

LESSON PLAN

LESSON OVERVIEW

In the 1960s, immigration from Cuba surged as a result of the Cuban Revolution. The United States government welcomed Cuban anti-communist exiles as refugees during the Cold War, and thousands moved into Miami and other U.S. cities. Some were met with open arms, while others were ostracized by communities wary of change. Although most Cubans hoped that Fidel Castro's regime would collapse thereby enabling them to return to Cuba, he remained in power into the twenty-first century. Most Cuban exiles ultimately made the United States their home.

Note: This lesson plan uses the Stanford History Education Group's [Reading Like a Historian Framework](#). This method teaches students how to explore primary source documents and investigate historical questions by employing strategies such as sourcing, contextualizing, corroborating, and close reading. To see this process in action, watch this [video series](#) available on the Teaching Channel.

GRADES

9–12 (This lesson plan can be adapted for middle school with some modifications such as adapting the length of the documents used.)

OBJECTIVES

- Students will understand the causes of Cuban immigration to the United States during the Cold War period.
- Students will understand the challenges and opportunities Cuban immigrants faced in their new home.
- Students will be able to analyze primary documents to answer an essential question.

ESSENTIAL QUESTION

Why did Cuban immigration to the United States increase in the mid-twentieth century, and what was life like in the United States for Cuban immigrants?

LESSON PROCEDURE

1. Warm-up:

The purpose of this section is to engage students in the lesson.

- Project the photograph of the Little Havana mural for all students to see. Tell students that this is a street mural painted on a building along Calle Ocho in Miami, Florida.
- Give students one minute to jot down observations, then give students one minute to silently make a summary of their observations.
- Lead a class discussion on students' observations, and ask students why they think Miami has such a strong Cuban American culture. Explain that today's lesson will cover the origins of that strong Cuban American presence in Miami. Also project a map locating Cuba in the Gulf of Mexico and its distance from Miami.

2. Video and Discussion of Its Themes

The purpose of this section is to discuss the events and themes presented in the video.

- Watch the clip from episode 4 of *Latino Americans*: "The New Latinos" (20:40-34:10 or [this clip from the Latino Americans website](#)) and have students complete the video worksheet.
- Once the students have completed the worksheet, ask the following questions:
 - What were the major events and who were the major players mentioned in this video? What is their significance?
 - What was the filmmakers' point of view? How does this point of view affect the presentation of facts, events, and people?

3. Build Background Knowledge:

During the exploration of primary documents section below, students will be asked to contextualize the documents within the time period. This section is intended to build background knowledge about the early years of the Castro regime and its effect on Cuban immigration to the United States.

- Key ideas:
 - In 1959, Fidel Castro overthrew military dictator Fulgencio Batista and seized power in Cuba, establishing the first communist state in the Western Hemisphere.
 - In response to this regime change, waves of migrants left the island: first, Batista's political allies and powerful people targeted by the revolutionaries and, within the next several years, upper-middle class Cubans whose property had been seized by the new government as revolutionary policies advanced throughout 1959 and 1960. On October 24, 1960, Cubans escaping Castro's government left for Miami on a ship called the *City of Havana*. More than 200,000 Cuban refugees—most from the city's educated and middle classes—left for Miami during the next three years. Increasing numbers of middle-class and working-class Cubans, disenchanted with the revolutionary government and given the opportunity to depart on "Freedom Flights" established as a result of negotiations between Havana and Washington, began to flee.
 - In what would be called the Bay of Pigs Invasion, 1,400 U.S.-trained Cuban exiles invaded Cuba, attempting to overthrow Castro's communist regime. Within 72 hours, Castro's army had defeated the counter-revolutionary forces and the invasion had failed.
 - In 1962, U.S. reconnaissance planes discovered and took photographs of Soviet missiles in Cuba. The resulting thirteen-day standoff between the U.S. and the U.S.S.R. became one of the tensest and most important moments of the Cold War. The Soviet missiles were withdrawn, the U.S. publicly agreed not to invade Cuba, and travel to and from Cuba was prohibited.
 - Fidel Castro held power in Cuba for nearly five decades, handing off the regime to his brother Raúl in 2008.
 - The U.S. Congress passed the Cuban Adjustment Act in 1966 (Public Law 89-732), which was signed into law by President Lyndon Johnson. The Cuban Adjustment Act provided, among other things, an expedited path to naturalized citizenship of only one year (versus five years of living in the United States prior to petitioning).
 - In the 1960s, the U.S. government provided millions of dollars to fund Cuban refugee assistance for numerous programs in education, housing, job training, business funds, and social welfare benefits as part of a Cold War strategy. The number of refugees far exceeded the predicted number and not only additional government funds, but grants from Catholic Relief organizations, and other private organizations supplemented public monies.
 - Even with the support of these programs, often the difficulties experienced by Cuban migrants were often similar to those encountered by other groups of foreigners arriving in a new, different country.

