I'd tell him, is the ultimate revolution," she is talking about a big change in general.

## 5. READING FOR KEY IDEAS AND DETAILS

### TEACHER PREPARATION:

Select the section of the text you will use for close reading and scaffold the reading as necessary (using the routines from Lesson One).

### INSTRUCTIONS FOR TEACHERS:

- Review student instructions for the first close reading with the class.
- Remind students that the guiding question is designed to help them identify the key ideas and details in the text and the supplementary questions are designed to help them

answer the guiding question.

- Tell students to use their glossary to find the meanings of words they might not know.
- Read the text aloud to students, modeling proper pace and intonation.
- Using the glossary, define challenging vocabulary during the reading but take care not to paraphrase the text.

**INSTRUCTIONS FOR STUDENTS:**

- Think about the guiding question.
- Listen and follow along as your teacher reads the text aloud.
- Work with a partner to answer the supplementary questions. Use the word bank to help you.
- Review the answers with the class.
- Write an answer to the guiding question.

**GUIDING QUESTION:** *How would Pilar's life be different if she had stayed with her grandmother?*

I wonder how different my life would have been if I'd stayed with my **grandmother**. I think about how I'm probably the only **ex-punk** on the island, how no one else has their ears pierced in three places. It's hard to imagine existing without Lou Reed. I ask **Abuela** if I can paint whatever I want in **Cuba** and she says yes, as long as I don't attack the state. **Cuba** is still developing, she tells me, and can't **afford** the luxury of dissent. Then she **quotes** me something **El Líder** said in the early years, before they started arresting **poets**. "Within the **revolution**, everything; against the **revolution**, nothing." I wonder what **El Líder** would think of my **paintings**. Art, I'd tell him, is the **ultimate revolution**.

**WORD BANK**

ex-punk	paint	paint	hassling
attacked	different	three	revolution
think	attack		

**SUPPLEMENTARY QUESTIONS:**

1. *What does Pilar wonder about?* [RL.11-12.1]  
Pilar wonders how different her life would have been if she had stayed with her grandmother.
2. *What makes Pilar different or unique?* [RL.11-12.3]  
Pilar is probably the only ex-punk on the island.  
Pilar has her ears pierced in three places.
3. *What does Pilar ask Abuela?* [RL.11-12.1]  
Pilar asks Abuela if she can paint whatever she wants.
4. *What does Abuela say to Pilar?* [RL.11-12.1]  
Abuela says Pilar can paint whatever she wants as long as she doesn't attack the state.

5. *Based on what you read in Lesson Two, why do you think Abuela told Pilar not to attack the state?* [RL.11-12.3]

The Committee for the Defense of the Revolution has started hassling Abuela about Mom.

6. *Based on what you read in Lesson One, why do you think poets were arrested?* [RL.11-12.3]

I think poets were arrested because they attacked the state.

7. *What does Pilar wonder about near the end of the paragraph?* [RL.11-12.1]

Pilar wonders what El Líder would think of her paintings.

8. *What would Pilar tell El Líder?* [RL.11-12.1]

Pilar would tell El Líder that art is the ultimate revolution.

**RESPONSE TO GUIDING QUESTION:** *How would Pilar's life be different if she had stayed with her grandmother?* [RL.11-12.2]

[Anticipated response: Pilar says she would probably be the only ex-punk in Cuba. Also, she would have to be careful about what she paints since Cuba "cannot afford the luxury of dissent."]

**GUIDING QUESTION:** *What are the two things that Abuela gives to Pilar?*

**Abuela** gives me a box of letters she wrote to her onetime lover in Spain, but never sent. She shows me his **photograph**, too. It's very well **preserved**. He'd be good-looking by today's **standards**, well built with a full **beard** and kind eyes, almost professorial. He wore a crisp **linen** suit and a bowtie tilted slightly to the left. **Abuela** tells me she took the picture herself one Sunday on the **Malecón**.

She also gives me a book of **poems** she'd had since 1930, when she heard García Lorca read at the Principal de la Comedia Theater. **Abuela** knows each **poem** by heart, and recites them quite **dramatically**.

**RESPONSE TO GUIDING QUESTION:** *What are the two things that Abuela gives to Pilar?* [RL.11-12.2]

[Anticipated response: Abuela gives Pilar box of letters and a book of poems.]

**GUIDING QUESTIONS:** *How does Pilar feel about Cuba? How does she feel about returning to New York?*

I've started dreaming in Spanish, which has never happened before. I **wake up** feeling different, like something inside me is changing, something chemical and **irreversible**. There's a magic here working its way through my **veins**. There's something about the **vegetation**, too, that I **respond** to instinctively- the stunning bougainvillea, the flamboyants and jacarandas, the orchids growing from the **trunk** of the **mysterious** ceiba trees. And I love **Havana**, its noise and

**decay** and painted ladyness. I could **happily** sit on one of those wrought-iron balconies for days, or keep my **grandmother** company on her porch, with its ringside view of the sea. I'm afraid to lose all this, to lose **Abuela** Celia again. But **sooner or later** I'd have to return to New York. I know it's where I belong- not *instead* of here, but *more* than here. How can I tell my **grandmother** this?

**WORD BANK**

loves	Pilar	loves	Spanish
losing	New York	happily	

**SUPPLEMENTARY QUESTIONS:**

1. *Who is speaking in this paragraph?* [RL.11-12.3]  
Pilar is speaking in this paragraph.
  
2. *What language has Pilar started dreaming in?* [RL.11-12.1]  
Pilar has started dreaming in Spanish.
  
3. *How does Pilar feel about Havana?* [RL.11-12.1]  
Pilar loves Havana.
  
4. *How does Pilar feel about her grandmother? How do you know?* [RL.11-12.1]  
Pilar loves her grandmother.  
I know this because Pilar says she could happily keep her grandmother company on her porch.
  
5. *What is Pilar afraid of?* [RL.11-12.1]  
Pilar is afraid of losing her grandmother.
  
6. *Where does Pilar know she belongs?* [RL.11-12.1]  
Pilar knows she belongs in New York.

**RESPONSE TO GUIDING QUESTIONS:** *How does Pilar feel about Cuba? How does she feel about returning to New York?* [RL.11-12.2]

[Anticipated response: Pilar loves Cuba. It is becoming part of her. She says, "There's a magic here working its way through my veins." However, she knows that New York is where she belongs.]

## 6. ANNOTATING FOR KEY IDEAS AND DETAILS

### TEACHER PREPARATION:

No additional preparation needed for this section!

### INSTRUCTIONS FOR TEACHERS:

- Review student instructions for annotating text.
- After students annotate, have them work together to define unknown words and answer questions.
- Provide definitions for unknown words and answers to questions, as necessary.

### INSTRUCTIONS FOR STUDENTS:

Now reread the passage once more. Star up to five words you still don't understand and write them in the spaces below. Underline sections of the text that still confuse you and prepare questions about these sections. After a few minutes, your classmates and teacher will help you define the words you do not know and answer the questions you have.

1) Write up to five words or phrases you don't still don't know:

- 
- 
- 
- 
- 

2) Write questions for the parts of the section of text that you still don't understand.

- 

## 7. REVISITING THE TEXT FOR CRAFT AND STRUCTURE/INTEGRATION OF KNOWLEDGE AND IDEAS

### TEACHER PREPARATION:

Develop question(s) that address craft and structure (Reading Standards 4–6) or integration of knowledge and ideas (Reading Standards 7–9). Scaffold as necessary (using the routines from Lesson One).

### INSTRUCTIONS FOR TEACHERS:

- Review student instructions.

### INSTRUCTIONS FOR STUDENTS:

During this close reading, you will be answering questions about craft and structure. Work with a partner to answer the questions. Use the word bank and sentence frames to complete your answers to the questions, as needed. Your teacher will review the answers with the class.

## WORD BANK

complain	painting	attack	developing
important	attack	different	changing
lose	afraid	lose	paint

## QUESTIONS:

1. *In the story, Abuela says that **Cuba can't afford the luxury of dissent**. What do you think this means? (Look at the clues in the story.) [RL.11-12.4]*

I think it means Cuba cannot allow people to attack or complain about the government.

I think this because Abuela tells Pilar that she can paint what she wants as long as she doesn't attack the state. Abuela says Cuba is still developing.

2. *Based on what you read in Lesson One and Lesson Three, how do you know Pilar is a painter? (Look at the clues in the story.) [RL.11-12.5]*

The story says, "Abuela talks to me as I paint." (Lesson One)

Pilar says, "I wonder what El Líder would think of my paintings." (Lesson Three)

3. *In the story, Pilar says that art is the "ultimate revolution." What do you think this means? [RL.11-12.4]*

I think it means that art is the most important thing.

4. *In the story, Pilar says, "There's a magic here working its way through my veins." Based on this sentence, how do you think Pilar feels about life in Cuba? (Look at the clues in the story.) [RL.11-12.4]*

I think Pilar's feelings about Cuba are evolving.

I think this because Pilar says "I wake up feeling different, like something inside me is changing."

5. *In the last sentence, Pilar says, "How can I tell my grandmother this?" What do you think Pilar means? [RL.11-12.4]*

I think Pilar is saying she is afraid to tell her grandmother that she belongs in New York.

I think this because Pilar says, "I'm afraid to lose all this, to lose Abuela Celia again."

## 8. RE-ASSESSING COMPREHENSION

### TEACHER PREPARATION:

Insert questions from the pre-assessment below and add additional questions, as appropriate. Add evaluations of re-assessment responses to the chart.

### INSTRUCTIONS FOR TEACHER:

- Review students instructions with the whole class.
- After students have completed the re-assessment, review responses with the whole class.

### INSTRUCTIONS FOR STUDENTS:

Refer to the text, as necessary. Answer the questions below. [Some of] the questions are the same as those on the pre-test. When you are finished, your teacher will review the answers with you.

### WORD BANK

place	profits	few	pathetic
argues	winter	starvation	berates
loves	decent	New York	Spanish
loves	life	not	tougher
happily	survive	fight	essential

### QUESTIONS:

1. *What does Abuela say about Cuba?*  
Before the revolution, Cuba was a pathetic place.
2. *Why was Cuba a pathetic place?*  
All the profits from sugar production went to a few Cubans and to Americans.
3. *What happened to the campesinos who harvested the sugar cane?*  
Many campesinos only worked in winter. They barely escaped starvation.
4. *What does Abuela say about freedom?*  
Freedom is the right to a decent life.
8. *How does Mom act toward the people in Cuba?*  
Mom argues with Abuela's neighbors, fights with waiters, and berates the man who sells ice cones on the beach.
9. *Why does Mom say, "See! That's their loyalty to the revolution!" when she catches workers stealing?*  
Mom wants to show that the workers are not loyal to the revolution.
10. *How is Cuba different from what Pilar expected?*

It is much tougher than what Pilar expected.

11. *What does it mean when Pilar says “at least everyone seems to have the bare necessities”?*

It means everyone seems to have the essential things necessary to survive (such as food, water, and shelter).

12. *What language has Pilar started dreaming in?*

Pilar has started dreaming in Spanish.

13. *How does Pilar feel about Havana?*

Pilar loves Havana.

14. *How does Pilar feel about her grandmother? How do you know?*

Pilar loves her grandmother.

I know this because Pilar says she could happily keep her grandmother company on her porch.

15. *Where does Pilar know she belongs?*

Pilar knows she belongs in New York.

## LESSON FOUR

### 1. REVIEWING STANDARDS AND OBJECTIVES

#### TEACHER PREPARATION:

Select the content standards that will be addressed. Insert them below. Create a student objective for for each standard. Include language proficiency standards and other subject area content standards (if applicable).

#### INSTRUCTIONS FOR TEACHERS:

- Refer students to the standards and objectives.
- Review the standards and objectives with students one at a time.

#### INSTRUCTIONS FOR STUDENTS:

Listen and follow along as your teacher reviews the standards and objectives. If you have questions about what they mean, please ask. After your teacher has presented the objectives, put them in your own words for your partner.

#### Common Core Learning Standard:

SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

#### Student Content Objective:

I will participate in **discussions** (conversations) with a partner.

#### Language Proficiency Standard<sup>8</sup>

*Insert language proficiency standards here.*

#### Student Language Proficiency Objective:

I will be able to ...

---

<sup>8</sup> Teachers should complete this section based on the language proficiency standards they want to meet.

## 2. DEVELOPING KNOWLEDGE OF LANGUAGE

### Mini-Lesson on Idiomatic Expressions

#### TEACHER PREPARATION:

Select idiomatic expressions from the text that will be unfamiliar to students. Develop a template students can use to identify idiomatic expressions and analyze their meanings.

#### INSTRUCTIONS FOR TEACHERS:

- Tell students that **idiomatic expressions** are phrases that mean something different than the meanings of the individual words put together. It is difficult to figure out the meaning of the an idiomatic expression by putting together the meanings of the individual words.
- For example, if I say I'm "pulling your leg," it does not mean that I'm actually taking hold of your leg and pulling on it. It means that I am telling you something that is not true. I am teasing you or tricking you.
- Ask students if they can give examples of other idiomatic expressions (such as, hold your tongue, under the weather, raining cats and dogs).
- Tell students that *Dreaming in Cuban* contains many idiomatic expressions. Learning the meanings of the idiomatic expressions will help them understand the story.
- Review the first idiomatic expression together with the class. First, refer students to the line in the text where Mom says "Catholics are persecuted, treated like dogs!" Tell students that, at first glance, they might think that "treated like dogs" means that Catholics are literally petted and fed in a dish like a dog. However, they can use the context to check the meaning. Since the first part of the sentence says "Catholics are persecuted," we can guess that "treated like dogs" means the same thing as "persecuted." In other words, "treated like dogs" probably means treated poorly or harassed. We can check our guesses by looking up "treated like dogs" in a dictionary. [The Free Dictionary is an online resource for looking up idioms: <http://idioms.thefreedictionary.com/>]
- Review the student instructions.
- Have students work in pairs to complete the chart.
- Review students' answers as a whole class.

