

The Caribbean Diaspora

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Urban Science Academy
(Level: High School World History II)

Culturally Relevant Argumentation Workshop

A Collaboration Between the Boston Public Schools and
the Boston University Social Studies Education Program



Lesson 1: U.S. Cold War Policy in the Caribbean and Central America

RATIONALE:

This lesson is of value for my students because most of them are from the Caribbean, and it will help them understand why many of their families left the Caribbean during the Cold War period. In addition, this lesson will give them several different perspectives (not just the American perspective) on why the U.S. was involved in the Caribbean during the Cold War, and what impact that had on the Caribbean Diaspora.

GOALS:

1. Students will be able to analyze primary and secondary sources related to U.S. Cold War policy in the Caribbean and Central America

PROCEDURE:

Inquiry Question: Did the U.S. truly support democracy in the Caribbean during the Cold War?

Opener:

1. 10 min: The following quote will be projected on the board, and the teacher will call on a student to read it aloud to the class:

“America supports democracy when democracy supports America. But when there is no democracy, dictatorships will do just as well - and at times even better. The sticking point is not whether citizens of all nations have the right to choose their leaders, but whether leaders, freely elected or not, of any nation have the right to choose a course which runs against whatever the US perceives its interests to be at a given moment.” –Gary Younge from *The Guardian* (April 29, 2002).

Then, teacher will ask if there are any words in the quote that students are not familiar with, and define or discuss them. Lastly, the teacher will ask students pair up with a partner for 5 minutes to interpret what the quote means and discuss whether they agree with it or not.

Development:

2. 20 min: Four “chunks” of evidence will be posted in different corners of the room. The teacher will divide students into 4 groups and instruct each group to walk together around the room and read/ watch each piece of evidence (see Appendix A). Evidence #1 is an excerpt from an article about the Caribbean and Central American Diaspora and a population chart. Evidence #2 is a CIA article and timeline. Evidence #3 is composed of two video clips. Evidence #4 is a political cartoon and a summary of major 20th century U.S. policies toward the Caribbean and Central America. Student groups should spend 4-5 minutes at each piece of evidence. Also,

students should wait quietly until the next group is done before moving onto the next piece of evidence.

3. 10 min: Teacher will ask students to stand by the piece of evidence that they feel is the *most* relevant to support the claim stated in the opening activity. After students have chosen their piece of evidence, the teacher will ask them to brainstorm their reasons why it is the most relevant evidence in the “Evidence Reasoning organizer” and then write down their reason in the “Speech Structure” sentence starters (see Appendix A).

4. 10 min: The teacher will tell students to share their reasons with their group members and vote on the best one to share with the whole class.

5. 5 min: The teacher will call on one person from each group to share their best reason with the class.

Closure

6. 5 min: Students will complete an exit ticket (see Appendix B) that answers this inquiry question: Based on what you learned in today’s activity, would you say that the U.S. truly supported democracy in the Caribbean during the Cold War? Why or why not?

ASSESSMENT:

The assessment will be the Evidence & Reasoning organizer (see Appendix A) and the exit ticket (see Appendix B).

APPENDIX A:

Four Corners: US Cold War Policy in Latin America

Name: _____ Block: _____ Date: _____

Purpose:

- To analyze primary and secondary sources on US Cold War policy in the Caribbean and Central America
- To support a claim by selecting evidence and giving valid reasoning about why that is the best evidence to support the claim

Directions: Four pieces of evidence are hung in different corners of the room. First, read the evidence and then walk to the piece of evidence that you feel is the *most* relevant to support the claim below, and give your reasoning for why it is the most relevant.

Claim: “America supports democracy when democracy supports America. But when there is no democracy, dictatorships will do just as well - and at times even better. The sticking point is not whether citizens of all nations have the right to choose their leaders, but whether leaders, freely elected or not, of any nation have the right to choose a course which runs against whatever the US perceives its interests to be at a given moment.”

--Gary Young from *The Guardian* (April 29, 2002)

Organizer:

Evidence (Which evidence is most relevant?)	Reasoning (Why is your evidence most relevant? How does it connect to the claim?)
The evidence I feel is <i>most relevant</i> to the claim is: (circle one)	

<p>#1- Excerpt and chart from article "Late-20th Century Immigration and U.S. Foreign Policy: Forging Latino Identity in the Minefields of Political Memory"</p> <p>#2- "CIA Timeline" By Steve Kangas</p> <p>#3- Two Video Clips</p> <p>#4- Political cartoon & Excerpt</p>	
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Speech Structure:

"Overall, I think the most relevant evidence to the claim is _____

because (explain your reasoning) _____

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Evidence#1: Excerpt and Population Chart