4. Exploration of Primary Documents

In this section, students will use a Historical Thinking Chart to explore primary sources relating to the wave of Cuban immigration to the U.S. during the mid-twentieth century. In preparation, make copies of each of the documents. These may then be posted around the room for a gallery walk, or the teacher can choose to make copies of the documents for all students. The Historical Thinking Chart is set up so that the teacher can decide which documents to present to the students (the main consideration being the amount of time the teacher can dedicate to the activity). The exploration can also be modified by telling students that they must explore a set number of documents within the time allotted.

- Pass out the blank Historical Thinking Chart.
 - If necessary, introduce students to the terms **sourcing**, **contextualization**, **corroboration**, and **close reading** as steps historians take to paint a full picture of any historical event and be critical consumers of information.
- If doing a gallery walk, bring students' attention to the posted documents and explain that they will circulate around the room reading the documents and filling out the notes template for each one. Give students at least thirty minutes to rotate around the room.
- Alternately, the teacher may give students copies of all the selected documents to work on individually or in small groups.
- Optional: Have students complete a Primary Source Worksheet for each corresponding document.

5. Discussing the Documents

The purpose of this section is to explore the events and themes more deeply.

- Bring the class back together. If students were not able to see all of the documents in the time allotted, you may want to give them a few minutes to share notes with other students who were able to see documents they did not get a chance to view.
- Lead a discussion that helps students connect these documents to the essential question:
Why did Cuban immigration to the United States increase in the mid-twentieth century, and what was life like in the United States for Cuban immigrants?

6. Closing:

The purpose of this section is to give students a chance to synthesize their thoughts independently in writing.

- Give students the following writing prompt:
Why did Cuban immigration to the United States increase in the 1960s and what impact did those immigrants have on the development of U.S. politics and society? Use primary and secondary source documents from the time period to support your answer.
- Give students time to compose their paragraphs.

LATINO AMERICANS

500 YEARS OF HISTORY

CUBAN EXILE AND IMMIGRATION

WARM-UP WORKSHEET



Little Havana mural on Calle Ocho in Miami, Florida. Alamy Stock Photos.

VIDEO WORKSHEET

DIRECTIONS

Answer the following questions using the information provided in the episode.

1. Who was Fidel Castro, and what role did he play in the Cuban Revolution?
2. Why did a number of Cubans begin leaving the island during the Cuban Revolution?
3. How many Cubans fled to Miami in the first several years after the Cuban Revolution? What was life like for them once they arrived?
4. Why did Cuban exiles believe they would soon return to Cuba? How did the failure of the Bay of Pigs Invasion affect that hope?
5. After the failure of the Bay of Pigs invasion, how did the mindset of U.S. citizens toward Cuban refugees shift?

PRIMARY SOURCE WORKSHEET

A WAITING ROOM IN THE CUBAN REFUGEE CENTER, 1965

Courtesy of Cuban Refugee Center Records, Cuban Heritage Collection, University of Miami Libraries



PRIMARY SOURCE WORKSHEET

CUBAN REFUGEE CENTER FLYER, "SPONSOR REFUGEES . . . FULFILL THEIR FAITH IN FREEDOM," 1962

Courtesy of Cuban Refugee Center Records, Cuban Heritage Collection, University of Miami Libraries

Sponsor Cuban Refugees . . . FULFILL THEIR FAITH IN FREEDOM

CUBAN REFUGEE CENTER, Freedom Tower, MIAMI 32, FLORIDA

U. S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE – WELFARE ADMINISTRATION

WIDE VARIETIES OF SERVICE ARE CARRIED ON BY CUBAN MEN AND WOMEN IN RESETTLEMENT CITIES






1. **IN LEGAL EDITORIAL WORK** are two lawyer brothers, left to right, Armando and Roberto Alonso, on the staff of the Equity Publishing Corporation, Orford, N.H. Restricted from immediate practice in the U.S. they, like many other professional Cubans, use their training in a related service. "In our misfortune we could not find nicer people than here," writes Roberto.
2. **PUBLIC LIBRARY SERVICE** at Lansing, Mich., occupies Miss Mercedes Delgado, who had library experience in her Cuban high school. She looks forward to college studies. Her familiarity with English helped her qualify for her position. She eagerly awaited her first sight of snow this winter. (There was plenty.)
3. **FACTORY TRANSPORTATION** responsibilities inside the plant of the Vapor Corporation, Chicago, keep Pedro Ramon busy. Surrounded by huge stocks of important materials, he uses a warehouse electric truck to convey them from one area to another.
4. **PREPARING MEAT FOR RETAIL OUTLETS** is done by Jose Vicente Valdes, working for the Republic Veal Boning Corporation, New York City. "This firm is very nice to us Cubans; I am full of joy with my job and superiors," writes Mr. Valdes. "I am learning English by books."