INSTRUCTIONS FOR STUDENTS:

- **Idiomatic expressions** are phrases that mean something different than the meanings of the individual words put together. It is difficult to figure out the meaning of the an idiomatic expression by putting together the meanings of the individual words. You can use the context clues or a dictionary to help you figure out the meaning. [The Free Dictionary is an online resource for looking up idioms: <http://idioms.thefreedictionary.com/>]
- *Dreaming in Cuban* contains many idiomatic expressions. Learning the meanings of the idiomatic expressions will help you understand the story.
- Review the first example with your teacher.
- Complete the worksheet below with a partner.
- Share your answers with the class.

**Idiomatic expressions**

Idiomatic Expression: *Catholics are persecuted, **treated like dogs!***

Based on the context, I think it means: "Treated like dogs" probably means the same as **persecuted**.

The idiom really means: *Catholics are treated poorly.*

Idiomatic Expression: With her, money is the **bottom line**.

Based on the context, I think it means:

The idiom really means:

Idiomatic Expression: I'm **getting used to** cold showers.

Based on the context, I think it means:

The idiom really means:

Idiomatic Expression: The food is **another story**.

Based on the context, I think it means:

The idiom really means:

Idiomatic Expression: Don't these Cubans **do their homework**?

Based on the context, I think it means:

The idiom really means:

### Mini-Lesson on Context Clues

#### TEACHER PREPARATION:

Select words from the text that will be unfamiliar to students. Choose words for which the text offers enough contextual evidence for students to understand the meaning of the word. Develop a chart for students containing a) the unfamiliar word, b) the line number from the text where the word is located, c) contextual clues that will help students find the meaning, and d) a space to write the definition.

#### INSTRUCTIONS FOR TEACHERS:

- Tell students that if they come across a word they don't know, they can use clues in the surrounding text to figure out what it means. These are called context clues.
- Tell students to first identify the word they don't know. Next, look at the surrounding words for clues. For example, for the word *eavesdrops* (first example), the text says "Mom eavesdrops on Abuela and me then lambastes us with one of her sixty-odd diatribes when she doesn't like what she hears." The phrase "doesn't like what she hears" gives us a clue that Mom is listening to what Abuela and Pilar are saying. So we can guess that "eavesdrops" has something to do with listening or hearing. In this case, Mom would be overhearing since she was not part of their conversation.
- Review the student instructions.
- Have students work in pairs to complete the chart.
- Review students' answers as a whole class.

#### INSTRUCTIONS FOR STUDENTS:

Follow along as your teacher explains what context clues are, and then use the context clues to determine the meanings of the mystery words in the chart. First, underline the mystery word in the sentence where it appears. Next, work with a partner to find the clues in the text and circle them. Line numbers are provided to help you find the clues. Now write the clues in the space provided (some are already filled in). Finally, use the clues to write in the definition for each mystery word. The first one is done for you.

Context Clues		
<i>Mystery Word</i>	<i>Location</i>	<i>Clues</i>
1. eavesdrops	Line 11	Line 12
<u>Clues:</u> <i>hears</i> <u>Definition:</u> listens or overhears		
2. diatribe	Line 12	Lines 11, 12
<u>Clues:</u> <i>lambastes, doesn't like what she hears</i> <u>Definition:</u> speech, attack, criticism, saying something negative		
3. plantados	Line 13	Line 13
<u>Clues:</u> <i>political prisoners</i> <u>Definition:</u> political prisoners		
4. retribution	Line 15	Lines 15, 16
<u>Clues:</u> <i>repay, stole</i> <u>Definition:</u> repayment, paying someone back		
5. haywire	Line 18	Lines 11, 14, 18
<u>Clues:</u> <i>lambastes, shouts at us, pushing her face close to ours, talks and talks</i> <u>Definition:</u> crazy		
6. berates	Line 23	Lines 22, 23
<u>Clues:</u> <i>argues, picks fights</i> <u>Definition:</u> scolds, yells at		
6. be patient	Line 29	Lines 29, 30
<u>Clues:</u> <i>only be here a week</i> <u>Definition:</u> stay calm, wait		
8. rinsing	Line 39	Line 39
<u>Clues:</u> <i>sink, damp</i> <u>Definition:</u> putting in water		

**TEACHER PREPARATION:**

Insert the section of the text below. Next, highlight the “mystery words” in the text so students can find them easily.

**Dreaming in Cuban**

**1 Lesson One**

2 Abuela talks to me as I paint. She tells me that before the revolution Cuba  
3 was a pathetic place, a parody of a country. There was one product, sugar,  
4 and all the profits went to a few Cubans, and, of course, to the Americans.  
5 Many people worked only in winter, harvesting the sugarcane. In the  
6 summer it was the *tiempo muerto*, the dead time, and the *campesinos* barely  
7 escaped starvation. Abuela says she was saved because her parents sent her  
8 to live with her great-aunt in Havana, who raised her with progressive  
9 ideas. Freedom, Abuela tells me, is nothing more than the right to a decent  
10 life.

11 Mom **eavesdrops** on Abuela and me then lambastes us with one of her sixty-  
12 odd **diatribes** when she doesn't like what she hears. Her favorite is the plight  
13 of the **plantados**, the political prisoners who've been in jail here almost  
14 twenty years. "What were their crimes?" she shouts at us, pushing her face  
15 close to ours. Or the question of **retribution**. "Who will repay us for our  
16 homes, for the lands the Communists stole from us?" And religion.  
17 "Catholics are persecuted, treated like dogs!" But Abuela doesn't argue with  
18 Mom. She just lets her talk and talk. When Mom starts to go too **haywire**,  
19 Abuela gets up from her swing and walks away.

**20 Lesson Two**

21 We've been in Cuba four days and Mom has done nothing but complain and  
22 chain- smoke her cigars late at night. She argues with Abuela's neighbors,  
23 picks fights with waiters, **berates** the man who sells ice cones on the beach.  
24 She asks everyone how much they earn, and no matter what they tell her,  
25 she says, "You can make ten times as much in Miami!" With her, money is  
26 the bottom line. Mom also tries to catch workers stealing so she can say,  
27 "See! *That's* their loyalty to the revolution!"

28 The Committee for the Defense of the Revolution has started hassling  
29 Abuela about Mom, but Abuela tells them to **be patient**, that she'll only be  
30 here a week. I want to stay longer, but Mom refuses because she doesn't  
31 want to give Cuba any more hard currency, as if our contributions will make  
32 or break the economy. (Mom is apoplectic because she has to pay for a hotel  
33 room and three meals a day even though we're staying with  
34 relatives.) "Their pesos are worthless! They let us visit because they need  
35 us, not the other way around!" Why did they let my mother in here,  
36 anyway? Don't these Cubans do their homework?

37 I keep thinking Mom is going to have a heart attack any minute. Abuela tells  
38 me it's been unusually hot for April. Mom is taking several showers a day,  
39 then **rinsing** her clothes in the sink and putting them on damp to cool herself

40 off. Abuela doesn't get any hot water at her house. The ocean is warmer  
41 than what comes out of her pipes, but I'm getting used to cold showers. The  
42 food is another story, though, greasy as hell. If I stay much longer, I'll need  
43 to get a pair of those neon stretch pants all the Cuban women wear. I have to  
44 admit it's much tougher here than I expected, but at least everyone seems to  
45 have the bare necessities.

46 **Lesson Three**

47 I wonder how different my life would have been if I'd stayed with my  
48 grandmother. I think about how I'm probably the only ex-punk on the  
49 island, how no one else has their ears pierced in three places. It's hard to  
50 image existing without Lou Reed. I ask Abuela if I can paint whatever I  
51 want in Cuba and she says yes, as long as I don't attack the state. Cuba is  
52 still developing, she tells me, and can't afford the luxury of dissent. Then  
53 she quotes me something El Líder said in the early years, before they started  
54 arresting poets. "Within the revolution, everything; against the revolution,  
55 nothing." I wonder what El Líder would think of my paintings. Art, I'd tell  
56 him, is the ultimate revolution.

57 Abuela gives me a box of letters she wrote to her onetime lover in Spain, but  
58 never sent. She shows me his photograph, too. It's very well preserved. He'd  
59 be good-looking by today's standards, well built with a full beard and kind  
60 eyes, almost professorial. He wore a crisp linen suit and a boater tilted  
61 slightly to the left. Abuela tells me she took the picture herself one Sunday  
62 on the Malecón.

63 She also gives me a book of poems she'd had since 1930, when she heard  
64 García Lorca read at the Principal de la Comedia Theater. Abuela knows  
65 each poem by heart, and recites them quite dramatically.

66 I've started dreaming in Spanish, which has never happened before. I wake  
67 up feeling different, like something inside me is changing, something  
68 chemical and irreversible. There's a magic here working its way through my  
69 veins. There's something about the vegetation, too, that I respond to  
70 instinctively- the stunning bougainvillea, the flamboyants and jacarandas,  
71 the orchids growing from the trunk of the mysterious ceiba trees. And I love  
72 Havana, its noise and decay and painted ladyness. I could happily sit on one  
73 of those wrought-iron balconies for days, or keep my grandmother company  
74 on her porch, with its ringside view of the sea. I'm afraid to lose all this, to  
75 lose Abuela Celia again. But sooner or later I'd have to return to New York. I  
76 know it's where I belong- not *instead* of here, but *more* than here. How can I  
77 tell my grandmother this?

## LESSON FIVE

### 1. REVIEWING WRITING OBJECTIVES

#### TEACHER PREPARATION:

Select content standards that will be addressed. Insert them below. Create both a lesson objective for your lesson plan and a student objective for each standard. If your state has language proficiency standards, include them as well. Only display standards and student objectives to students.

#### INSTRUCTIONS FOR TEACHERS:

- Refer students to the standards and objectives.
- Review the standards and objectives with students one at a time.

#### INSTRUCTIONS FOR STUDENTS:

Listen and follow along as your teacher reviews the standards and objectives. If you have questions about what they mean, please ask. After your teacher has presented the objectives, put them in your own words for your partner.

#### Common Core Learning Standard

W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

#### Student Content Objective:

I will be able to write an **explanatory text** (essay) that **examines** (studies) the characters' contrasting views of Cuba. I will **analyze** (carefully study) the views of each of the main characters in *Dreaming in Cuban* and **organize** (put in order) key details.

#### Language Proficiency Standard:

*Insert language proficiency standards here.*

#### Student Objective:

*Insert student objective here.*

## 2. PREPARING TO WRITE

### TEACHER PREPARATION:

Go back to the graphic organizer students used to compare the views of the main characters in *Dreaming in Cuban*. This will help students to organize their ideas to respond to the writing prompt below. Develop word banks and sentence frames for students that may need them.

### INSTRUCTIONS FOR TEACHERS:

- Review student instructions with the whole class.

### INSTRUCTIONS FOR STUDENTS:

- You are going to write an essay that describes how each character in *Dreaming in Cuban* feels about Cuba.
- Before you start writing, go back to the graphic organizer about the main characters in the story. Work with a partner to fill in any details that are missing. Remember to use evidence from the text when describing how the characters feel about Cuba. Then, review the information in your graphic organizer with your teacher.

### GRAPHIC ORGANIZER: MAIN CHARACTERS

	Pilar	Pilar's mother	Pilar's grandmother
1. <b>Character's name in the story</b>			
2. <b>Where the character grew up</b>			
3. <b>Where the character lives now</b>			
4. <b>How the character feels about Cuba</b> (below give examples from the text)			
• <b>Example from the text</b>			
• <b>Example from the text</b>			
• <b>Example from the text</b>			

### 3. WRITING

#### TEACHER PREPARATION:

Create writing prompts that require students to cite evidence from the text to support their ideas. Ensure that the prompts are aligned to the information students gathered in their graphic organizer.

#### INSTRUCTIONS FOR TEACHERS:

- Review student instructions with the whole class.

#### Writing Prompt:

*Dreaming in Cuban* describes the lives of three main characters: Pilar (the narrator), Pilar's mother (Mom), and Pilar's grandmother (Abuela). Each character has a unique view of Cuba. Write an essay that compares Mom's and Abuela's perspectives of the Cuban Revolution and its effects on life in Cuba. (For an extra challenge, also include Pilar's perspective.) Use examples from the text to support your arguments.

#### INSTRUCTIONS FOR STUDENTS:

Work with a partner to fill in responses to the paragraph frame below. Use your graphic organizer to help you.

#### Paragraph frame

In the story *Dreaming in Cuban* Mom and Abuela \_\_\_\_\_ (agree/disagree) about the Cuban Revolution and life in Cuba today. I know this because \_\_\_\_\_.

Abuela feels that life in Cuba is \_\_\_\_\_ (better/worse) after the Cuban Revolution.

- Example from the text: \_\_\_\_\_
- Example from the text: \_\_\_\_\_
- Example from the text: \_\_\_\_\_

Mom feels that life in Cuba is \_\_\_\_\_ (better/worse) after the Cuban Revolution.

- Example from the text: \_\_\_\_\_
- Example from the text: \_\_\_\_\_
- Example from the text: \_\_\_\_\_

In conclusion, the characters in *Dreaming in Cuban* reflect the views of many Cubans who \_\_\_\_\_ (agree/disagree) about the Cuban Revolution and its effects on life in Cuba.

#### INSTRUCTIONS FOR STUDENTS:

- Work independently to write an essay that compares Mom's and Abuela's perspectives of the Cuban Revolution and its effects on life in Cuba. Use examples from the text to support your arguments.
- Use the paragraph frame above to help you.

