

Cuba At the Crossroads

Lesson 1

90 Millas Eleguá

Introduction

THE PRESIDENT: Good afternoon. Today, the United States of America is changing its relationship with the people of Cuba. In the most significant changes in our policy in more than fifty years, we will end an outdated approach that, for decades, has failed to advance our interests, and instead we will begin to normalize relations between our two countries. Through these changes, we intend to create more opportunities for the American and Cuban people, and begin anew chapter among the nations of the Americas. There's a complicated history between the United States and Cuba.

The White House Office of the Press Secretary, December 17, 2014

Since the White House announcement, there has been a flurry of interest among US citizens to travel to Cuba and develop new business opportunities. What do North Americans really know about their neighbors to the south? Desi Arnaz, the bongo-playing musician on *I Love Lucy*, introduced a generation to Cuban music. We have listened to grandparents' stories about vacation stays at the Hotel Nacional in Havana. We learn about Guantanamo, Fidel Castro, Che Guevara, the Bay of Pigs, the Cuban Missile Crisis, and the embargo in school, but what else do we know about our neighbors to the south? For the last 3 decades, Gloria Estefan has been introducing us to the rhythms of Cuban culture infused with the nostalgic sentiments of a Cuban-American. In Lesson 1 90 Millas Eleguá, students will explore Cuban culture from the Cuban-American perspective of singer Gloria Estefan.

Essential Questions for Lessons I Activities 1-5

- How do artists express their most important political views?
- How can we learn about the history and culture of a country through music?
- What are examples of the African influence in Cuban culture?
- What factors contributed to a break in Cuban-US relations?
- What are the push-pull factors for immigration?
- How do immigrants express patriotism?

Objectives

Students will:

- locate Cuba on a map
- listen to Oprah Winfrey's interview with Gloria Estefan
- read and respond to questions about Cuban immigrants in the United States
- read and discuss a case study about a Cuban refugee family
- identify Cuban music genres, instruments and rhythmic cells
- listen to Gloria Estefan's songs that highlight the African contributions to Cuban music and express nostalgia for the island
- read and respond to questions about Santería

- watch Katie Couric’s interview with Gloria and Emilio Estefan in which they discuss their Cuban roots, immigration, and their Broadway musical, *On Your Feet*
- write a concluding essay that reflects the Lesson 1 essential questions

Materials

All Around This World

<https://www.allaroundthisworld.com/listen/latin-american-songs-for-kids/>

Debry and Le Moyne Map of Florida and Cuba

Floridae Americae Provinciae Recens & Exactissima Descriptio Auctore Iacobo Le

https://commons.wikimedia.org/wiki/File%3A1591_De_Bry_and_Le_Moyne_Map_of_Florida_and_Cuba_-_Geographicus_-_Florida-debry-1591.jpg

"Emilio & Gloria Estefan Talk Rhythm, Cuban Roots and New Broadway Musical." *Emilio & Gloria Estefan Talk Rhythm, Cuban Roots and New Broadway Musical*.

<https://www.yahoo.com/katiecouric/emilio-and-gloria-estefan-on-finding-their-045055300.html>

Gloria Estefan on Oprah's Next Chapter:

Part 1 <https://youtu.be/Dms1TMI MBf0> (11:46); Part 2 <https://youtu.be/WZPK1LB EneE> (8:00); Part 3

<https://youtu.be/-fhA67i27oM> (6:53); Part 4 <https://youtu.be/-0k7wFQjJbw> (6:50); Part 5

<https://youtu.be/Dq6R9m2YraU> (4:50); Part 6 <https://youtu.be/g25t49OYKJQ> (3:16)

Gloria Estefan Official Fan TV

<https://www.youtube.com/user/GloriaEstefanMusic>

González, Juan. *Harvest of Empire: A History of Latinos in America*. New York: Viking, 2000. Print.

"Niño Elegua baila rumba con Muñequitos de Matanzas Rumbateate 2016 Camaguey, Cuba".