AID IN IMPROVING ENGLISH IS APPRECIATED BY REFUGEES AS THEY ADJUST TO JOB OPPORTUNITIES






5. **HOUSE PHYSICIAN** duties at Dover General Hospital, New Jersey, keep Dr. Orlando V. Sosa abreast of developments in his profession as he looks forward to examinations opening opportunities for private practice. "Everyone has tried to help us," the Doctor writes.
6. **ORDER WRITING** is done by Peter Roldan for the Westinghouse Electric Corporation, Jersey City, N.J. His wife adds to the family income by work for the Belve Thread & Scallop Cutting Company. "Everybody has helped direct me to better opportunities," Mr. Roldan reports.
7. **DOING MAINTENANCE WORK** and learning lathe operation is Ybrain Tellado, employee of the Worthington Pump Corporation, Harrison, N.J. His wife adds to the family income (four children) in an auto parts plant. "I study English in spare time," reports Mr. Tellado.
8. **BANK TELLER** is the responsible assignment of Mario A. Marsans, in the Washington, D.C. area. Samples of the "medium of exchange" entrusted to him are shown in this scene at the National Savings & Trust Company. He writes of: "...sympathy, attention, help of all kinds in...establishing a home all over again...and making us feel useful, instead of parasites..."

(over)

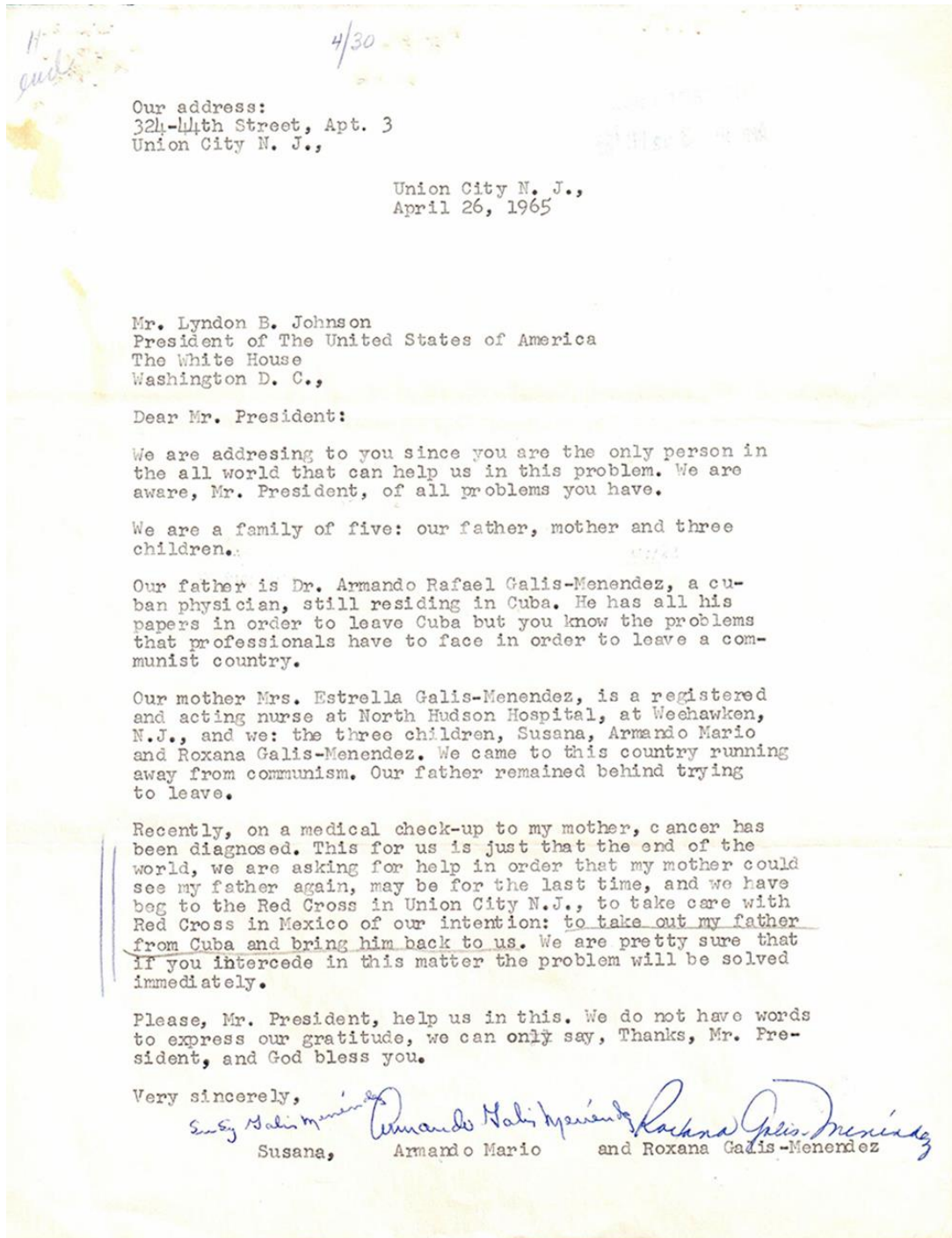
QUESTIONS

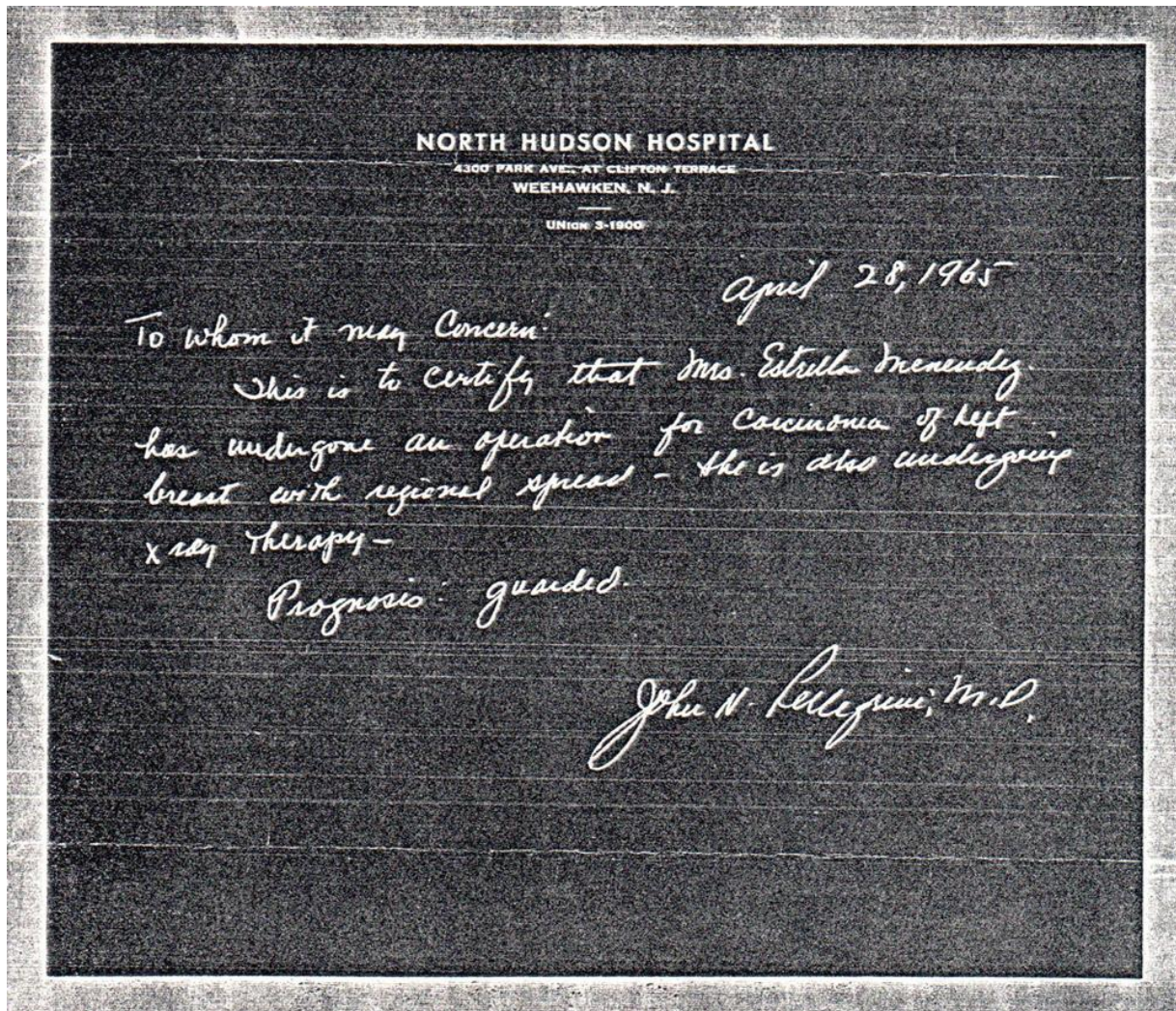
1. What do you think the flyer created by the Cuban Refugee Center means when it says, “Sponsor Cuban Refugees . . . Fulfill Their Faith in Freedom”?
2. Why is it significant that the flyer uses the words “refugees” and “freedom”? How might those words relate to the United States’ strategy of opposing Castro?
3. Read the captions describing the people pictured on the flyer. Do you notice any commonalities between their stories? What, if any, experiences do the refugees share?
4. According to the flyer, what is associated with “freedom” for those fleeing Castro’s regime?