# III. STUDENT MATERIALS

## *DREAMING IN CUBAN* BY CRISTINA GARCÍA

## Student Glossary

Word and Translation	Rewrite the Word	English Definition	Example From the Text	Your Example	Is It a Cognate?
admit <i>admitir</i>		say; tell the truth	I have to admit it's much tougher here than I expected.		
afford <i>permitirse</i>		allow; to be able to do something (without fear of consequence)	Cuba is still developing, she tells me, and can't afford the luxury of dissent.		
argue <i>discutir</i>		disagree; fight with words 	Abuela doesn't argue with Mom. She just lets her talk and talk.		
bare <i>pelado</i>		just enough; minimal	At least everyone seems to have the bare necessities.		
barely <i>apenas</i>		almost did not	The campesinos barely escaped starvation.		
beard <i>barba</i>		hair on the face 	He'd be good-looking by today's standards, well built with a full beard and kind eyes.		
complain <i>quejarse</i>		say bad things about someone or something; express dissatisfaction	Mom has done nothing but complain.		

Word and Translation	Rewrite the Word	English Definition	Example From the Text	Your Example	Is It a Cognate?
contributions <i>contribuciones</i>		things we give; money	She doesn't want to give Cuba any more hard currency, as if our contributions will make or break the economy.		
Cuba <i>la Cuba</i>		an island country in the Caribbean 	We've been in Cuba four days.		
Cuban(s) <i>cubano(s)</i>		people from Cuba	Don't these Cubans do their homework?		
currency <i>moneda</i>		money	She doesn't want to give Cuba any more hard currency, as if our contributions will make or break the economy.		
damp <i>húmedo</i>		a little bit wet	Mom is taking several showers a day, then rinsing her clothes in the sink and putting them on damp to cool herself off.		
decay <i>decaimiento</i>		deterioration; ruin; something that is old and not in good condition	I love Havana, its noise and decay.		
dramatically <i>dramáticamente</i>		with lots of feeling or emotion	Abuela knows each poem by heart, and recites them quite dramatically.		
economy <i>economía</i>		the system of making and spending money in a country	She doesn't want to give Cuba any more hard currency, as if our contributions will make or break the economy.		

Word and Translation	Rewrite the Word	English Definition	Example From the Text	Your Example	Is It a Cognate?
grandmother <i>abuela</i>		the mother of a person's mother or father	How can I tell my grandmother this?		
happily <i>felizmente</i>		gladly; with pleasure; like to do something	I could happily sit on one of those wrought-iron balconies for days.		
hassling <i>molestando</i>		bothering someone	The Committee for the Defense of the Revolution has started hassling Abuela about Mom.		
Havana <i>la Havana</i>		the capital city of Cuba 	her parents sent her to live with her great-aunt in Havana		
irreversible <i>irreversible</i>		impossible to change	Something inside me is changing, something chemical and irreversible.		
jail <i>cárcel</i>		prison; a place for criminals 	the political prisoners who've been in jail here almost twenty years		
lambastes <i>critica severamente</i>		criticizes; says bad things about someone or something	Mom eavesdrops on Abuela and me then lambastes us.		
linen <i>lienzo</i>		cotton cloth; cotton material; cotton fabric	He wore a crisp linen suit.		

Word and Translation	Rewrite the Word	English Definition	Example From the Text	Your Example	Is It a Cognate?
loyalty <i>fidelidad</i>		allegiance; faithfulness 	See! <i>That's</i> their loyalty to the revolution!		
mysterious <i>misterioso</i>		not known; cannot explain	the orchids growing from the trunk of the mysterious ceiba trees		
paintings <i>pinturas</i>		pictures; art	I wonder what El Líder would think of my paintings.		
parody <i>parodia</i>		a poor copy of a real thing	Cuba was a pathetic place, a parody of a country.		
pathetic <i>patético</i>		sad	Cuba was a pathetic place, a parody of a country.		
photograph <i>fotografía</i>		picture made from a camera; photo	She shows me his photograph, too. It's very well preserved.		
pipes <i>tubos</i>		tubes 	The ocean is warmer than what comes out of her pipes.		
plight <i>situación</i>		being in trouble without much hope of escaping it	the plight of the <i>plantados</i> , the political prisoners who've been in jail here almost twenty years		
poem poema		piece of writing	Abuela knows each poem by heart, and recites them quite dramatically.		

Word and Translation	Rewrite the Word	English Definition	Example From the Text	Your Example	Is It a Cognate?
poets <i>poetas</i>		people who write poems	before they started arresting poets		
preserved <i>preservado</i>		protected; kept in good condition; like new	She shows me his photograph, too. It's very well preserved.		
prisoners <i>presos</i>		people in prison or jail 	the political prisoners who've been in jail here almost twenty years		
profits <i>ganancias</i>		money that a business makes 	all the profits went to a few Cubans		
progressive <i>progresivo</i>		new	Her parents sent her to live with her great-aunt in Havana, who raised her with progressive ideas.		
quotes <i>citar</i>		repeats the exact words	she quotes me something El Líder said in the early years		
respond <i>responder</i>		react	There's something about the vegetation that I respond to instinctively.		

Word and Translation	Rewrite the Word	English Definition	Example From the Text	Your Example	Is It a Cognate?
revolution <i>revolución</i>		a very big change in government (or a very big change in the way we do things) 	before the revolution, Cuba was a pathetic place		
sink <i>fregadero</i>		water basin in a kitchen or bathroom 	Mom is taking several showers a day, then rinsing her clothes in the sink and putting them on damp to cool herself off.		
sooner or later <i>eventualmente</i>		eventually; at some time in the future	Sooner or later I'd have to return to New York.		
standards <i>normas</i>		ideas about something	He'd be good-looking by today's standards, well built with a full beard and kind eyes.		
stretch pants <i>pantalones elásticos</i>		pants made from material that expands (such as lycra or spandex) 	I'll need to get a pair of those neon stretch pants		

Word and Translation	Rewrite the Word	English Definition	Example From the Text	Your Example	Is It a Cognate?
swing <i>columpio</i>		a seat that moves back and forth 	Abuela gets up from her swing and walks away.		
trunk <i>tronco</i>		the main stem of a tree 	the orchids growing from the trunk of the mysterious ceiba trees		
ultimate <i>máxima</i>		greatest; best	Art... is the ultimate revolution.		
unusually <i>extraordinariamente</i>		not usual, not normal, uncommon	Abuela tells me it's been unusually hot for April.		
veins <i>venas</i>		small tubes in the body that carry blood to the heart 	There's a magic here working its way through my veins.		
vegetation		plants	There's something about the vegetation		

<b>Word and Translation</b>	<b>Rewrite the Word</b>	<b>English Definition</b>	<b>Example From the Text</b>	<b>Your Example</b>	<b>Is It a Cognate?</b>
<i>vegetación</i>			that I respond to instinctively.		
wake up <i>despertarse</i>		stop sleeping	I wake up feeling different.		
warmer <i>más caliente</i>		More than warm	The ocean is warmer than what comes out of her pipes.		

# STUDENT VERSIONS OF LESSONS

## DREAMING IN CUBAN LESSON ONE

### TEXT

Abuela talks to me as I paint. She tells me that before the revolution Cuba was a pathetic place, a parody of a country. There was one product, sugar, and all the profits went to a few Cubans, and, of course, to the Americans. Many people worked only in winter, harvesting the sugarcane. In the summer it was the *tiempo muerto*, the dead time, and the *campesinos* barely escaped starvation. Abuela says she was saved because her parents sent her to live with her great-aunt in Havana, who raised her with progressive ideas. Freedom, Abuela tells me, is nothing more than the right to a decent life.

Mom eavesdrops on Abuela and me then lambastes us with one of her sixty-odd diatribes when she doesn't like what she hears. Her favorite is the plight of the *plantados*, the political prisoners who've been in jail here almost twenty years. "What were their crimes?" she shouts at us, pushing her face close to ours. Or the question of retribution. "Who will repay us for our homes, for the lands the Communists stole from us?" And religion. "Catholics are persecuted, treated like dogs!" But Abuela doesn't argue with Mom. She just lets her talk and talk. When Mom starts to go too haywire, Abuela gets up from her swing and walks away.

### 1. PRE-ASSESSING AND RECORDING COMPREHENSION

#### INSTRUCTIONS FOR STUDENTS:

Listen and follow along as your teacher reads a short section of the text and some comprehension questions. You may be asked to read the text on your own. Try your best to answer the questions. Do not worry if you cannot answer all of them. You will be learning more about this section of text soon!

Abuela talks to me as I paint. She tells me that before the revolution Cuba was a **pathetic** place, a parody of a country. There was one product, sugar, and all the **profits** went to a **few** Cubans, and, of course, to the Americans. Many people worked only in **winter**, harvesting the sugarcane. In the summer it was the *tiempo muerto*, the dead time, and the *campesinos* barely escaped **starvation**. Abuela says she was saved because her parents sent her to live with her great-aunt in **Havana**, who raised her with **progressive** ideas. Freedom, Abuela tells me, is nothing more than the right to a **decent life**.

**WORD BANK**

place	profits	few	pathetic
Havana	winter	starvation	progressive
life	decent		

**QUESTIONS:**

1. *What does Abuela say about Cuba?*  
Before the revolution, Cuba was a \_\_\_\_ \_\_\_\_.
2. *Why was Cuba a pathetic place?*  
All the \_\_\_\_ from sugar production went to a \_\_\_\_ Cubans and Americans.
3. *What happened to the campesinos who harvested the sugar cane?*  
Many *campesinos* only worked in \_\_\_\_\_. They barely escaped \_\_\_\_\_.
4. *What saved Abuela?*  
Abuela's parents sent her to \_\_\_\_\_ to live with her great-aunt.  
Abuela's great-aunt raised her with \_\_\_\_\_ ideas.
5. *What does Abuela say about freedom?*  
Freedom is the right to a \_\_\_\_\_ \_\_\_\_.

**2. PREVIEWING TEXT****INSTRUCTIONS FOR STUDENTS:**

Your teacher will ask you questions about the title to help you connect the title to the text.

**QUESTIONS:**

1. *What does dreaming mean?*
2. *What is Cuba? What is Cuban?*
3. *What do you think Dreaming in Cuban might mean?*
4. *What do you think Dreaming in Cuban might be about?*

### 3. REVIEWING STANDARDS AND OBJECTIVES

#### INSTRUCTIONS FOR STUDENTS:

Listen as your teacher reviews the standards and objectives. If you have questions about what they mean, please ask. After your teacher has presented the objectives, put them in your own words for your partner.

#### Common Core Learning Standard:

RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

#### Student Content Objective:

I will be able to answer questions about the text by **using information that is stated** (written) **in the text** (explicit information) and by **drawing inferences from the text** (coming up with answers from the text that are not **stated** [written] in the text).

#### Language Proficiency Standard<sup>9</sup>

*Insert language proficiency standards here.*

#### Student Language Proficiency Objective:

I will be able to ...

### 4. ENHANCING BACKGROUND KNOWLEDGE

#### PART A: THE CUBAN REVOLUTION

#### INSTRUCTIONS FOR STUDENTS:

- Look at the guiding question.
- Read a short text about the Cuban Revolution. The words in **bold** are defined for you.
- Work with a partner to answer the supplementary questions.
- Discuss your responses as a class when you finish.

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<sup>9</sup> Teachers should complete this section based on the language proficiency standards they want to meet.

## Cuba



Map of Cuba and surrounding countries



Map of Cuba



Havana (capital city of Cuba)



Countryside of Cuba

**GUIDING QUESTIONS:** *What was the reason for the Cuban Revolution? Did the Cuban Revolution accomplish its goals?*

### Cuban Revolution

**Cuba** is an island country in the Caribbean. **Havana** is the capital of Cuba and it is the largest city in Cuba. The **Cuban Revolution** was an important event in the history of Cuba.

The **Cuban Revolution** was a **civil war** (a war among people in Cuba). Fidel Castro (*El Líder*) led a **movement** to change the government of Cuba.

### Vocabulary

*civil war* – a war within a country; a war where people from the same country fight each other

*Cuba* – an island country in the Caribbean

<p>Fidel Castro and the <b>rebels</b> fought against the government for many years. Finally, in 1959, they <b>defeated</b> the <b>dictator</b> of <b>Cuba</b> and Fidel Castro became the new leader of <b>Cuba</b>.</p> <p>The <b>revolution</b> started because many people in <b>Cuba</b> were poor and hungry. They wanted to change the government so they could have a better life.</p> <p>When Fidel Castro became leader, he <b>instituted</b> a Communist government. The government <b>nationalized</b> a lot of the land and businesses in Cuba. The government took over all of the property owned by foreigners (mostly Americans). The government also took over large pieces of land and companies selling sugar, beverages, transportation, coffee, drugs, and other products, regardless of who owned them.</p> <p>The government made some improvements to health care, housing and education. However, many <b>Cubans</b> were still very poor. People who <b>opposed</b> Castro’s government were <b>persecuted</b>. Also, some people were persecuted for their religion.</p> <p>After the <b>Cuban Revolution</b>, many <b>Cubans</b> left <b>Cuba</b>. They went to the United States to escape (or get away from) persecution and to have a better life.</p> <p>Many <b>Cubans</b>, even people within the same family, do not agree about the <b>Cuban Revolution</b>. Some <b>Cubans</b> think that the revolution improved life in <b>Cuba</b>. Other <b>Cubans</b> think that the revolution did not improve <b>Cuba</b>. They feel that people are still poor and they are not free to express their ideas.</p>	<p><i>Cuban</i> – person from Cuba</p> <p><i>Cuban Revolution</i> – a civil war in Cuba</p> <p><i>defeated</i> – won a battle</p> <p><i>dictator</i> – ruler</p> <p><i>El Líder</i> – the leader</p> <p><i>Havana</i> – capital city of Cuba</p> <p><i>instituted</i> – established; put in place</p> <p><i>movement</i> – group of people with a common goal</p> <p><i>nationalized</i> – brought under government control</p> <p><i>opposed</i> – were against; resisted</p> <p><i>persecuted</i> – treated poorly; harassed</p> <p><i>rebels</i> – people who fight the government</p> <p><i>revolution</i> – a very big change</p>
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**WORD BANK**

Fidel Castro	better	poor	life
land	property	companies	health care
education	religion	housing	opposed
improved	hungry	not	
change	civil war	persecution	

**SUPPLEMENTARY QUESTIONS:**

- What was the Cuban Revolution?*  
The Cuban Revolution was a \_\_\_\_\_ in Cuba.
- Why did people start the Cuban Revolution?*  
People were \_\_\_\_\_ and \_\_\_\_\_.  
People wanted to \_\_\_\_\_ the government so they could have a \_\_\_\_\_ life.
- Who became the new leader of Cuba?*  
\_\_\_\_\_ became the new leader of Cuba.
- What did the government take over?*  
The government took over all of the \_\_\_\_\_ owned by foreigners.  
The government took over large pieces of \_\_\_\_\_.  
The government took over \_\_\_\_\_ selling sugar, beverages, transportation, coffee, drugs, and other products.
- What did the government improve?*  
The government improved \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.
- Who did the government persecute?*  
The government persecuted people who \_\_\_\_\_ the government.  
The government persecuted people because of their \_\_\_\_\_.
- Why did many Cubans go to the United States after the Cuban Revolution?*  
Many Cubans went to the United States to escape \_\_\_\_\_ and to have a better \_\_\_\_\_.
- Why do Cubans disagree about the Cuban Revolution?*  
Some Cubans think that the Cuban Revolution \_\_\_\_\_ life in Cuba.  
Other Cubans think that the Cuban Revolution did \_\_\_\_\_ improve life in Cuba.