“Many foreign policies ultimately responsible for the creation of new Latino communities from Central America and the Caribbean in the U.S. were meant to have the opposite effect. One of the best illustrations of this can be found in President Ronald Reagan’s famous nationally televised address on U.S. foreign policy toward the region, delivered on May 9, 1984. Portraying the emergence of revolutionary movements across Central America as the result of Cuban-Soviet [plots] rather than any homegrown political or economic factors, Reagan warned that ‘Cuban-supported aggression’ had already ‘forced more than 400,000 men, women, and children to flee their homes. And in all of Central America, more than 800,000 have fled...’ Pinning the blame for Nicaragua’s recent revolution against the U.S.-backed Somoza dictatorship on Cuba’s Fidel Castro, Reagan predicted that the refugee crisis would only worsen if the U.S. once again allowed Castro to ‘deceive Western public opinion’ by fooling citizens into believing that any revolution against the authoritarian regimes of Central America would *not* automatically lead to Communism. ‘Communist subversion,’ Reagan argued, ‘poses the threat that a hundred million people from Panama to the open border of our South could come under the control of pro-Soviet regimes,’ jeopardizing the U.S. way of life and hemisphere as a whole. In short, Reagan declared, ‘America is Central America.’ The speech left little room to doubt either the logic or the merits of Reagan’s primary goal: renewal of U.S. funding for military dictatorships in Central America with few, if any, conditions attached.”

Group (Ranked by Size)	Total 2010 U.S. Population	Largest Concentrations
1. Cuban	1,785,547	1. Miami-Fort Lauderdale-Pompano Beach, FL (919,486) 2. New York-Northern New Jersey-Long Island, NY-NJ-PA (134,519) 3. Tampa-St. Petersburg-Clearwater, FL (77,366)
2. Salvadoran	1,648,968	1. Los Angeles-Long Beach-Santa Ana, CA (387,401) 2. Washington-Arlington-Alexandria, DC-VA-MD-WV (211,844) 3. New York-Northern New Jersey-Long Island, NY-NJ-PA (180,810)
3. Dominican	1,414,703	1. New York-Northern New Jersey-Long Island, NY-NJ-PA (796,166) 2. Miami-Fort Lauderdale-Pompano Beach, FL (88,843) 3. Boston-Cambridge-Quincy, MA-NH (87,167)
4. Guatemalan	1,044,209	1. Los Angeles-Long Beach-Santa Ana, CA (235,555) 2. New York-Northern New Jersey-Long Island, NY-NJ-PA (90,818) 3. Miami-Fort Lauderdale-Pompano Beach, FL (50,351)
5. Haitian	881,488	1. Miami-Fort Lauderdale-Pompano Beach, FL (267,958) 2. New York-Northern New Jersey-Long Island, NY-NJ-PA (214,387) 3. Boston-Cambridge-Quincy, MA-NH (56,709)
6. Honduran	633,401	1. New York-Northern New Jersey-Long Island, NY-NJ-PA (89,326) 2. Miami-Fort Lauderdale-Pompano Beach, FL (77,503) 3. Houston-Sugar Land-Baytown, TX (50,642)
7. Nicaraguan	348,202	1. Miami-Fort Lauderdale-Pompano Beach, FL (122,459) 2. Los Angeles-Long Beach-Santa Ana, CA (40,741) 3. San Francisco-Oakland-Fremont, CA (28,243)

All figures from 2010 U.S. Census.

Source of article: "Late-20th Century Immigration and U.S. Foreign Policy: Forging Latino Identity in the Minefields of Political Memory" by Lillian Guerra

<https://www.nps.gov/heritageinitiatives/latino/latinothemestudy/newlatinos.htm>

Evidence 2: "CIA Timeline" by Steve Kangas

CIA operations follow the same recurring script. First, American business interests abroad are threatened by a popular or democratically elected leader. The people support their leader because he intends to conduct land reform, strengthen unions, redistribute wealth, nationalize foreign-owned industry, and regulate business to protect workers, consumers and the environment. So, on behalf of American business, and often with their help, the CIA mobilizes the opposition. First it identifies right-wing groups within the country (usually the military), and offers them a deal: "We'll put you in power if you maintain a favorable business climate for us." The Agency then hires, trains and works with them to overthrow the existing government (usually a democracy). It uses every trick in the book: propaganda, stuffed ballot boxes, purchased elections, extortion, blackmail, sexual intrigue, false stories about opponents in the local media, infiltration and disruption of opposing political parties, kidnapping, beating, torture, intimidation, economic sabotage, death squads and even assassination. These efforts culminate in a military *coup*, which installs a right-wing dictator. The CIA trains the dictator's security apparatus to crack down on the traditional enemies of big business, using interrogation, torture and murder. The victims are said to be "communists," but almost always they are just peasants, liberals, moderates, labor union leaders, political opponents and advocates of free speech and democracy. Widespread human rights abuses follow.