PRIMARY SOURCE WORKSHEET

GALIS-MENEDEZ FAMILY, LETTER TO PRESIDENT LYNDON B. JOHNSON, APRIL 26, 1965

Courtesy of LBJ Presidential Library





QUESTIONS

1. According to their letter to President Lyndon B. Johnson, why has the father of Susanna, Armando, and Roxana Galis-Menendez had trouble getting out of Cuba?
2. According to the letter, why did Susanna, Armando, Roxana, and their mother flee Cuba?
3. Why are the children asking President Johnson to intervene and help their father leave Cuba?
4. Why did they include the doctor's note with the letter?

PRIMARY SOURCE WORKSHEET

EXCERPT FROM MY STORY BY GUILLERMO RICARDO PAZ VASQUEZ.

Operation Pedro Pan Group Inc.

Guillermo Ricardo Paz Vazquez was one of 14,000 unaccompanied children who came to the United States from Cuba in 1960–1962 as part of Operation Pedro Pan. Airlifted from their homeland and with visas waived, many of the children were middle- and upper-class whose parents feared for their safety under the new Fidel Castro regime. Operation Pedro Pan was a covert, anti-communist initiative that resulted from a deal the Miami diocese of the Catholic Church worked with the U.S. State Department and was funded in part by businesses and other private donations. Housed in temporary camps near Miami, many of the children assumed that their situation would be short-term; about half were reunited with family within a few years while others went to live with foster families or were enrolled in boarding schools in other parts of the U.S. Some were never reunited with family members at all. The program ended in the aftermath of the Cuban Missile Crisis when all air travel between Cuba and the United States ceased.

In the excerpt below, Guillermo Ricardo Paz Vazquez describes his childhood experience of living in Cuba during Castro’s ascent and later being airlifted to the U.S. as part of Operation Pedro Pan. His account is presented by Operation Pedro Pan Inc., an organization dedicated to documenting the history of the program and bringing together the community of “Pedro Pans.”

The year was 1958, I was 8 years old and my life from my perspective was good.

...

On my block I had a lot of friends: Jose Manuel (Tito), Emilito, Paco, Albertico, and Julito. We would play baseball on the streets, make club houses from scrap wood, make and fly our own kites, ride bicycle, have soda cap wars, an occasional fist fight with some guys we called “las ratas” (the rats) down the street, go lizard hunting with our pellet rifles, play marbles, top spinning, making *carriolas* with old skates, gamble with baseball cards, exchange comic books and the usual hide and seek at night. I could stay out and play until I heard “el cañonazo de las nueve”, which was a canon fired from el Morro at 9:00 p.m., I could stay out that late as long as I kept my end of the deal of not letting my grades fall, which I never did. I always carried a nickel in my pocket for an occasional “Ironbeer,” Coke and/or a slice of mortadella from the corner bodega. Almost every weekend and [especially] during the summer months I would spend my time at the Club Bancario located in Santa Maria del Mar, a breathtaking beach with beautiful fine white sand and clear turquoise blue waters located about 12 miles east of Havana along the Via Blanca highway. My prized possessions included my Niagara bicycle, my pellet rifle, my marble collection, my Union #5 roller skates, my collection of comic books, and my collection of baseball cards. As I stated before life was good!

...

CUBAN EXILE AND IMMIGRATION

1959 started with a lot of fanfare. When Fidel with his *barbudos* entered Havana I found it fascinating at the beginning. They would show me their weapons and would give me bullets as souvenirs. It was like living in a real adventure movie much like the TV shows that I loved to watch such as *The Lone Ranger*, *Rin Tin Tin*, *El Zorro*, Westerns, and World War II movies. The fanfare was short-lived. Soon my favorite TV programs were [being] replaced by public trials resembling the Roman Coliseum with spectators chanting “Paredon” (to the wall) followed by executions by firing squads. I heard of mobs sacking houses of Batista sympathizers. Envy seemed to be running wild in the streets and anyone could label you a Batista sympathizer. Even though my family was not involved in anything that had to do with politics, for the first time in my life I began to sense and feel fear. I remember my father telling me that I should not repeat anything that I heard in our house to anyone and if someone asked me “whom do you belong to, Batista or Fidel?” my answer should be “I belong to my Father and Mother”.