**RESPONSES TO GUIDING QUESTIONS:** *What was the reason for the Cuban Revolution?*  
*Did the Cuban Revolution accomplish its goals?*

**PART B: THE BOOK DREAMING IN CUBAN****INSTRUCTIONS FOR STUDENTS:**

- Look at the guiding question.

- Read the summary below about the book *Dreaming in Cuban*.
- The words in **bold** are defined for you.
- Work with a partner to answer the supplementary questions.
- Discuss your responses as a class when you finish.

**GUIDING QUESTIONS:** *Who are the main characters in Dreaming in Cuban? Where did each character grow up? Where does each character live now?*

### Summary

*Dreaming in Cuban* **illustrates** the **Cuban** American **immigrant** experience. In the story, a young woman looks for **cultural identity** as a bilingual and bicultural Latina.<sup>10</sup>

*Dreaming in Cuban* describes the lives of three **generations** of women:

- Pilar (young woman)
- Pilar’s mother (Mom)
- Pilar’s grandmother (Abuela)

Pilar’s grandmother lived in **Cuba** her whole life. Pilar’s mother was **tortured** by the **revolutionaries** in **Cuba** and she escaped to the United States.

Pilar, the **narrator** of the story, lives in Brooklyn with her mother.

In the story, Pilar describes a visit to her grandmother’s house in Cuba.

### Vocabulary

*Cuba* – an island country in the Caribbean

*Cuban* – a person from Cuba

*cultural identity* – a feeling of belonging

*generations* – people who are around the same age

*illustrates* – shows

*immigrant* – someone from another country

*narrator* – the person telling the story

*revolutionaries* – people who are part of a revolution; rebels

*tortured* – made to experience great pain

<sup>10</sup> This text is adapted from a summary prepared by e-notes and found at: <http://www.enotes.com/topics/dreaming-cuban>

**WORD BANK**

Brooklyn	Brooklyn	Pilar	tells
mother	grandmother	Cuba	tortured
Cuba			

**SUPPLEMENTARY QUESTIONS:**

1. *Who are the three women in Dreaming in Cuban?*  
The three women are Pilar, Pilar's \_\_\_\_\_, and Pilar's \_\_\_\_\_.
2. *Where does Pilar's grandmother live?*  
Pilar's grandmother lives in \_\_\_\_\_.
3. *Why did Pilar's mother leave Cuba?*  
Pilar's mother was \_\_\_\_\_ by the revolutionaries in Cuba.
4. *Where does Pilar's mother live now?*  
Pilar's mother lives in \_\_\_\_\_.
5. *Where does Pilar live?*  
Pilar lives in \_\_\_\_\_.
6. *Who is the narrator in Dreaming in Cuban?*  
The narrator is \_\_\_\_\_.
7. *What is a narrator?*  
The narrator is the person \_\_\_\_\_ the story.
8. *Where is Pilar in the story?*  
Pilar is at her grandmother's house in \_\_\_\_\_.

**RESPONSES TO GUIDING QUESTIONS:** *Who are the main characters in Dreaming in Cuban? Where did each character grow up? Where does each character live now?*

**PART C: MAIN CHARACTERS****INSTRUCTIONS FOR STUDENTS:**

- Fill in the graphic organizer to summarize the attributes of the main characters from *Dreaming in Cuban*.
- Fill in as much as you can using the information from the summary in Part B.
- Fill in the rest of the graphic organizer as you read the story *Dreaming in Cuban*.

GRAPHIC ORGANIZER: MAIN CHARACTERS

Character	Pilar	Pilar's mother	Pilar's grandmother
1. Character's name in the story			
2. Where the character grew up			
3. Where the character lives now			
4. How the character feels about Cuba (below give examples from the text)			
• Example from the text			
• Example from the text			
• Example from the text			

5. ACQUIRING AND USING VOCABULARY

**PART A: REVIEW STUDENT GLOSSARY**

INSTRUCTIONS FOR STUDENTS:

- Review the glossary with your teacher.
- The glossary will help you during close reading of the text.
- As you encounter a bolded word in the text, rewrite it in the space provided.
- If your home language shares cognates with English, note whether the word is a cognate.

**PART B: PRE-TEACH KEY VOCABULARY**

INSTRUCTIONS FOR STUDENTS:

- Your teacher will pre-teach key words.
- Listen as your teacher explains each word.
- Talk to your partner.

<b>profits</b>	<i>ganancias</i>



The customers pay money.



The store owners make profits.

**Picture:** Look at the picture. The customers pay money to buy something at the store. The person who owns the store collects the money. Some of this money is profits.

**Explanation:** Let's talk about the word profits. Profits are money that a business earns. After the business pays the workers and pays all the bills, the money left over is called profits. All types of business can make profits—a big company, a farm, a supermarket, and even a lemonade stand.

**Partner talk:** If you had a store and earned profits, what would you do with your profits? Use this sentence frame: If my business earned profits, I would \_\_\_\_\_.

**Story connection:** In the text, Abuela tells Pilar about life in Cuba before the revolution. Abuela says, "There was one product, sugar, and all the profits went to a few Cubans, and, of course, to the Americans."

## 6. READING FOR KEY IDEAS AND DETAILS

INSTRUCTIONS FOR STUDENTS:

- Think about the guiding question.
- Listen and follow along as your teacher reads the text aloud.
- Work with a partner to answer the supplementary questions. Use the word bank to help you.
- Review the answers with the class.
- Write an answer to the guiding question(s).

**GUIDING QUESTION:** *What does Abuela say about Cuba?*

**Abuela** talks to me as I paint. She tells me that before the **revolution Cuba** was a pathetic place, a parody of a country. There was one product, sugar, and all the **profits** went to a few **Cubans**, and, of course, to the Americans. Many people worked only in winter, harvesting the sugarcane. In the summer it was the *tiempo muerto*, the dead time, and the *campesinos* barely escaped starvation. **Abuela** says she was saved because her parents sent her to live with her great-aunt in **Havana**, who raised her with **progressive** ideas. Freedom, **Abuela** tells me, is nothing more than the right to a decent life.

#### WORD BANK

Cuba	dead time	few	Pilar
pathetic place	profits	summer	winter
not	starvation	Havana	decent life

#### SUPPLEMENTARY QUESTIONS:

1. *Who is painting as the story begins?*  
\_\_\_\_\_ is painting.
2. *Abuela tells a story. Where does the story take place?*  
The story takes place in \_\_\_\_\_.
3. *What does Abuela say about Cuba before the revolution?*  
Before the revolution, Cuba was a \_\_\_\_\_.
4. *Why does Abuela say **Cuba was a pathetic place**?*  
All the \_\_\_\_\_ from sugar production went to a \_\_\_ Cubans and Americans.
5. *What was the *tiempo muerto*?*  
The *tiempo muerto* was the \_\_\_\_\_.
6. *Why was summer called the *tiempo muerto*?*  
Many people only worked in \_\_\_\_\_.  
Many people did \_\_\_ work in the summer.
7. *What happened to the *campesinos*?*  
The *campesinos* barely escaped \_\_\_\_\_.
8. *What saved Abuela?*  
Abuela's parents sent her to \_\_\_\_\_ to live with her great-aunt.
9. *What does Abuela say about freedom?*  
Freedom is the right to a \_\_\_\_\_.

**RESPONSE TO GUIDING QUESTION:** *What does Abuela say about Cuba?*

**GUIDING QUESTION:** *What does Mom say about Cuba?*

Mom eavesdrops on **Abuela** and me then **lambastes** us with one of her sixty-odd diatribes when she doesn't like what she hears. Her favorite is the plight of the **plantados**, the political **prisoners** who've been in **jail** here almost twenty years. "What were their crimes?" she shouts at us, pushing her face close to ours. Or the question of retribution. "Who will repay us for our homes, for the lands the Communists stole from us?" And religion. "Catholics are persecuted, **treated like dogs!**" But **Abuela** doesn't **argue** with Mom. She just lets her talk and talk. When Mom starts to go too haywire, **Abuela** gets up from her **swing** and walks away.

**WORD BANK**

shouts	Mom	political	lambastes
listens	pushing	eavesdrops	prisoners
jail	not	crimes	not
Communists	talk	poorly	
talk	walks away		

**SUPPLEMENTARY QUESTIONS:**

1. *Who enters the story?*  
\_\_\_ enters the story.
2. *In the story, what does Mom do?*  
Mom \_\_\_\_\_ on Abuela and Pilar.
3. *What do you think "eavesdrops" means? (Look at the clues in the story.)*  
I think eavesdrops means \_\_\_\_\_ or overhears.
4. *How do you know Mom is upset?*  
The story says Mom \_\_\_\_\_ us when she doesn't like what she hears.  
The story says Mom \_\_\_\_\_ at us, \_\_\_\_\_ her face close to ours.
5. *Who are the plantados?*  
The *plantados* are \_\_\_\_\_.
6. *What happened to the plantados?*  
The *plantados* have been in \_\_\_\_\_ almost twenty years.
7. *Does Mom think the plantados should be in jail? How do you know?*  
Mom does \_\_\_\_\_ think the *plantados* should be in jail.  
Mom says, "What are their \_\_\_\_\_?"
8. *Who stole the land and homes from the people?*  
The \_\_\_\_\_ stole the land and homes.

9. Why does Mom mean when she says Catholics are “treated like dogs”?

Mom thinks Catholics are treated \_\_\_\_\_.

10. Does Abuela agree with Mom? How do you know?

Abuela does \_\_\_ agree with Mom.

The story says Abuela does \_\_\_ argue with Mom. She lets Mom \_\_\_ and \_\_\_\_.

The story says Abuela \_\_\_\_\_.

**RESPONSE TO GUIDING QUESTION:** *What does Mom say about Cuba?*

## 7. ANNOTATING FOR KEY IDEAS AND DETAILS

### INSTRUCTIONS FOR STUDENTS:

Now reread the passage once more. Star up to five words you still don't understand and write them in the spaces. Underline sections of the text that still confuse you and prepare questions about these sections. After a few minutes, your classmates and teacher will help you define the words you do not know and answer the questions you have.

1) Write up to five words, phrases, or sentences you don't understand. (A phrase is a group of words.)

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- 
- 
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2) Write questions for the parts of the section of text that you still don't understand.

- Example: I don't understand why Mom does not like Cuba.
- I don't understand .....
- When \_\_\_\_\_ said \_\_\_\_\_, I didn't understand what that meant.
- The part where \_\_\_\_\_ is not clear to me.
- Why did \_\_\_\_\_ (person's name)  
\_\_\_\_\_ (what they did, said, or wanted.)
- \_\_\_\_\_
- \_\_\_\_\_

## 8. REVISITING THE TEXT FOR CRAFT AND STRUCTURE/INTEGRATION OF KNOWLEDGE AND IDEAS

### Part A

#### INSTRUCTIONS FOR STUDENTS:

During this close reading, you will be answering questions about craft and structure. Work with a partner to answer the questions. Use the word bank and sentence frames to complete your answers to the questions, as needed. Your teacher will review the answers with the class.

#### WORD BANK

trouble	negative	not	jail
crimes	negative	poorly	hope
treated like dogs	lambastes	repayment	shouts
talks	pushing	criticizes	sad
talks	speech	criticizes	repay
copy	attack	paying someone back	

#### QUESTIONS:

- A) *Abuela said Cuba was a **pathetic** place, a **parody** of a country. What does **pathetic** mean? What does **parody** mean?*  
 Pathetic means \_\_\_\_.  
 Parody means a poor \_\_\_\_ of a real thing.

B) *How do the words **pathetic** and **parody** help you understand how Abuela felt about Cuba before the revolution?*  
 Pathetic and parody are words that convey \_\_\_\_\_ feelings.  
 Abuela had \_\_\_\_\_ feelings about Cuba before the revolution.
- A) *The story says, “Mom eavesdrops on Abuela and me then **lambastes** us with one of her sixty-odd diatribes when she doesn’t like what she hears.” What does **lambastes** mean?*  
 Lambastes means \_\_\_\_\_.

B) *What clues tell us why Mom **lambastes** Abuela and Pilar?*  
 The story says Mom lambastes them when she does \_\_\_\_ like what she hears.