Youtube https://youtu.be/6lZPggo_O4Q

"OrishaNet." *OrishaNet*. <http://www.orishanet.org> Spanish and English

World Music Network Cuba/ Son and Afro-Cuban Music — Guide To World Music

<http://www.worldmusic.net/guide/music-of-cuba/>

Activity Sheets

Activity 1 Biography of Gloria Estefan

Activity 2 Homework: *Harvest of Empire: Cubans as Special Refugees*

Activity 3 Homework: The Del Rosario Family

Activity 4 The Cuban beat

Actividad 4 En español

Activity 5 Essay

Suggested Readings and Multimedia

Brill, Mark. *The Music of Latin American and the Caribbean*. Upper Saddle River, NJ: Prentice Hall, 2011
Chomsky, Aviva and Barry Carr. *The Cuba Reader: History Culture, Politics*. Durham: Duke University Press, 2003.

Tuten, Donald. Ed. *Fuentes: Lectura y Redacción- An Intermediate Course*. Houghton Mifflin; 3rd edition
Chapitulo 4 Lectura: El sabor africano del Caribe Lectura 3: Literatura Cuento: "Habanas," Richard Blanco. Spanish readings on Afro-Cuban culture and Cuba

See extension activities for more resources.

Assessment

Class participation

Essay

Worksheet completion

Extension Activities

Activity 1:

Overviews of Cuba

Andy Garcia – I feel Cuba <https://youtu.be/LDamBI5JvJA>

Orishas “Represent” <https://youtu.be/ZBoqCDSrWi8> music video,

Orishas “ Cuba Isla Bella” <https://youtu.be/yqdWaWAlZ0s> music video

Photos Weisenbach, E. Cuba, 2016 <https://youtu.be/FIhBKRUNF70>

Spanish Poem- “Habanas” – Richard Blanco

Activity 2-3:

Allen, Greg. “Children of Cuba Remember their flight to America.” PBS Around the Nation: Weekend Edition 19 Nov 2011. Retrieved: <http://www.npr.org/2011/11/19/142534943/pedro-pan-childrens-life-altering-flight-from-cuba>

Valdes, Nelson and Saul Landau. “The CIA, Cuba and Operation Peter Pan.” *Counterpunch*. Retrieved: <http://www.counterpunch.org/2011/12/16/the-cia-cuba-and-operation-peter-pan/>

Activity 4:

Fernandez, Lynn. *Es complicado: Reflexiones de identidad en la música del Caribe*

Retrieved: <http://peabody.yale.edu/teachers/curricula-indigenous-peoples-americas>

PowerPoint for Es complicado. Introduction to Caribbean music; explores how music tells the story of the evolution of Caribbean identity. Retrieved: <http://peabody.yale.edu/sites/default/files/documents/education/Fernandez%202014%20Es%20Complicado%20complete%20unit.pdf>

Latin Music USA- Explore the Music- Watch the Show: Chapter 2 “Only in New York Machito and his Afro-Cubans” a fusion of African American big band with Cuban rhythms. Retrieved:

<http://www.pbs.org/wgbh/latinmusicusa/legends/machito-mario-bauza/>

Activity 4.3:

Cuban Son and Afro Cuban Music <http://www.worldmusic.net/guide/music-of-cuba/>

- African roots –video of Cuba Music Trinidad Santeria,
- Afro-Cuban Rumba- Los Munequitos de Matanzas- Yambu, Danzón, Charanga, and the Chachachá,
- The Sound of the Son, Music and the Revolution

Activity 4.4:

Additional information about the conga, Emilio Estefan, the Miami Sound Machine, and the explosion of Latin music.

- *Watch the Show: Chapter 2 Gloria Estefan & the Miami Sound Machine.*
<http://www.pbs.org/wgbh/latinmusicusa/index.html#/en/wat/04/02>
- Can be used in place of activity 4.8.