...

As time went on, I began to realize that I was witnessing the beginning of the end of an era similar to watching a video of a flower wilting in fast forward. I still had my nickel in my pocket but there was no Ironbeer, Coke or mortadella to buy at the *bodega* and Chiclets were nowhere to be found. People standing in line to buy groceries became a common sight. Even in Varadero you couldn't get *mermelada de guayaba con queso crema*, which was my favorite. My father, who used to sit on the front porch after work reading the newspaper, was now in his bedroom listening to “La Voz de Las Americas” behind closed doors on a short-wave radio in an obvious effort of obtaining unbiased information. The squelching sound emitted from the radio as he tuned-in the station is unforgettable. One night, I entered his room as he was listening to the radio; he sat me down, turned off the radio and calmly proceeded to explain the theory of communism and its ramifications. I was also told not to worry since the Americans would never allow communism within 90 miles from their shores and that it was all a matter of time before all of this madness would end but that I would be traveling “al norte” (north) in the near future on a temporary basis until the dust settled.

One night while I was playing hide and seek, a half a block away from where I was, someone had placed on the door of the “Comité de Defensa” some anti-Fidel propaganda. The “miliciano”(militia) who was in charge of defending his post upon seeing the sign ran to the middle of the street with his rifle to see if he could find the guilty party, and who does he see running in the street? Me! He then yells, “Halt!” Now mind you that I did hear the command to halt but I had been hiding in a bush in front of a house where a very cute girl lived and I thought that it was the girl's father yelling so I ran even faster towards the “base,” which was this huge old tree by the corner *bodega*. As I am running towards the base, the miliciano raises his rifle, has me on his sights, and as he squeezes the trigger, I trip on the tree's roots and fall. By an act of God the bullet flies over my head and strikes the tree. My father, who had been sitting in our front porch, witnessed the whole event except for the fact that he thought that I had been killed. He ran towards the miliciano, disarmed him and threw him to the ground ready to kill him screaming, “He is just a boy” over and over and over. After seeing that I was unharmed, he

stopped the physical attack on the miliciano but continued with the longest verbal attack that I have ever witnessed. This was the last night that I was allowed to play on the street. The streets, the playground that had been so dear to me, were no longer safe.

...

On the morning of Tuesday October 10th, 1961, I took a very slow deliberate walk around my house and the neighborhood, paying full attention to every detail with the full knowledge that I wouldn't be there the next day, but little did I know that it would be my last. Back in my room, my mother had been putting the finishing touches packing my luggage, which she had been working on for the last 3 days. As I entered the room, she asked me if I wanted to put anything else into the luggage. I figured that I was leaving on a temporary basis so I said no. She then handed me a drawstring bag she had made from an old curtain remnants containing my marble collection and said that she would like for me to take it along. When I asked why, she said, with a half-smile, that it would be a good idea. I placed the bag inside my luggage and closed it.

Neatly placed on top of my bed was a new dark blue suit that my mother had bought for the trip. After dressing I looked in the mirror and the reflection that came back was that of a full-grown man like my father. At the time I did not understand that at that moment my childhood had ended and that the reflection was of what I had become. Before leaving the house, my father quizzed me on my home address and on all the phone numbers that I should remember. To this day, these numbers are still engraved in my mind.

The trip to the airport was noneventful mixed with an occasional "mira la vacueta" (look at the cow) bit. Obviously, my parents and my sister were trying to mask their feelings by casting a positive tone on the situation. I had mixed feelings. On the one hand I was going to the good old USA on a temporary basis, I was going on my first plane ride, and I was ridding myself of all the oppression that existed in Cuba. I was going towards freedom! On the other hand, I was leaving behind my family and everything that I knew towards an unknown.