C) *What do you think **diatribe** means? (Look at the clues in the story.)*  
 I think diatribe means a \_\_\_\_\_ or \_\_\_\_\_.  
 I think this because lambastes means \_\_\_\_\_.
- A) *The story describes “the **plight** of the plantados, the political prisoners.” What does **plight** mean?*  
 Plight means being in \_\_\_\_\_ without much hope of escaping it.

B) *Why is **plight** a good word to describe the plantados (political prisoners)?*

The *plantados* (political prisoners) have been in \_\_\_\_ for almost twenty years.  
The *plantados* (political prisoners) have little \_\_\_\_ of getting out of jail.  
Mom says, "What were their \_\_\_\_\_?"

4. Mom talks about "the question of **retribution**." What do you think **retribution** means? (Look at the clues in the story.)

I think retribution means \_\_\_\_\_ or \_\_\_\_\_.

I think this because Mom says, "Who will \_\_\_\_ us for our homes, for the lands the Communists stole from us?"

5. Mom says, "Catholics are **persecuted**" in Cuba. What clues are in the story about the meaning of the word **persecuted**?

Mom says Catholics are "\_\_\_\_\_".

"Treated like dogs" means treated \_\_\_\_\_.

6. What clues are in the story about the meaning of the word **haywire**?

The story says Mom \_\_\_\_\_ us.

The story says Mom \_\_\_\_\_ at us, \_\_\_\_\_ her face close to ours.

The story says Mom \_\_\_\_\_ and \_\_\_\_\_.

## PART B

### INSTRUCTIONS FOR STUDENTS:

- Reread the paragraph on the next page.
- Think about which character is the focus of each sentence (Mom or Abuela). In other words, who is doing the action or saying something in each sentence?
- Work with a partner to fill in the graphic organizer.
- Next, work with a partner to answer the questions. Use the word bank and sentence frames to complete your answers to the questions, as needed.
- Your teacher will review the answers with the class.

Mom eavesdrops on **Abuela** and me then **lambastes** us with one of her sixty-odd diatribes when she doesn't like what she hears. Her favorite is the plight of the *plantados*, the political **prisoners** who've been in **jail** here almost twenty years. "What were their crimes?" she shouts at us, pushing her face close to ours. Or the question of retribution. "Who will repay us for our homes, for the lands the Communists stole from us?" And religion. "Catholics are persecuted, **treated like dogs!**" But **Abuela** doesn't **argue** with Mom. She just lets her talk and talk. When Mom starts to go too haywire, **Abuela** gets up from her **swing** and walks away.

## GRAPHIC ORGANIZER

Number	Sentence	Who is the focus of the sentence? (Mom or Abuela)
1	Mom eavesdrops on <b>Abuela</b> and me then <b>lambastes</b> us with one of her sixty-odd diatribes when she doesn't like what she hears.	
2	Her favorite is the plight of the <i>plantados</i> , the political <b>prisoners</b> who've been in <b>jail</b> here almost twenty years.	
3	"What were their crimes?" she shouts at us, pushing her face close to ours.	
4	Or the question of retribution. "Who will repay us for our homes, for the lands the Communists stole from us?"	
5	And religion. "Catholics are persecuted, <b>treated like dogs!</b> "	
6	But <b>Abuela</b> doesn't <b>argue</b> with Mom.	
7	She just lets her talk and talk.	
8	When Mom starts to go too haywire, <b>Abuela</b> gets up from her <b>swing</b> and walks away.	

### WORD BANK

Abuela

Mom

but

Abuela

Mom

### QUESTIONS:

2. *Who is the focus in sentences 1–5?*

\_\_\_ is the focus.

3. *Who is the focus in sentences 6–8?*

\_\_\_\_\_ is the focus.

4. *How does the focus change in sentence 6?*

The focus changes from \_\_\_ to \_\_\_\_\_ in sentence 6.

5. *What word in sentence 6 tells us there is a change?*

The word \_\_\_ tells us there is a change.

## DREAMING IN CUBAN LESSON TWO

### TEXT

We've been in Cuba four days and Mom has done nothing but complain and chain-smoke her cigars late at night. She argues with Abuela's neighbors, picks fights with waiters, berates the man who sells ice cones on the beach. She asks everyone how much they earn, and no matter what they tell her, she says, "You can make ten times as much in Miami!" With her, money is the bottom line. Mom also tries to catch workers stealing so she can say, "See! *That's* their loyalty to the revolution!"

The Committee for the Defense of the Revolution has started hassling Abuela about Mom, but Abuela tells them to be patient, that she'll only be here a week. I want to stay longer, but Mom refuses because she doesn't want to give Cuba any more hard currency, as if our contributions will make or break the economy. (Mom is apoplectic because she has to pay for a hotel room and three meals a day even though we're staying with relatives.) "Their pesos are worthless! They let us visit because they need us, not the other way around!" Why did they let my mother in here, anyway? Don't these Cubans do their homework?

I keep thinking Mom is going to have a heart attack any minute. Abuela tells me it's been unusually hot for April. Mom is taking several showers a day, then rinsing her clothes in the sink and putting them on damp to cool herself off. Abuela doesn't get any hot water at her house. The ocean is warmer than what comes out of her pipes, but I'm getting used to cold showers. The food is another story, though, greasy as hell. If I stay much longer, I'll need to get a pair of those neon stretch pants all the Cuban women wear. I have to admit it's much tougher here than I expected, but at least everyone seems to have the bare necessities.

### 1. REVIEWING TEXT

#### INSTRUCTIONS FOR STUDENTS:

Take out your materials from our previous lesson. In pairs, discuss the following questions. Be prepared to share your answers with the class.

#### QUESTIONS:

1. *What is the title of the story we are reading?*
2. *Who are the three main characters in the story? What is their relationship to one another? (Use your graphic organizer.)*

3. *What do Mom and Abuela disagree about?*
4. *The first sentence of today's reading says, "We've been in Cuba four days and Mom has done nothing but complain." What has Mom complained about [based on the reading from Lesson One]?*

GRAPHIC ORGANIZER: MAIN CHARACTERS

Character	Pilar	Pilar's mother	Pilar's grandmother
<b>1. Character's name in the story</b>			
<b>2. Where the character grew up</b>			
<b>3. Where the character lives now</b>			
<b>4. How the character feels about Cuba</b> (below give examples from the text)			
• <b>Example from the text</b>			
• <b>Example from the text</b>			
• <b>Example from the text</b>			

## 2. REVIEWING STANDARDS AND OBJECTIVES

### INSTRUCTIONS FOR STUDENTS:

Listen and follow along as your teacher reviews the standards and objectives. If you have questions about what they mean, please ask. After your teacher has presented the objectives, put them in your own words for your partner.

### Common Core Learning Standard:

RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging or beautiful.

### Student Content Objective:

I will be able to **determine** (decide) the meanings of words and **phrases** (groups of words) in the story, including **figurative** (metaphorical, not literal) meanings.

### Language Proficiency Standard<sup>11</sup>

*Insert language proficiency standards here.*

### Student Language Proficiency Objective:

I will be able to ...

## 3. ENHANCING BACKGROUND KNOWLEDGE

### PART A: THE COMMITTEES FOR THE DEFENSE OF THE REVOLUTION

#### INSTRUCTIONS FOR STUDENTS:

- Look at the guiding question.
- Read the short text below about the Committees for the Defense of the Revolution in Cuba. The words in **bold** are defined for you.
- Work with a partner to answer the supplementary questions.
- Discuss your responses as a class when you finish.

**GUIDING QUESTION:** *What are the main responsibilities of the Committees for the Defense of the Revolution?*

<sup>11</sup> Teachers should complete this section based on the language proficiency standards they want to meet.

**The Committees for the Defense of the Revolution**



The **Committees for the Defense of the Revolution** are a system of neighborhood **committees** in Cuba.

After the **Cuban Revolution**, Fidel Castro **established** the **Committees for the Defense of the Revolution** to be the “eyes and ears” of the government. The neighborhood **committees monitor** the activities of every person in their neighborhood. If people in the neighborhood do something or say something that **criticizes** the Revolution, the **committee reports** them to the government.

The neighborhood **committees** are also **responsible for organizing** community activities (such as festivals and volunteer projects) and **promoting** social welfare (such as vaccination campaigns, blood banks, and recycling).

**Vocabulary**

*committee* – group of people

*Committees for the Defense of the Revolution* – neighborhood committees in Cuba

*criticizes* – says bad things about something or someone

*Cuban Revolution* – a civil war in Cuba

*established* – started; instituted

*monitor* – watch; observe

*organizing* – getting together; arranging

*promoting* – supporting

*reports* – tells on someone

*responsible for* – in charge of

**WORD BANK**

report	monitor	organize	watch
promote	listen	neighborhood committees	

**SUPPLEMENTARY QUESTIONS:**

1. *What are the Committees for the Defense of the Revolution?*  
The Committees for the Defense of the Revolution are a system of \_\_\_\_\_  
\_\_\_\_\_.
2. *What do the neighborhood committees do?*  
The neighborhood committees \_\_\_\_\_ the activities of every person in the neighborhood.
3. *What does it mean to say that the Committees for the Defense of the Revolution are the “eyes and ears” of the government?*  
The committees \_\_\_\_\_ and \_\_\_\_\_ to what people in the neighborhood do and say.
4. *What happens if people criticize the Revolution?*  
If people criticize the Revolution, the committee will \_\_\_\_\_ them to the government.
5. *What other responsibilities do the neighborhood committees have?*  
The neighborhood committees \_\_\_\_\_ community events and \_\_\_\_\_ social welfare.

**RESPONSE TO GUIDING QUESTION:** *What are the main responsibilities of the Committees for the Defense of the Revolution?*

**4. ACQUIRING AND USING VOCABULARY**

**INSTRUCTIONS FOR STUDENTS:**

- Your teacher will pre-teach key words.
- Listen as your teacher explains each word.
- Talk to your partner.

**loyalty**

*fidelidad*



The soldiers are showing loyalty to their country. They are saluting the flag.

**Picture:** Look at the picture. The soldiers are standing tall. They are saluting the flag. They are showing that they are faithful to their country. They are willing to fight for their country.

**Explanation:** Let's talk about the word loyalty. Loyalty means being faithful or showing allegiance to someone or something. For example, when we say, "I pledge allegiance to the flag," we are stating our loyalty to the flag and to our country.

**Partner talk:** We can show loyalty to someone or something. For example, a dog can show loyalty to its owner. Tell your partner someone or something you show loyalty to. Explain how you show loyalty. Use these sentence frames:

I show loyalty to \_\_\_\_\_.

I show my loyalty by \_\_\_\_\_.

**Story connection:** In the text, Mom tries to catch workers stealing so she can say, "See! *That's* their loyalty to the revolution!" Mom is talking about the loyalty that workers feel toward the Cuban Revolution.

## 5. READING FOR KEY IDEAS AND DETAILS

INSTRUCTIONS FOR STUDENTS:

- Think about the guiding question.
- Listen and follow along as your teacher reads the text aloud.
- Work with a partner to answer the supplementary questions. Use the word bank to help you.
- Review the answers with the class.

**GUIDING QUESTIONS:** *How does Mom feel about Cuba? How do you know?*

We've been in **Cuba** four days and Mom has done nothing but **complain** and chain-smoke her cigars late at night. She **argues** with **Abuela's** neighbors, picks fights with waiters, berates the man who sells ice cones on the beach. She asks everyone how much they earn, and no matter what they tell her, she says, "You can make ten times as much in Miami!" With her, money is the bottom line. Mom also tries to catch workers stealing so she can say, "See! *That's* their **loyalty** to the **revolution!**"

**WORD BANK**

four	berates	money	smoking
picks fights	ten times	money	ten times
stealing	complaining	angry	

**SUPPLEMENTARY QUESTIONS:**

1. *How long have Pilar and Mom been in Cuba?*  
They have been in Cuba for \_\_\_\_\_ days.
2. *What has Mom been doing since they arrived in Cuba?*  
Mom has been \_\_\_\_\_ and \_\_\_\_\_.
3. *How does Mom act toward the people in Cuba?*  
Mom \_\_\_\_\_ with Abuela’s neighbors, \_\_\_\_\_ with waiters, and \_\_\_\_\_ the man who sells ice cones on the beach.
4. *What does Mom ask everyone?*  
Mom asks everyone how much \_\_\_\_\_ they earn.
5. *What does Mom tell everyone?*  
Mom says, “You can make \_\_\_\_\_ as much in Miami!”
6. *What does Mom try to catch workers doing?*  
Mom tries to catch workers \_\_\_\_\_.
7. *How can we describe Mom? (Look at the clues in the story.)*  
Mom is \_\_\_\_\_ and upset.  
\_\_\_\_\_ is important to Mom.

**RESPONSES TO GUIDING QUESTIONS:** *How does Mom feel about Cuba? How do you know?*

**GUIDING QUESTION:** *Why does Mom want to leave Cuba?*

The Committee for the Defense of the Revolution has started **hassling Abuela** about Mom, but **Abuela** tells them to be patient, that she’ll only be here a week. I want to stay longer, but Mom refuses because she doesn’t want to give **Cuba** any more hard **currency**, as if our **contributions** will make or break the **economy**. (Mom is apoplectic because she has to pay for a hotel room and three meals a day even though we’re staying with relatives.) “Their **pesos** are worthless! They let us visit because they need us, not the other way around!” Why did they let my mother in here, anyway? Don’t these **Cubans** do their homework?