This scenario has been repeated so many times that the CIA actually teaches it in a special school, the notorious "School of the Americas." (It opened in Panama but later moved to Fort Benning, Georgia.) Critics have nicknamed it the "School of the Dictators" and "School of the Assassins." Here, the CIA trains Latin American military officers how to conduct coups, including the use of interrogation, torture and murder...

The CIA justifies these actions as part of its war against communism. But most *coups* do not involve a communist threat. Unlucky nations are targeted for a wide variety of reasons: not only threats to American business interests abroad, but also liberal or even moderate social reforms, political instability, the unwillingness of a leader to carry out Washington's dictates, and declarations of neutrality in the Cold War. Indeed, nothing has infuriated CIA Directors quite like a nation's desire to stay out of the Cold War.

...

1959

Haiti — The U.S. military helps “Papa Doc” Duvalier become dictator of Haiti. He creates his own private police force, the “Tonton Macoutes,” who terrorize the population with machetes. They will kill over 100,000 during the Duvalier family reign. The U.S. does not protest their dismal human rights record.

1961

The Bay of Pigs — The CIA sends 1,500 Cuban exiles to invade Castro’s Cuba. But “Operation Mongoose” fails, due to poor planning, security and backing. The planners had imagined that the invasion will spark a popular uprising against Castro — which never happens. A promised American air strike also never occurs. This is the CIA’s first public setback, causing President Kennedy to fire CIA Director Allen Dulles.

Dominican Republic — The CIA assassinates Rafael Trujillo, a murderous dictator Washington has supported since 1930. Trujillo’s business interests have grown so large (about 60 percent of the economy) that they have begun competing with American business interests.

Source: <http://www.globalresearch.ca/a-timeline-of-cia-atrocities/5348804>

The article which this excerpt was taken from was initially published in 1997. It is in part based on the work of William Blum. Killing Hope: U.S. Military and CIA Interventions since World War II, 1995 (GR Ed. M. Ch.)

Evidence 3: Watch video clips at the links below.

Video 1: Cuban Missile Crisis Address to the Nation by President John F. Kennedy

<http://resources.primarysource.org/content.php?pid=86804&sid=645699>



Video 2: "US Under Fire for supporting dictators in Latin America" News Clip from PressTV (July 3, 2013)

<https://www.youtube.com/watch?v=h2VbzscLalY>



Evidence 4: Political Cartoon



Monroe Doctrine: A statement of foreign policy issued by President James Monroe in

1823, declaring that the United States would not tolerate intervention by European nations in the affairs of nations in the Americas.

The Roosevelt Corollary*

The Roosevelt Corollary was a substantial alteration (called an "amendment") of the Monroe Doctrine by [U.S. President Theodore Roosevelt](#) in 1904. Roosevelt's extension of the Monroe Doctrine asserted the right of the United States to intervene to stabilize the economic affairs of small nations in the [Caribbean](#) and [Central America](#) if they were unable to pay their international debts. The alternative was intervention by European powers, especially [Britain](#) and [Germany](#), which loaned money to the countries that did not repay. The catalyst of the new policy was Germany's aggressiveness in the [Venezuela](#) affair of 1902-1903...

Shift to the "Good Neighbor policy"

Presidents cited the **Roosevelt Corollary** as justification for United States intervention in [Cuba](#) (1906-1910), [Nicaragua](#) (1909-1911, 1912-1925 and 1926-1933), [Haiti](#) (1915-1934), and the [Dominican Republic](#) (1916-1924).

In 1928, under President [Calvin Coolidge](#), the Clark Memorandum stated that the United States did not have the right to intervene unless there was a threat by European powers. Released two years later, it concluded that the Doctrine did not give the United States any right to intervene in Latin American affairs when the region was not threatened by Old World powers, thereby reversing the Roosevelt Corollary.

In 1934, [Franklin D. Roosevelt](#) further renounced interventionism and established his "Good Neighbor policy," which tolerated the emergence of dictatorships like that of [Batista](#) in Cuba or Trujillo in the [Dominican Republic](#), as long as they were not seen as agents of European powers.

*Source: http://www.newworldencyclopedia.org/entry/Monroe_Doctrine

APPENDIX B:

Name: _____

Exit Ticket

Answer the following question in complete sentences: Based on what you learned in today's activity, would you say that the U.S. truly supported democracy in the Caribbean during the Cold War? Why or why not?

Lesson 2: “The Truth About the United States” by Jose Marti

RATIONALE:

This lesson is of value for my students because most of them are from the Caribbean, and it will give them a Caribbean (specifically Cuban) perspective on U.S. imperialistic practices in Latin America before the Cold War.

GOALS:

1. Students will be able to analyze a primary source related to U.S. foreign policy in Latin America

PROCEDURE:

Inquiry Question: During this period, should the Latin American people have trusted the U.S. to support them?