Activity 4.5:

Additional videos that reflect African contributions to Cuban culture and Santería:

- Gloria Estefan <http://www.pbs.org/wgbh/latinmusicusa/legends/gloria-emilio-estefan/>
- Celia Cruz “Ochun con Chango” <https://youtu.be/V5mtRLYXm4o>
- Celia Cruz “Elegua Quiere Tamor” <https://youtu.be/jldHdA8Mllc>
- Celia Cruz “Saludo a Elegua” <https://youtu.be/gXbxAsW7k94>
- Celia Cruz con Willie Colon “Un bembé pa' Yemaya” <https://youtu.be/ecNdmePMopA>
- Hector Lavoe “Para ochun y yemaya” <https://youtu.be/H0wzTowTSik>
- Orishas “Naci Orishas” <https://youtu.be/UiRI-rlHxHE>

Pair Gloria Estefan’s song *90 Millas*: “Morenita” <https://youtu.be/1OnZpcuShF0>

or “Caridad” <https://youtu.be/yIKNyunn5pk> with reading a legend about La Virgen de la Caridad del Cobre (Online at The Cuban History.com available in English)

<http://www.thecubanhistory.com/2015/06/our-lady-of-charity-of-el-cobre-the-whole-story-nuestra-virgen-de-la-caridad-del-cobre-su-historia/>

Legend about the Virgin of Caridad, Spanish.

- “La Virgen de la Caridad del Cobre.” Bacon, Susan M. *Leyendas del mundo hispano*. Prentice Hall, 2004.

Poems by Nicolás Guillen.

- “Sensemayá” http://www.writing.upenn.edu/library/Guillen-Nicolas_Sensemaya.pdf,
- “Mulata”, “Canto Negro”, “Negro Bembón” <http://www.afrocubaweb.com/nicolasguillen.htm>

Tsioulcas, Anastasia. NPR Morning Edition _Latitudes: Our Favorite Global Music Right Now. The Havana Contemporary Music Festival. Retrieved: <http://www.npr.org/2015/12/01/457388574/latitudes-our-favorite-global-music-right-now>.

Activity 4.7:

Meet some of the greatest Latin American musicians who collaborated on *90 Millas*. “90 Millas- the Documentary.” Gloria Estefan Official Fan TV <https://youtu.be/ivf2zJcdS-8>

Watch *Making of "No Llores"* video <https://youtu.be/wGg8zyEu57w>

Activity 4.8:

Katie Couric discusses immigration with the Estefans

<https://www.yahoo.com/katiecouric/emilio-and-gloria-estefan-on-finding-their-045055300.html>

Activity 4.9:

10 videos dedicated to emigrants – where ever they might be. "Diez canciones cubanas dedicadas a los emigrados (dondequiera que estén)." - Ciber Cuba

<https://www.cibercuba.com/lecturas/diez-canciones-cubanas-dedicadas-los-emigrados-dondequiera-que-esten>

- Gloria Esteban- "Mi Tierra";
- David Torrens- "Ni de aquí, ni de allá";
- Habana Abierta- "Cuando Salí de La Habana";
- Carlos Varela- "De vuelta a Casa";
- Celia Cruz- "Por si acaso no regreso";
- Luis Aguilé- "Cuando salí de Cuba";
- Raul Paz- "En Casa";
- Habana Blues- "En todas partes";
- Gerardo Alfonso- "Amigos";
- Willy Chirino- "Cuba linda"

Instructions for Lesson 1: Cuba at the Crossroads -90 Millas-Eleguá

Step 1:

Activity 1.1-1.3 Distribute student activity sheets then

- review the list of essential questions
- locate Cuba on a map
- generate a conversation about famous Latin personalities, favorite Latin musicians, and general questions about Gloria Estefan.
- listen to Oprah Winfrey’s interview with Gloria
- direct students to summarize the information in a paragraph

Step 2:

Activity 2.1-2.3 Homework

- Assign *Harvest of Empire: Cubans as Special Refugees*, pages 108-113 and worksheets 2.1-2.3 .
- Discuss Operation Peter Pan (see extension activity).

Step 3:

- Review worksheet responses.
- Divide class into small groups to read and discuss the Del Rosario family experiences Activity 3.1-3.2.
- Discuss current global migration trends and US policies towards immigrants, child immigration and refugees.
- Assign Activity 3.3 for homework to be reviewed the next day.