**WORD BANK**

bothering	patient	currency	stay calm
week	money	wait	stay

requires	pay	pay	complaining
money	leave	worthless	
Committee for the Defense of the Revolution			

### SUPPLEMENTARY QUESTIONS:

1. *Who has started hassling Abuela?*  
The \_\_\_\_\_ has started hassling Abuela.
2. *What does "hassling" mean?*  
Hassling means \_\_\_\_\_ someone.
3. *Why is the Committee hassling Abuela about Mom?*  
The Committee is hassling Abuela because Mom is \_\_\_\_\_ about Cuba.
4. *What does Abuela tell the Committee?*  
Abuela tells them to be \_\_\_\_\_ .
5. *What does it mean to "be patient"? (Look at the clues in the story.)*  
It means \_\_\_\_\_ or \_\_\_\_\_ .
6. *How long are Mom and Pilar going to be in Cuba?*  
They are going to be in Cuba for a \_\_\_\_\_.
7. *What does Pilar want to do?*  
Pilar wants to \_\_\_\_\_ longer in Cuba.
8. *What does Mom want to do?*  
Mom wants to \_\_\_\_\_ Cuba.
9. *Why does Mom want to leave Cuba?*  
Mom doesn't want to give Cuba any more hard \_\_\_\_\_ .
10. *What is hard currency?*  
Hard currency is \_\_\_\_\_ .
11. *"Apoplectic" means very angry. Why is Mom angry?*  
Mom is angry because she has to \_\_\_\_\_ for a hotel room and three meals a day even though she is staying with relatives.
12. *Why does Mom have to pay for a hotel room and three meals a day?*  
The Cuban government \_\_\_\_\_ Mom to \_\_\_\_\_.
13. *Mom says, "They let us visit because they need us." What does she mean?*  
The Cuban government lets us visit because they need the \_\_\_\_\_.

14. Why does Mom say the Cuban government needs the money?

Mom says, "Their pesos are \_\_\_\_\_!"

**RESPONSE TO GUIDING QUESTION:** *Why does Mom want to leave Cuba?*

**GUIDING QUESTIONS:** *How does Pilar feel about Cuba? How do you know?*

I keep thinking Mom is going to have a heart attack any minute. **Abuela** tells me it's been **unusually** hot for April. Mom is taking several showers a day, then rinsing her clothes in the **sink** and putting them on **damp** to cool herself off. **Abuela** doesn't get any hot water at her house. The ocean is **warmer** than what comes out of her **pipes**, but I'm getting used to cold showers. The food is another story, though, greasy as hell. If I stay much longer, I'll need to get a pair of those neon **stretch pants** all the **Cuban** women wear. I have to **admit** it's much tougher here than I expected, but at least everyone seems to have the **bare** necessities.

**WORD BANK**

gained weight	hot	essential	survive
tougher	cool herself off	greasy	getting used to
gain weight	stretch pants	doesn't	heart attack
showers			

**SUPPLEMENTARY QUESTIONS:**

1. *What does Pilar keep thinking?*  
Pilar keeps thinking Mom is going to have a \_\_\_\_\_.
2. *What has the weather been like in Cuba?*  
The weather has been unusually \_\_\_\_\_.
3. *What evidence in the story shows that it is "unusually hot"?*  
The story says Mom is taking several \_\_\_\_\_ a day, then rinsing her clothes in the sink and putting them on damp to \_\_\_\_\_.
4. *The water at Abuela's house is cold. How do you know?*  
The story says Abuela \_\_\_\_\_ get any hot water at her house.
5. *How does Pilar react to the cold showers at Abuela's house?*  
Pilar is \_\_\_\_\_ cold showers.
6. *How does Pilar react to the food in Cuba?*  
Pilar says the food is \_\_\_\_\_ as hell.
7. *What is Pilar's concern about the greasy food in Cuba?*  
Pilar is concerned that she will \_\_\_\_\_ from eating the greasy food.
8. *What do all the Cuban women wear?*

All the Cuban women wear neon \_\_\_\_\_.

9. *Why will Pilar need stretch pants?*

Pilar will stretch pants because she will have \_\_\_\_\_.

10. *How is Cuba different from what Pilar expected?*

It is much \_\_\_\_\_ than what Pilar expected.

11. *What does it mean when Pilar says, "at least everyone seems to have the bare necessities"?*

It means everyone seems to have the \_\_\_\_\_ things they need to \_\_\_\_\_  
(such as food, water, and shelter).

**RESPONSES TO GUIDING QUESTIONS:** *How does Pilar feel about Cuba? How do you know?*

## 6. ANNOTATING FOR KEY IDEAS AND DETAILS

### INSTRUCTIONS FOR STUDENTS:

Now reread the passage once more. Star up to five words you still don't understand and write them in the spaces. Underline sections of the text that still confuse you and prepare questions about these sections. After a few minutes, your classmates and teacher will help you define the words you do not know and answer the questions you have.

1) Write up to five words or phrases you still don't know:

- 
- 
- 
- 
- 

2) Write questions for the parts of the section of text that you still don't understand.

Example: *Why is Mom having a heart attack?*

- I don't understand .....
- When \_\_\_\_\_ said \_\_\_\_\_, I didn't understand what that meant.
- The part where \_\_\_\_\_ is not clear to me.
- Why did \_\_\_\_\_ (person's name)  
\_\_\_\_\_ (what they did, said, or wanted.)
- \_\_\_\_\_  
\_\_\_\_\_

## 7. REVISITING THE TEXT FOR CRAFT AND STRUCTURE/INTEGRATION OF KNOWLEDGE AND IDEAS

### INSTRUCTIONS FOR STUDENTS:

During this close reading, you will be answering questions about craft and structure. Work with a partner to answer the questions. Use the word bank and sentence frames to complete your answers to the questions, as needed. Your teacher will review the answers with the class.

### WORD BANK

Mom	not	complaining	Pilar
hot	arguing	picks fights	yells at
argues	scolds	main point	greasy
water	how much	used to	sink
differently	damp		

### SUPPLEMENTARY QUESTIONS:

1. The story says Mom **berates** the man who sells ice cones on the beach. What do you think **berates** means? (Look at the clues in the story.)  
I think berates means \_\_\_\_\_ or \_\_\_\_\_.  
I think this because the story says Mom \_\_\_\_\_ with Abuela's neighbors and \_\_\_\_\_ with waiters.
2. The story says money is the **bottom line** for mom. What do you think it means to say money is the **bottom line**? (Look at the clues in the story.)  
I think it means money is the \_\_\_\_\_.  
I think this because Mom asks everyone \_\_\_\_\_ they earn.
3. Why does Mom say, "See! That's their loyalty to the revolution!" when she catches workers stealing?  
Mom wants to show that the workers are \_\_\_ loyal to the revolution.
4. Who is speaking in the last four sentences of the second paragraph?  
\_\_\_ says, "Their pesos are worthless! They let us visit because they need us, not the other way around!"  
\_\_\_ says, "Why did they let my mother in here, anyway? Don't these Cubans do their homework?"
5. Why does Pilar say, "I keep thinking Mom is going to have a heart attack any minute"?  
Mom has been \_\_\_\_\_ about Cuba and \_\_\_\_\_ with people.  
The weather is unusually \_\_\_\_.

6. The story says Mom is **rinsing** her clothes in the sink and putting them on damp to cool herself off. Given the clues in the story, what do you think **rinsing** means?

I think rinsing means putting clothes in \_\_\_\_\_.

I think this because the clothes are in the \_\_\_\_\_ and the clothes are \_\_\_\_\_.

7. Pilar says, "the food is **another story**." What do you think it means to say the food is **another story**? (Look at the clues in the story.)

I think it means Pilar feels \_\_\_\_\_ about the food than the showers.

I think this because first Pilar says she is getting \_\_\_\_\_ cold showers, and then she says the food is \_\_\_\_\_ as hell.

## DREAMING IN CUBAN LESSON THREE

### TEXT

I wonder how different my life would have been if I'd stayed with my grandmother. I think about how I'm probably the only ex-punk on the island, how no one else has their ears pierced in three places. It's hard to imagine existing without Lou Reed. I ask Abuela if I can paint whatever I want in Cuba and she says yes, as long as I don't attack the state. Cuba is still developing, she tells me, and can't afford the luxury of dissent. Then she quotes me something El Líder said in the early years, before they started arresting poets. "Within the revolution, everything; against the revolution, nothing." I wonder what El Líder would think of my paintings. Art, I'd tell him, is the ultimate revolution.

Abuela gives me a box of letters she wrote to her onetime lover in Spain, but never sent. She shows me his photograph, too. It's very well preserved. He'd be good-looking by today's standards, well built with a full beard and kind eyes, almost professorial. He wore a crisp linen suit and a boater tilted slightly to the left. Abuela tells me she took the picture herself one Sunday on the Malecón.

She also gives me a book of poems she'd had since 1930, when she heard García Lorca read at the Principal de la Comedia Theater. Abuela knows each poem by heart, and recites them quite dramatically.

I've started dreaming in Spanish, which has never happened before. I wake up feeling different, like something inside me is changing, something chemical and irreversible. There's a magic here working its way through my veins. There's something about the vegetation, too, that I respond to instinctively—the stunning bougainvillea, the flamboyants and jacarandas, the orchids growing from the trunk of the mysterious ceiba trees. And I love Havana, its noise and decay and painted ladyness. I could happily sit on one of those wrought-iron balconies for days, or keep my grandmother company on her porch, with its ringside view of the sea. I'm afraid to lose all this, to lose Abuela Celia again. But sooner or later I'd have to return to New York. I know it's where I belong—not *instead* of here, but *more* than here. How can I tell my grandmother this?

## 1. REVIEWING TEXT

### INSTRUCTIONS FOR STUDENTS:

Take out your text from our previous lesson. In pairs, discuss the following questions. Be prepared to share your answers with the class using examples from the text.

**QUESTION:** *How do each of the main characters in the story feel about life in Cuba? How do you know (give examples)?*

### GRAPHIC ORGANIZER: MAIN CHARACTERS

Character	Pilar	Pilar's mother	Pilar's grandmother
1. Character's name in the story			
2. Where the character grew up			
3. Where the character lives now			
4. How the character feels about Cuba (below give examples from the text)			
• Example from the text			
• Example from the text			
• Example from the text			

## 2. REVIEWING STANDARDS AND OBJECTIVES

### INSTRUCTIONS FOR STUDENTS:

Listen and follow along as your teacher reviews the standards and objectives. If you have questions about what they mean, please ask. After your teacher has presented the objectives, put them in your own words for your partner.

### Common Core Learning Standard:

RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of a text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

### Student Content Objective:

I will be able to answer questions about the **themes or central ideas** (main ideas) from *Dreaming in Cuban*. I will **summarize the text** (restate the main ideas) in my own words.

Language Proficiency Standard<sup>12</sup>

*Insert language proficiency standards here.*

Student Language Proficiency Objective:

I will be able to ...

### 3. ENHANCING BACKGROUND KNOWLEDGE

#### PART A: FAMOUS QUOTE FROM FIDEL CASTRO

INSTRUCTIONS FOR STUDENTS:

- Look at the guiding question.
- Read the short text below about a famous quote from Fidel Castro. The words in **bold** are defined for you.
- Work with a partner to answer the supplementary questions.
- Discuss your responses as a class when you finish.

**GUIDING QUESTION:** *What did Fidel Castro mean when he said, “Within the revolution, everything; against the revolution, nothing”?*

#### Famous Quote from Fidel Castro

In June 1961, Fidel Castro (**El Líder**) called a meeting with Cuba’s important writers and **intellectuals**. During that meeting, he famously said, “Within the **revolution**, everything; against the **revolution**, nothing.” In other words, people could say everything they wanted to say to support the **revolution**, but people could say nothing to **oppose** the revolution. Castro was warning people that they could not publicly **criticize** the government.

#### Vocabulary

*criticize* – say bad things about something or someone

*El Líder* – the leader

*intellectuals* – thinkers, academics, professors

*oppose* – go against, resist

*revolution* – big change

#### WORD BANK

nothing

writers

everything

intellectuals

<sup>12</sup> Teachers should complete this section based on the language proficiency standards they want to meet.

**SUPPLEMENTARY QUESTIONS:**

3. *Who did Fidel Castro meet with?*  
Fidel Castro met with Cuba’s important \_\_\_\_\_ and \_\_\_\_\_.
4. *What did Fidel Castro say at the meeting?*  
Fidel Castro said, “Within the revolution, \_\_\_\_\_; against the revolution, \_\_\_\_\_.”

**RESPONSE TO GUIDING QUESTION:** *What did Fidel Castro mean when he said, “Within the revolution, everything; against the revolution, nothing”?*

**PART B: AUTHOR’S USE OF SPANISH LANGUAGE**

**INSTRUCTIONS FOR STUDENTS:**

- In *Dreaming in Cuban*, the author uses many words in Spanish in the text. Knowing the meaning of these words can help you understand the story and help you to appreciate the beauty of the author’s writing.
- Circle the words in Spanish in today’s reading.
- Answer questions with your teacher.
- Use the glossary to find translations for the Spanish words in the text.
- As you continue reading *Dreaming in Cuban*, you can add words to the glossary.

**QUESTIONS:**

1. *Circle the words in Spanish in today’s reading. Why do you think the author chose to use these words rather than translating the words into English?*
2. *Let’s look at some examples. In the story, Pilar says, “I ask Abuela if I can paint whatever I want in Cuba.” Why do you think the author refers to Pilar’s grandmother as Abuela?*
3. *In the story, Pilar says, “Abuela tells me she took the picture herself one Sunday on the Malecón.” Why do you think the author uses the word Malecón rather than saying boardwalk?*
4. *How do you think using these words in Spanish contributes to the beauty of the author’s writing?*

Spanish Word	English Translation	Example From the Text
<i>abuela</i>	grandmother	I ask Abuela if I can paint whatever I want in Cuba.
<i>campesinos</i>	people who live in the countryside	The campesinos barely escaped starvation.

<i>El Líder</i>	the leader (referring to Fidel Castro)	I wonder what El Líder would think of my paintings.
<i>malecón</i>	boardwalk 	Abuela tells me she took the picture herself one Sunday on the Malecón.
<i>pesos</i>	money 	Their pesos are worthless!
<i>plantados</i>	political prisoners 	the plight of the <i>plantados</i> , the political prisoners who've been in jail here almost twenty years
<i>tiempo muerto</i>	the dead time	In the summer it was the <i>tiempo muerto</i> , the dead time, and the <i>campesinos</i> barely escaped starvation.