Once at the airport I was familiar with the routine since we had previously accompanied a neighbor who had departed to Miami about a month before. Since we had arrived early, to kill time, my mother took me to the gift shop and bought me some maracas, one with HABANA and the other with CUBA engraved on it. At some point I was told that it was time to enter the glass enclosed gate waiting room also known as "la pecera" (the fishbowl). I knew that this was the point of no return. So with my best stiff upper lip I hugged and kissed my parents and sister goodbye but also made sure that I was the last one to enter. Once inside I could see my parents and sister through the glass but could no longer talk to them or touch them. Now I knew why it was called the fishbowl. You felt like a silly goldfish! The fishbowl had a Machiavellian physiological effect. You were still in Cuban territory so you were at their mercy while your parents watched but could not defend you. It was the communist's last insult. As I heard the order to board the plane, my eyesight locked-in on my family who were standing on the other side of the glass doing their best to look cheerful. They hand signaled that they were going to the

second floor balcony. I nodded my head, blew them a kiss and entered a room where they opened and inspected my luggage. They didn't find anything that they wanted to confiscate, which could have been just about anything, so I was released to proceed down the tarmac towards the plane. On my way there I looked back up at the balcony and saw a multitude of people waving white handkerchiefs. I couldn't point out my family but I knew they were there, so for their sake I smiled and waved back as if I had seen them. Once on the plane, I was lucky to get a window seat. I instantly glued my face to the window to see if I could see them, but my view was away from the terminal. After what seemed like an eternity, the plane started to taxi towards the runway. On its way there I could see the terminal again this time at a much greater distance but you could still detect all those white handkerchiefs waving good-bye in the distance, and I knew that at least one was for me.

After the plane took-off I kept looking out the window attempting to memorize all the splendor of the Cuban landscape but as we approached the coastline an eerie feeling came over me. I was not sure if I would ever see Cuba again or when I would see my family. The only thing I was sure of was that I was on my own. I was still bouncing those thoughts around in my mind when I heard the announcement that we would be landing in MIA and to please fasten your seatbelts. As I walked down the staircase from the airplane the eerie feeling changed to a sense of accomplishment and relief for I was finally in the USA and free from all of the communist oppression. I took a long deep breath, savoring my freedom, and proceeded towards the terminal.

QUESTIONS

1. How does Guillermo Ricardo Paz Vazquez remember his childhood in 1958 when he was growing up in Cuba? How would you describe his early experiences as described in the excerpt?
2. What is a “Batista sympathizer”? How did the treatment of those labeled as such lead to Paz’s experience of “beg[inning] to sense and feel fear”?
3. Why would Paz’s father tell him to say, “I belong to my Father and Mother” when asked if he “belong[ed]” to “Batista or Fidel [Castro]”?
4. What did Paz’s father say to him about the United States and its view of communism?
5. In the excerpt, what experience does Paz describe that ultimately changes his view of “the streets, the playground that had been so dear to me”?
6. What does Paz mean when he describes the airport waiting room as a “fishbowl”? What is the “communist’s last insult”?

PRIMARY SOURCE WORKSHEET

COMMISSIONER BRUNO BARREIRO, EXCERPT FROM ORAL HISTORY INTERVIEW BY ALDO REGOLADO, SEPTEMBER 14, 1999

Courtesy of Gregory Bush Florida Community Studies Oral Histories Collection, University of Miami Libraries

In 1999, Bruno Barreiro, then-City Commissioner of Miami-Dade, participated in “Public Spaces in Miami,” an oral history project led by University of Miami historian Gregory Bush. In this excerpt from a longer interview, he talks about growing up as a Cuban exile in Miami’s Little Havana neighborhood.

Aldo Regolado

And what was the school experience like coming here?

Bruno Barreiro

In school, I went to Fairlawn Elementary and prior to that I was put in some day cares. And Fairlawn Elementary was very nice. There was a lot of transition, a lot of young Cuban children coming in and going into school. I remember, I didn’t know English until I went to kindergarten. And when I went to kindergarten my teacher was speaking to me in English, I go, *bueno*, what is this? That’s why I started learning English. And it was very interesting, but it was challenging. And we adapted with television, with music, with everything around you. And the youth were able to adapt fairly rapidly.

Regolado

That’s actually a question I was going to ask you, because coming here from an early age also from Puerto Rico, my father’s Cuban, I remember not speaking English, too. And I remember learning it, I don’t want to say the hard way, but I remember not being able to speak it. So, I was going to ask you about that. Were you teased a lot at school for not knowing English?

Barreiro

There were a lot of us in those years going in that didn’t know English. I think we were a big group. I wasn’t a separate case in the school that everybody knew English and I was the only one, there were a lot of us going into kindergarten at Fairlawn that didn’t know. So, we all coped and learned it.

Regolado

How would you describe the sense of community in those early years in Little Havana?

Barreiro

I think a lot of people cooperated with each other. A lot of families cooperated. Sometimes they had to help each other or you’re supervising their kids when they had to do special, they’d have babysitters. There was a lot of cooperation back then in the early days.

Regolado

Do you remember anybody in particular who cooperated with your family or anybody who your family helped out?