Step 4:

- Introduce music activities that will familiarize students with genres of Cuban music, instruments and rhythmic cells.
- Distribute worksheets for Activities 4.1-4.3.

Note: Implementation of these activities will depend on time constraints, class size, and access to internet. If time is a factor, reduce the number of genres to study in Activity 4.1; focus on conga, mambo, rumba, salsa, and son. Another option is to select some of the genres, instruments and rhythmic cells to be completed in class and some for homework.

Step 5:

Activity 4.4

- Distribute student activity sheets for Activities 4.4. and 4.5.
- Listen to and discuss “Conga,” “Morenita” and “90 Millas: Elegua”, three songs that reflect Afro-Cuban Rhythms.
- Assign Activity 4.5 Santería to be completed for homework.

Lyrics

90 Millas: “Morenita” - Spanish only <http://www.azlyrics.com/lyrics/gloriaestefan/morenita.html>

90 Millas: “90 Millas”- Spanish only <http://www.azlyrics.com/lyrics/gloriaestefan/90millas.html>

Step 6:

- Discuss homework Activity 4.5 Santería.

- Distribute student activity sheets for Activities 4.6 -4.8.
- Activity 4.6 Select a song or songs that express Cuban American nostalgia for the island such as, “Tradición”, “Montuno”, or “Mi Tierra”.
- Watch and discuss Andy Garcia’s moving words that are set to a visual overview of Cuba.
<https://youtu.be/LDamBI5JvJA>

Lyrics

Mi Tierra: “Montuno” <http://www.azlyrics.com/lyrics/gloriaestefan/montuno.html>

http://www.lyricsmode.com/lyrics/g/gloria_estefan/montuno.html#!

Mi Tierra: “Mi Tierra” <http://www.ooltra.net/Lyrics.php?a=GloriaEstefan&s=MiTierra>

Mi Tierra: “Tradición” <http://www.azlyrics.com/lyrics/gloriaestefan/tradicion.html>

<http://www.songlyrics.com/gloria-estefan/tradicion-lyrics/>

Activity 4.7

- Listen to “Abriendo Puertas” or “Hablemos el Mismo Idioma” and discuss how Estefan suggests reaching out to others.
- Assign additional songs for homework.

Lyrics

Abriendo Puertas: “Abriendo Puertas”

<http://www.ooltra.net/Lyrics.php?a=GloriaEstefan&s=AbriendoPuertas>

Mi Tierra: “Hablemos el Mismo Idioma”

<http://www.azlyrics.com/lyrics/gloriaestefan/hablemoselmismoidioma.html>

Step 7:

Activity 4.7 and 4.8

- Review songs assigned for 4.7 homework.
- Listen to Gloria Estefan sing “No Llores” then watch the Estefan- Pitbull version.
- Watch Gloria Estefan introduce us to some of the greatest Latin American musicians who collaborated on *90 Millas*. “90 Millas- the Documentary”. Gloria Estefan Official Fan TV <https://youtu.be/ivf2zJcdS-8>
- Assign Activity 4.8 for homework. Students will listen to Katie Couric interview the Estefans about their Cuban roots and respond to questions.

Lyrics

90 Millas: “No Llores” <http://www.ooltra.net/Lyrics.php?a=GloriaEstefan&s=NoLlores> English/Spanish
Pitbull version

<https://www.gugalyrics.com/lyrics-486424/gloria-estefan-%28feat-pitbull%29-no-llores-%28remix%29.html>

Talking points for “No Llores” with Pitbull

Images in the video to look for that highlight Cuban culture

- Geography- map of Cuba, beach, ocean
- Music- drums, guiro, guitar
- Pre-revolutionary and Revolutionary Cuba- old cars, Che Guevara, Cuban flag
- Religion- Gloria makes sign of the cross, Virgen de la Caridad del Cobre, Santera beads
- Leisure activities/daily life- dancing, playing dominoes, guayabera shirts
- Economy- sugar, cigars
- Miami Beach- Calle 8, Little Havana