#### 4. ACQUIRING AND USING VOCABULARY

##### INSTRUCTIONS FOR STUDENTS:

- Your teacher will pre-teach key words.
- Listen as your teacher explains each word.
- Talk to your partner.

**revolution**

*revolucion*



The people are united for a revolution.

**Picture:** Look at the picture. The hands are together and they are made into fists. This shows they are ready for a change.

**Explanation:** Let's talk about the word revolution. Revolution means a very big change. A revolution can be a change in government, such as the Cuban Revolution. A revolution can also be a change in the way we do things. For example, the technology revolution changed the way we do things. We use mobile phones now more than we use our home phones.

**Partner talk:** We did not have computers before the technology revolution and now we use computers for many things. What are some of the things we use computers for? Use this sentence frame: We use computers for \_\_\_\_\_.

**Story connection:** When Fidel Castro says, "Within the revolution, everything; against the revolution, nothing," he is talking about the Cuban Revolution. When Pilar says, "Art, I'd tell him, is the ultimate revolution," she is talking about a big change in general.

## 5. READING FOR KEY IDEAS AND DETAILS

### INSTRUCTIONS FOR STUDENTS:

Your teacher will ask you a guiding question, which you will think about as your teacher reads the text aloud to you. As your teacher reads the text aloud, listen and follow along in your text. After the text has been read aloud, you will be answering questions about the key ideas and details in the text. Work with a partner to answer the supplementary questions. If needed, use the word bank and sentence frames to complete your answers to the questions. Your teacher will review the answers with the class. You will then discuss the guiding question(s) with your teacher and the class. Finally, you will complete a written response to the guiding question(s).

**GUIDING QUESTION:** *How would Pilar's life be different if she had stayed with her grandmother?*

I wonder how different my life would have been if I'd stayed with my **grandmother**. I think about how I'm probably the only ex-punk on the island, how no one else has their ears pierced in three places. It's hard to imagine existing without Lou Reed. I ask **Abuela** if I can paint whatever I want in **Cuba** and she says yes, as long as I don't attack the state. **Cuba** is still developing, she tells me, and can't **afford** the luxury of dissent. Then she **quotes** me something **El Líder** said in the early years, before they started arresting **poets**. "Within the **revolution**, everything; against the **revolution**, nothing." I wonder what **El Líder** would think of my **paintings**. Art, I'd tell him, is the **ultimate revolution**.

**WORD BANK**

ex-punk	paint	paint	hassling
attacked	different	three	revolution
think	attack		

**SUPPLEMENTARY QUESTIONS:**

1. *What does Pilar wonder about?*  
Pilar wonders how \_\_\_\_\_ her life would have been if she had stayed with her grandmother.
2. *What makes Pilar different or unique?*  
Pilar is probably the only \_\_\_\_\_ on the island.  
Pilar has her ears pierced in \_\_\_\_\_ places.
3. *What does Pilar ask Abuela?*  
Pilar asks Abuela if she can \_\_\_\_\_ whatever she wants.
4. *What does Abuela say to Pilar?*  
Abuela says Pilar can \_\_\_\_\_ whatever she wants as long as she doesn't \_\_\_\_\_ the state.
5. *Based on what you read in Lesson Two, why do you think Abuela told Pilar not to attack the state?*  
The Committee for the Defense of the Revolution has started \_\_\_\_\_ Abuela about Mom.
6. *Based on what you read in Lesson One, why do you think poets were arrested?*  
I think poets were arrested because they \_\_\_\_\_ the state.
7. *What does Pilar wonder about near the end of the paragraph?*  
Pilar wonders what El Líder would \_\_\_\_\_ of her paintings.

8. *What would Pilar tell El Líder?*

Pilar would tell El Líder that art is the ultimate \_\_\_\_\_.

**RESPONSE TO GUIDING QUESTION:** *How would Pilar's life be different if she had stayed with her grandmother?*

**GUIDING QUESTION:** *What are the two things that Abuela gives to Pilar?*

**Abuela** gives me a box of letters she wrote to her onetime lover in Spain, but never sent. She shows me his **photograph**, too. It's very well **preserved**. He'd be good-looking by today's **standards**, well built with a full **beard** and kind eyes, almost professorial. He wore a crisp **linen** suit and a bowtie tilted slightly to the left. **Abuela** tells me she took the picture herself one Sunday on the **Malecón**.

She also gives me a book of **poems** she'd had since 1930, when she heard García Lorca read at the Principal de la Comedia Theater. **Abuela** knows each **poem** by heart, and recites them quite **dramatically**.

**RESPONSE TO GUIDING QUESTION:** *What are the two things that Abuela gives to Pilar?*

**GUIDING QUESTIONS:** *How does Pilar feel about Cuba? How does she feel about returning to New York?*

I've started dreaming in Spanish, which has never happened before. I **wake up** feeling different, like something inside me is changing, something chemical and **irreversible**. There's a magic here working its way through my **veins**. There's something about the **vegetation**, too, that I **respond** to instinctively—the stunning bougainvillea, the flamboyants and jacarandas, the orchids growing from the **trunk** of the **mysterious** ceiba trees. And I love **Havana**, its noise and **decay** and painted ladyness. I could **happily** sit on one of those wrought-iron balconies for days, or keep my **grandmother** company on her porch, with its ringside view of the sea. I'm afraid to lose all this, to lose **Abuela** Celia again. But **sooner or later** I'd have to return to New York. I know it's where I belong—not *instead* of here, but *more* than here. How can I tell my **grandmother** this?

**WORD BANK**

loves	Pilar	loves	Spanish
losing	New York	happily	

**SUPPLEMENTARY QUESTIONS:**

1. *Who is speaking in this paragraph?*  
\_\_\_\_\_ is speaking in this paragraph.
2. *What language is Pilar dreaming in?*  
Pilar has started dreaming in \_\_\_\_\_.
3. *How does Pilar feel about Havana?*  
Pilar \_\_\_\_\_ Havana.
4. *How does Pilar feel about her grandmother? How do you know?*  
Pilar \_\_\_\_\_ her grandmother.  
I know this because Pilar says she could \_\_\_\_\_ keep her grandmother company on her porch.
5. *What is Pilar afraid of?*  
Pilar is afraid to \_\_\_\_\_ her grandmother.
6. *Where does Pilar know she belongs?*  
Pilar knows she belongs in \_\_\_\_\_.

**RESPONSE TO GUIDING QUESTIONS:** *How does Pilar feel about Cuba? How does she feel about returning to New York?*

**6. ANNOTATING FOR KEY IDEAS AND DETAILS**

**INSTRUCTIONS FOR STUDENTS:**

Now reread the passage once more. Star up to five words you still don't understand and write them in the spaces. Underline sections of the text that still confuse you and prepare questions about these sections. After a few minutes, your classmates and teacher will help you define the words you do not know and answer the questions you have.

1) Write up to five words or phrases you still don't know:

- 
- 
- 
- 
- 

2) Write questions for the parts of the section of text that you still don't understand.

-

## 7. REVISITING THE TEXT FOR CRAFT AND STRUCTURE/INTEGRATION OF KNOWLEDGE AND IDEAS

### INSTRUCTIONS FOR STUDENTS:

During this close reading, you will be answering questions about craft and structure. Work with a partner to answer the questions. Use the word bank and sentence frames to complete your answers to the questions, as needed. Your teacher will review the answers with the class.

### WORD BANK

complain	painting	attack	developing
important	attack	different	changing
lose	afraid	lose	paint

### QUESTIONS:

1. *In the story, Abuela says that **Cuba can't afford the luxury of dissent**. What do you think this means? (Look at the clues in the story.)*

I think it means Cuba cannot allow people to \_\_\_\_\_ or \_\_\_\_\_ about the government.

I think this because Abuela tells Pilar that she can paint what she wants as long as she doesn't \_\_\_\_\_ the state. Abuela says Cuba is still \_\_\_\_\_.

6. *Based on what you read in Lesson One and Lesson Three, how do you know Pilar is a painter? (Look at the clues in the story.)*

The story says, "Abuela talks to me as I \_\_\_\_\_." (Lesson One)

Pilar says, "I wonder what El Líder would think of my \_\_\_\_\_." (Lesson Three)

7. *In the story, Pilar says that art is the "ultimate revolution." What do you think this means?*

I think it means that art is the most \_\_\_\_\_ thing.

8. *In the story, Pilar says, "There's a magic here working its way through my veins." Based on this sentence, how do you think Pilar feels about life in Cuba? (Look at the clues in the story.)*

I think Pilar's feelings about Cuba are \_\_\_\_\_.

I think this because Pilar says, "I wake up feeling \_\_\_\_\_, like something inside me is \_\_\_\_\_."

9. *In the last sentence, Pilar says, "How can I tell my grandmother this?" What do you think Pilar means?*

I think Pilar is saying she is \_\_\_\_\_ to tell her grandmother that she belongs in New York.

I think this because Pilar says, "I'm afraid to \_\_\_\_\_ all this, to \_\_\_\_\_ Abuela Celia again."

## 2. RE-ASSESSING COMPREHENSION

### INSTRUCTIONS FOR STUDENTS:

Refer to the text, as necessary. Answer the questions. [Some of] the questions are the same as those on the pre-test. When you are finished, your teacher will review the answers with you.

### WORD BANK

place	profits	few	pathetic
argues	winter	starvation	berates
loves	decent	New York	Spanish
loves	life	not	tougher
happily	survive	fight	essential

### QUESTIONS:

1. *What does Abuela say about Cuba?*  
Before the revolution, Cuba was a \_\_\_\_\_ .
2. *Why was Cuba a pathetic place?*  
All the \_\_\_\_\_ from sugar production went to a few Cubans and Americans.
3. *What happened to the campesinos who harvested the sugar cane?*  
Many *campesinos* only worked in \_\_\_\_\_. They barely escaped \_\_\_\_\_.
4. *What does Abuela say about freedom?*  
Freedom is the right to a \_\_\_\_\_ .
2. *How does Mom act toward the people in Cuba?*  
Mom \_\_\_\_\_ with Abuela's neighbors, \_\_\_\_\_ with waiters, and \_\_\_\_\_ the man who sells ice cones on the beach.
3. *Why does Mom say, "See! That's their loyalty to the revolution!" when she catches workers stealing?*  
Mom wants to show that the workers are \_\_\_ loyal to the revolution.
4. *How is Cuba different from what Pilar expected?*  
It is much \_\_\_\_\_ than what Pilar expected.
5. *What does it mean when Pilar says, "at least everyone seems to have the bare necessities"?*  
It means everyone seems to have the \_\_\_\_\_ things necessary to \_\_\_\_\_ (such as food, water, and shelter).
6. *What language has Pilar started dreaming in?*

Pilar has started dreaming in \_\_\_\_\_.

7. *How does Pilar feel about Havana?*

Pilar \_\_\_\_\_ Havana.

8. *How does Pilar feel about her grandmother? How do you know?*

Pilar \_\_\_\_\_ her grandmother.

I know this because Pilar says she could \_\_\_\_\_ keep her grandmother company on her porch.

9. *Where does Pilar know she belongs?*

Pilar knows she belongs in \_\_\_\_ \_\_\_\_\_.

# DREAMING IN CUBAN

## LESSON FOUR

### 1. REVIEWING STANDARDS AND OBJECTIVES

#### INSTRUCTIONS FOR STUDENTS:

Listen and follow along as your teacher reviews the standards and objectives. If you have questions about what they mean, please ask. After your teacher has presented the objectives, put them in your own words for your partner.

#### Common Core Learning Standard:

SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

#### Student Content Objective:

I will participate in **discussions** (conversations) with a partner.

#### Language Proficiency Standard<sup>13</sup>

*Insert language proficiency standards here.*

#### Student Language Proficiency Objective:

I will be able to ...

### 2. DEVELOPING KNOWLEDGE OF LANGUAGE

#### INSTRUCTIONS FOR STUDENTS:

- **Idiomatic expressions** are phrases that mean something different than the meanings of the individual words put together. It is difficult to figure out the meaning of an idiomatic expression by putting together the meanings of the individual words. You can use the context clues or a dictionary to help you figure out the meaning. [The Free Dictionary is an online resource for looking up idioms: <http://idioms.thefreedictionary.com/>]
- *Dreaming in Cuban* contains many idiomatic expressions. Learning the meanings of the idiomatic expressions will help you understand the story.
- Review the first example with your teacher.
- Complete the worksheet with a partner.
- Share your answers with the class.

<sup>13</sup> Teachers should complete this section based on the language proficiency standards they want to meet.

### Idiomatic Expressions

Idiomatic expression: *Catholics are persecuted, **treated like dogs!***

Based on the context, I think it means: "Treated like dogs" probably means the same as **persecuted**.

The idiom really means: *Catholics are treated poorly.*

Idiomatic expression: With her, money is the **bottom line**.

Based on the context, I think it means:

The idiom really means:

Idiomatic expression: I'm **getting used to** cold showers.

Based on the context, I think it means:

The idiom really means:

Idiomatic expression: The food is **another story**.

Based on the context, I think it means:

The idiom really means:

Idiomatic expression: Don't these Cubans **do their homework?**

Based on the context, I think it means:

The idiom really means:

## Mini-Lesson on Context Clues

### INSTRUCTIONS FOR STUDENTS:

Follow along as your teacher explains what context clues are, and then use the context clues to determine the meanings of the mystery words in the chart. First, underline the mystery word in the sentence where it appears. Next, work with a partner to find the clues in the text and circle them. Line numbers are provided to help you find the clues. Now write the clues in the space provided (some are already filled in). Finally, use the clues to write in the definition for each mystery word. The first one is done for you.