Barreiro

Yeah, there were. There were friends of my family. There were a lot of friends that they knew each other back from Cuba. They sort of kept the same relationships here and they helped each other out. Whether it was trying to find jobs or trying to do their daily chores.

PRIMARY SOURCE WORKSHEET

CHARLES J. ZWICK, MEMO TO PRESIDENT LYNDON B. JOHNSON, JUNE 22, 1965

Courtesy of LBJ Presidential Library

EXECUTIVE OFFICE OF THE PRESIDENT
BUREAU OF THE BUDGET
WASHINGTON 25, D.C.

J.F. 6
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FO3-2
ND19-2/CO55
CO55
IM
FG11-1
JUN 28 1965
FG165

MEMORANDUM FOR THE PRESIDENT

Subject: Transfer of Foreign Assistance Funds to Assistance for Cuban Refugees in the United States

Pursuant to the provisions of the Migration and Refugee Assistance Act of 1962, Secretary Cohen has requested the transfer of \$1.3 million from Foreign Assistance funds to the Department of Health, Education, and Welfare, to be consolidated with funds available for Assistance to Refugees in the United States. The purpose of these funds is to cover unanticipated costs of assistance to needy refugees resettled under the Cuban Refugee Program in States other than Florida. The Secretary of State recommends that you sign the attached Determination which accomplishes this transfer.

HEW has sought to resettle as many Cuban refugees as possible throughout the United States in order to reduce the impact on the State of Florida and the Miami area and to avoid an undue concentration of Cuban refugees in one area. Otherwise, it might not be feasible to continue the present flow of Cubans into this country.

Secretary Cohen advises that increased costs experienced by several States for Cuban refugees have resulted in obligations in excess of the current appropriation by about \$3.0 million. These requirements became known to HEW too late for supplemental appropriation action and HEW has no authority to transfer other funds under its control to this purpose. After careful review and partial offset by adjustments under other activities of the program, a \$1.8 million requirement remains outstanding and cannot be absorbed. Secretary Cohen seeks relief by transfer of foreign aid funds in order to preserve the existing good Federal relationship with the States in Cuban refugee matters.

Since it is considered in our national interest to maintain an even and orderly flow of Cuban refugees into this country and to their ultimate place of resettlement in the several States, it is important that HEW be provided with sufficient funds to cover reimbursement to States in which refugees are resettled.

I recommend approval of the \$1.8 million transfer.

(signed) Charles J. Zwick
Charles J. Zwick
Director

Attachment

PRESERVATION COPY

PRIMARY SOURCE WORKSHEET

SILVIO FONTANILLA, "CREO QUE LO MEJOR ES BUSCAR EN OTRA PARTE . . ."/"I THINK WE SHOULD LOOK SOMEWHERE ELSE . . .," 1965

Courtesy of Cuban Refugee Center Records, Cuban Heritage Collection, University of Miami Libraries



CLASSROOM ACTIVITIES, ASSIGNMENTS, AND FURTHER RESOURCES

CURATE A MUSEUM EXHIBITION

Gather images and documents that indicate the barriers faced by Cuban immigrants in America or by those living on the island after the Cuban Revolution. Compare and contrast the struggles of the two groups.

Students may present their exhibitions as PowerPoint presentations or print images to create physical exhibitions.

ASSIGNMENT PROMPTS

- What were the aims, successes, and failures of the Cuban Revolution? Write a brief essay assessing 1–3 significant aspects of this regime.
- Official Cuba-U.S. diplomatic relations were severed in 1961 during the Cold War. Meanwhile, Fidel Castro maintained power in Cuba for decades until 2008. What policies did various U.S. presidential administrations enact to deal with his government?
- How did the Cuba-U.S. trade embargo affect life on the island? Research these restrictions and write a brief essay evaluating their impact on Cuba’s economy and culture.
- Many Cubans who immigrated to the U.S. following the Cuban Revolution believed themselves to be in temporary exile. However, as the years passed and the Castro regime continued, they established robust communities, especially in South Florida. Read the 2016 article “[Cuba, the Brand](#)” from the *Atlantic* and discuss how the neighborhood of Little Havana has changed over time, from the new home for Cuban exiles in the 1960s to a community that now includes immigrants from multiple countries.
- Ask students to read sections of [Cuba’s Children in Exile](#), a pamphlet from the United States Department of Health, Education, and Welfare’s Cuban Refugee Program. Then, assign one of the following writing prompts (or let students choose): 1) Imagine that you were one of the child refugees being evacuated from Cuba. Write a journal entry or a letter to a family member describing your situation and your emotions. OR 2) Should the United States always step in when children are endangered around the world? Conduct research on a particular situation, and use evidence to support your answer.