Musical greats who collaborated on *90 Millas*

<p>Candido Camero-conga Andy García-bongos Orestes Vilato-timbales, bongos Sheila E. - timbales Luis Enrique - congos and bongos</p> <p>Giovanni Hidalgo-percussionist Sal Cuevas-bass Israel "Cachao" López-double base Nelson González-tres Carlos Santana-electric guitar José Feliciano -acoustic guitar</p>	<p>Papo Lucca-piano Johnny Pacheco-flute Paquito d'Rivera-saxophone Generoso Jiménez-trombone Arturo Sandoval-Jazz trumpet</p> <p>La India-singer</p>
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Step 8:

Activity 4.9

- Review homework responses.
- Distribute student activity sheets for Activity 4.9.
- Complete Activity 4.9 about hopes for a free Cuba.

Lyrics

“Cuba Libre” <http://www.ooltra.net/Lyrics.php?a=GloriaEstefan&s=CubaLibre>

Cuts Both Ways: “Oye Mi Canto” <http://www.ooltra.net/Lyrics.php?a=GloriaEstefan&s=OyeMiCanto>

Step 9:

Activity 4.10

- Direct students to computer lab.
- Listen to “Esperando (Cuando Cuba Sea Libre)”
- Use the internet to complete the student activity sheet.

Lyrics

90 Millas “Esperando Cuando Cuba Sea Libre”

<http://www.ooltra.net/Lyrics.php?a=GloriaEstefan&s=EsperandoCuandoCubaSeaLibre>

Step 10:

Activity 5

Assign essay in which students will demonstrate what they have learned about Cuban culture, the African influences on Cuban religion and music, the push-pull factors for migration, Cuban American nostalgia and how we can study music in order to feel the rhythm of a culture.

Note to the Spanish Teacher:

The following readings and videos can be used in intermediate and advanced Spanish classes.

Gloria Estefan interview with María Elvira Salazar, Published on May 9, 2019

<https://youtu.be/ln0j0ChJtsk>

En la entrevista Gloria Estefan habla sobre las Damas de Blanco, sobre otros artistas y sus posiciones políticas, sobre el no poder ir a cantar a Cuba, sobre su relación con varios presidentes norteamericanos de los dos partidos políticos mas numerosos en EE.UU., entre otros asuntos muy interesantes.

Music videos about migrants:

- “Diez canciones cubanas dedicadas a los emigrados (dondequiera que estén)”- Ciber Cuba
<https://www.cibercuba.com/lecturas/diez-canciones-cubanas-dedicadas-los-emigrados-dondequiera-que-estén>
 - Gloria Esteban- “Mi Tierra”;
 - David Torrens- “Ni de aquí, ni de allá”;
 - Habana Abierta- “Cuando Salí de La Habana”;
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 - Celia Cruz- “Por si acaso no regreso”;
 - Luis Aguilé- “Cuando salí de Cuba”;
 - Raul Paz- “En Casa”;
 - Habana Blues- “En todas partes”;
 - Gerardo Alfonso-“Amigos”;
 - Willy Chirino-“Cuba linda”

Afro-Cuban Culture

- Bacon, Susan M. “La Virgen de la Caridad del Cobre.” *Leyendas del mundo hispano*. Prentice Hall, 2004.
- Tuten, Donald. *Fuentes Lectura y Redacción: An Intermediate Course*. Houghton Mifflin; 3rd ed.
 - Lectura 3: Literatura Cuento: “Habanas,” Richard Blanco.
 - Capítulo 4 Lectura: El sabor africano del Caribe
- Poems by Nicolás Guillén. “Sensemayá”
http://www.writing.upenn.edu/library/Guillen-Nicolas_Sensemaya.pdf
- “Mulata”, “Canto Negro”, “Negro Bembón”
<http://www.afrocubaweb.com/nicolasguillen.htm>

Santería

- “OrishaNet.” *OrishaNet*. <http://www.orishanet.org> Spanish and English