### Context Clues

<i>Mystery Word</i>	<i>Location</i>	<i>Clues</i>
1. eavesdrops	Line 11	Line 12
<u>Clues:</u> <i>hears</i> <u>Definition:</u> listens or overhears		
2. diatribe	Line 12	Lines
<u>Clues:</u> <u>Definition:</u>		
3. <i>plantados</i>	Line 13	Lines
<u>Clues:</u> <u>Definition:</u>		
4. retribution	Line 15	Lines
<u>Clues:</u> <u>Definition:</u>		
5. haywire	Line 18	Lines
<u>Clues:</u> <u>Definition:</u>		
6. berates	Line 23	Lines
<u>Clues:</u> <u>Definition:</u>		
7. be patient	Line 29	Lines 29, 30
<u>Clues:</u> <u>Definition:</u>		

8. rinsing	Line 39	Lines
<u>Clues:</u>		
<u>Definition:</u>		

<b>Dreaming in Cuban</b>	
1	<b>Lesson One</b>
2	Abuela talks to me as I paint. She tells me that before the revolution Cuba
3	was a pathetic place, a parody of a country. There was one product, sugar,
4	and all the profits went to a few Cubans, and, of course, to the Americans.
5	Many people worked only in winter, harvesting the sugarcane. In the
6	summer it was the <i>tiempo muerto</i> , the dead time, and the <i>campesinos</i> barely
7	escaped starvation. Abuela says she was saved because her parents sent her
8	to live with her great-aunt in Havana, who raised her with progressive
9	ideas. Freedom, Abuela tells me, is nothing more than the right to a decent
10	life.
11	Mom <b>eavesdrops</b> on Abuela and me then lambastes us with one of her sixty-
12	odd <b>diatribes</b> when she doesn't like what she hears. Her favorite is the plight
13	of the <b>plantados</b> , the political prisoners who've been in jail here almost
14	twenty years. "What were their crimes?" she shouts at us, pushing her face
15	close to ours. Or the question of <b>retribution</b> . "Who will repay us for our
16	homes, for the lands the Communists stole from us?" And religion.
17	"Catholics are persecuted, treated like dogs!" But Abuela doesn't argue with
18	Mom. She just lets her talk and talk. When Mom starts to go too <b>haywire</b> ,
19	Abuela gets up from her swing and walks away.
20	<b>Lesson Two</b>
21	We've been in Cuba four days and Mom has done nothing but complain and
22	chain-smoke her cigars late at night. She argues with Abuela's neighbors,
23	picks fights with waiters, <b>berates</b> the man who sells ice cones on the beach.
24	She asks everyone how much they earn, and no matter what they tell her,
25	she says, "You can make ten times as much in Miami!" With her, money is
26	the bottom line. Mom also tries to catch workers stealing so she can say,
27	"See! <i>That's</i> their loyalty to the revolution!"
28	The Committee for the Defense of the Revolution has started hassling
29	Abuela about Mom, but Abuela tells them to <b>be patient</b> , that she'll only be
30	here a week. I want to stay longer, but Mom refuses because she doesn't
31	want to give Cuba any more hard currency, as if our contributions will make
32	or break the economy. (Mom is apoplectic because she has to pay for a hotel
33	room and three meals a day even though we're staying with
34	relatives.) "Their pesos are worthless! They let us visit because they need

35 us, not the other way around!" Why did they let my mother in here,  
36 anyway? Don't these Cubans do their homework?  
37 I keep thinking Mom is going to have a heart attack any minute. Abuela tells  
38 me it's been unusually hot for April. Mom is taking several showers a day,  
39 then **rinsing** her clothes in the sink and putting them on damp to cool herself  
40 off. Abuela doesn't get any hot water at her house. The ocean is warmer  
41 than what comes out of her pipes, but I'm getting used to cold showers. The  
42 food is another story, though, greasy as hell. If I stay much longer, I'll need  
43 to get a pair of those neon stretch pants all the Cuban women wear. I have to  
44 admit it's much tougher here than I expected, but at least everyone seems to  
45 have the bare necessities.

### 46 **Lesson Three**

47 I wonder how different my life would have been if I'd stayed with my  
48 grandmother. I think about how I'm probably the only ex-punk on the  
49 island, how no one else has their ears pierced in three places. It's hard to  
50 image existing without Lou Reed. I ask Abuela if I can paint whatever I  
51 want in Cuba and she says yes, as long as I don't attack the state. Cuba is  
52 still developing, she tells me, and can't afford the luxury of dissent. Then  
53 she quotes me something El Líder said in the early years, before they started  
54 arresting poets. "Within the revolution, everything; against the revolution,  
55 nothing." I wonder what El Líder would think of my paintings. Art, I'd tell  
56 him, is the ultimate revolution.

57 Abuela gives me a box of letters she wrote to her onetime lover in Spain, but  
58 never sent. She shows me his photograph, too. It's very well preserved. He'd  
59 be good-looking by today's standards, well built with a full beard and kind  
60 eyes, almost professorial. He wore a crisp linen suit and a boater tilted  
61 slightly to the left. Abuela tells me she took the picture herself one Sunday  
62 on the Malecón.

63 She also gives me a book of poems she'd had since 1930, when she heard  
64 García Lorca read at the Principal de la Comedia Theater. Abuela knows  
65 each poem by heart, and recites them quite dramatically.

66 I've started dreaming in Spanish, which has never happened before. I wake  
67 up feeling different, like something inside me is changing, something  
68 chemical and irreversible. There's a magic here working its way through my  
69 veins. There's something about the vegetation, too, that I respond to  
70 instinctively—the stunning bougainvillea, the flamboyants and jacarandas,  
71 the orchids growing from the trunk of the mysterious ceiba trees. And I love  
72 Havana, its noise and decay and painted ladyness. I could happily sit on one  
73 of those wrought-iron balconies for days, or keep my grandmother company

74	on her porch, with its ringside view of the sea. I'm afraid to lose all this, to
75	lose Abuela Celia again. But sooner or later I'd have to return to New York. I
76	know it's where I belong—not <i>instead</i> of here, but <i>more</i> than here. How can I
77	tell my grandmother this?

# DREAMING IN CUBAN

## LESSON FIVE

### 1. REVIEWING WRITING OBJECTIVES

#### INSTRUCTIONS FOR STUDENTS:

Listen and follow along as your teacher reviews the standards and objectives. If you have questions about what they mean, please ask. After your teacher has presented the objectives, put them in your own words for your partner.

#### Common Core Learning Standard

W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

#### Student Content Objective:

I will be able to write an **explanatory text** (essay) that **examines** (studies) the characters' contrasting views of Cuba. I will **analyze** (carefully study) the views of each of the main characters in *Dreaming in Cuban* and **organize** (put in order) key details.

#### Language Proficiency Standard:

*Insert language proficiency standards here.*

#### Student Objective:

*Insert student objective here.*

### 2. PREPARING TO WRITE

#### INSTRUCTIONS FOR STUDENTS:

- You are going to write an essay that describes how each character in *Dreaming in Cuban* feels about Cuba.
- Before you start writing, go back to the graphic organizer about the main characters in the story. Work with a partner to fill in any details that are missing. Remember to use evidence from the text when describing how the characters feel about Cuba. Then, review the information in your graphic organizer with your teacher.

## GRAPHIC ORGANIZER: MAIN CHARACTERS

Character	Pilar	Pilar's mother	Pilar's grandmother
1. Character's name in the story			
2. Where the character grew up			
3. Where the character lives now			
4. How the character feels about Cuba (below give examples from the text)			
• Example from the text			
• Example from the text			
• Example from the text			

### 3. WRITING

#### Writing Prompt

*Dreaming in Cuban* describes the lives of three main characters: Pilar (the narrator), Pilar's mother (Mom), and Pilar's grandmother (Abuela). Each character has a unique view of Cuba. Write an essay that compares Mom's and Abuela's perspectives of the Cuban Revolution and its effects on life in Cuba. (For an extra challenge, also include Pilar's perspective.) Use examples from the text to support your arguments.

#### INSTRUCTIONS FOR STUDENTS:

Work with a partner to fill in responses in the paragraph frame. Use your graphic organizer to help you.

#### Paragraph Frame

In the story *Dreaming in Cuban*, Mom and Abuela \_\_\_\_\_ (agree/disagree) about the Cuban Revolution and life in Cuba today. I know this because \_\_\_\_\_.

Abuela feels that life in Cuba is \_\_\_\_\_ (better/worse) after the Cuban Revolution.

- Example from the text: \_\_\_\_\_
- Example from the text: \_\_\_\_\_
- Example from the text: \_\_\_\_\_

Mom feels that life in Cuba is \_\_\_\_\_ (better/worse) after the Cuban Revolution.

- Example from the text: \_\_\_\_\_
- Example from the text: \_\_\_\_\_
- Example from the text: \_\_\_\_\_

In conclusion, the characters in *Dreaming in Cuban* reflect the views of many Cubans who \_\_\_\_\_ (agree/disagree) about the Cuban Revolution and its effects on life in Cuba.

**INSTRUCTIONS FOR STUDENTS:**

- Work independently to write an essay that compares Mom’s and Abuela’s perspectives of the Cuban Revolution and its effects on life in Cuba. Use examples from the text to support your arguments.
- Use the paragraph frame above to help you.

## IV. Appendix: Excerpt from *Dreaming in Cuban*

EXCERPT FROM *DREAMING IN CUBAN*<sup>14</sup>

GRADE 11, NARRATIVE

Lexile is 960

9-10: 1080-1305

### Lesson One

Abuela talks to me as I paint. She tells me that before the revolution Cuba was a pathetic place, a parody of a country. There was one product, sugar, and all the profits went to a few Cubans, and, of course, to the Americans. Many people worked only in winter, harvesting the sugarcane. In the summer it was the *tiempo muerto*, the dead time, and the *campesinos* barely escaped starvation. Abuela says she was saved because her parents sent her to live with her great-aunt in Havana, who raised her with progressive ideas. Freedom, Abuela tells me, is nothing more than the right to a decent life.

Mom eavesdrops on Abuela and me then lambastes us with one of her sixty-odd diatribes when she doesn't like what she hears. Her favorite is the plight of the *plantados*, the political prisoners who've been in jail here almost twenty years. "What were their crimes?" she shouts at us, pushing her face close to ours. Or the question of retribution. "Who will repay us for our homes, for the lands the Communists stole from us?" And religion. "Catholics are persecuted, treated like dogs!" But Abuela doesn't argue with Mom. She just lets her talk and talk. When Mom starts to go too haywire, Abuela gets up from her swing and walks away.

### Lesson Two

We've been in Cuba four days and Mom has done nothing but complain and chain-smoke her cigars late at night. She argues with Abuela's neighbors, picks fights with waiters, berates the man who sells ice cones on the beach. She asks everyone how much they earn, and no matter what they tell her, she says, "You can make ten times as much in Miami!" With her, money is the bottom line. Mom also tries to catch workers stealing so she can say, "See! *That's* their loyalty to the revolution!"

The Committee for the Defense of the Revolution has started hassling Abuela about Mom, but Abuela tells them to be patient, that she'll only be here a week. I want to stay longer, but Mom refuses because she doesn't want to give Cuba any more hard

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<sup>14</sup> Excerpt(s) from *DREAMING IN CUBAN* by Cristina Garcia, copyright © 1992 by Cristina Garcia. Used by permission of Alfred A. Knopf, an imprint of the Knopf Doubleday Publishing Group, a division of Random House LLC. All rights reserved.

currency, as if our contributions will make or break the economy. (Mom is apoplectic because she has to pay for a hotel room and three meals a day even though we're staying with relatives.) "Their pesos are worthless! They let us visit because they need us, not the other way around!" Why did they let my mother in here, anyway? Don't these Cubans do their homework?

I keep thinking Mom is going to have a heart attack any minute. Abuela tells me it's been unusually hot for April. Mom is taking several showers a day, then rinsing her clothes in the sink and putting them on damp to cool herself off. Abuela doesn't get any hot water at her house. The ocean is warmer than what comes out of her pipes, but I'm getting used to cold showers. The food is another story, though, greasy as hell. If I stay much longer, I'll need to get a pair of those neon stretch pants all the Cuban women wear. I have to admit it's much tougher here than I expected, but at least everyone seems to have the bare necessities.

### **Lesson Three**

I wonder how different my life would have been if I'd stayed with my grandmother. I think about how I'm probably the only ex-punk on the island, how no one else has their ears pierced in three places. It's hard to image existing without Lou Reed. I ask Abuela if I can paint whatever I want in Cuba and she says yes, as long as I don't attack the state. Cuba is still developing, she tells me, and can't afford the luxury of dissent. Then she quotes me something El Líder said in the early years, before they started arresting poets. "Within the revolution, everything; against the revolution, nothing." I wonder what El Líder would think of my paintings. Art, I'd tell him, is the ultimate revolution.

Abuela gives me a box of letters she wrote to her onetime lover in Spain, but never sent. She shows me his photograph, too. It's very well preserved. He'd be good-looking by today's standards, well built with a full beard and kind eyes, almost professorial. He wore a crisp linen suit and a boater tilted slightly to the left. Abuela tells me she took the picture herself one Sunday on the Malecón.

She also gives me a book of poems she'd had since 1930, when she heard García Lorca read at the Principal de la Comedia Theater. Abuela knows each poem by heart, and recites them quite dramatically.

I've started dreaming in Spanish, which has never happened before. I wake up feeling different, like something inside me is changing, something chemical and irreversible. There's a magic here working its way through my veins. There's something about the vegetation, too, that I respond to instinctively- the stunning bougainvillea, the flamboyants and jacarandas, the orchids growing from the trunk of the mysterious

ceiba trees. And I love Havana, its noise and decay and painted ladyness. I could happily sit on one of those wrought-iron balconies for days, or keep my grandmother company on her porch, with its ringside view of the sea. I'm afraid to lose all this, to lose Abuela Celia again. But sooner or later I'd have to return to New York. I know it's where I belong—not *instead* of here, but *more* than here. How can I tell my grandmother this?