Opener:

1. 10 min: Teacher will ask students to complete a Vocabulary Anticipation Guide (Appendix A) that will familiarize them with some of the key vocabulary words in the essay they will read called “The Truth About the United States” by Jose Marti. The teacher will ask students which words they were not able to define and/or had never heard before and will explain what those words mean in the context of the reading.

Development:

2. 20 min: The teacher will divide students into four different groups, and each group will be assigned a number that corresponds to a section of today’s reading: “The Truth About the United States” by Jose Marti (Appendix D). Students will move to their assigned groups and either silently read and annotate their assigned section or ask one person in the group to read it aloud to them.

3. 15 min: Teacher will ask students to work with a partner in their group to find three pieces of evidence that support Marti’s claim about the United States. Then, students will write their reasoning for each piece of evidence in an organizer (Appendix B). Lastly, students will combine their claim, evidence and reasoning (CER) into a strong, coherent paragraph.

4. 10 min: Teacher will ask one person from each group to read aloud their CER paragraph to the class.

Closure:

5. 5 min: Students will complete an exit ticket (Appendix C) that answers this inquiry question:

Based on what you learned in today's activity, during this period, should the Caribbean people have trusted the U.S. to support them? Why or why not?

ASSESSMENT:

The assessment will be the CER organizer, paragraph and the exit ticket (see Appendix B and C).

APPENDIX A:

Name: _____

Date: _____

“The Truth About the United States” Vocabulary Anticipation Guide¹

Directions: Make a check mark for each word below, depending on how much you know the word, and write the definition if you think you know the word (in the last column). You can also add any unfamiliar words you come across while reading the essay. The correct definitions are on the back of this sheet, but don't look at them until you check yourself in the chart below.

Word	Have heard/ seen it used in a sentence	Don't know it at all	Can define or explain it to others (write definition below)
Modification (n)			
Alter (v)			
Impartiality (n)			
Iniquitous (adj)			

¹ This lesson is adapted from work by Julie Wright

Parricidal (adj)			
Virility (n)			
Compulsory (n)			
Exacerbate (v)			
Abhor (v)			
Dandyism (n)			
Aristocracy (n)			
Theocracy (n)			

Word	Definition
Modification (n)	A change made
Alter (v)	To change
Impartiality (n)	The idea that decisions should be just, fair and objective, rather than biased and prejudiced
Iniquitous (adj)	Really unfair and morally wrong
Parricidal (adj)	Of or related to the killing of a family member or ruler of one's country
Virility (n)	Manliness, strength, a strong sex drive
Compulsory (n)	Required, mandatory
Exacerbate (v)	To make a problem/ situation worse
Abhor (v)	To hate or regard something/ someone with disgust
Dandyism (n)	The quality of being a man who is excessively concerned about his clothes and appearance
Aristocracy (n)	The highest class; a form of government in which power is held by the nobility
Theocracy (n)	A system of government in which priests rule in the name of God or a god

APPENDIX B:

Section 1: “The Truth About the United States”

Name: _____ Block: _____ Date: _____ Points: _____/ _____ pts.

Claim: José Martí, activist and author, asserted in his essay “The Truth About the United States,” that both faults and failings of the United States must be made public.

***anti-imperialism:** opposed to one nation going into another country for political or economic gain

Purpose: To support a claim in an analysis of a primary source using evidence and reasoning.

Task: You will support the claim using evidence and reasoning from your assigned paragraph to support it.

Evidence	Reasoning: How does this evidence support your claim?
1.	
2.	
3.	

Speech Structure:

“Our claim is _____.”

The evidence that leads us to this conclusion is...

Section 2: "The Truth About the United States"

Name: _____ Block: _____ Date: _____ Points: _____/ _____ pts.

Claim: José Martí, activist and author, asserted in his essay "The Truth About the United States," that the United States is not united, free, or equal.

***anti-imperialism:** opposed to one nation going into another country for political or economic gain

Purpose: To support a claim in an analysis of a primary source using evidence and reasoning.

Task: You will support the claim using evidence and reasoning from your assigned paragraph to support it.

Evidence	Reasoning: How does this evidence support your claim?
1.	
2.	
3.	

Speech Structure:

“Our claim is _____.”

The evidence that leads us to this conclusion is...

Section 3: "The Truth About the United States"

Name: _____ Block: _____ Date: _____ Points: _____/ _____ pts.

Claim: José Martí, activist and author, argued in his essay "The Truth About the United States," that some people's love of the United States is misguided and misplaced.

***anti-imperialism:** opposed to one nation going into another country for political or economic gain

Purpose: To support a claim in an analysis of a primary source using evidence and reasoning

Task: You will support the claim using evidence and reasoning from your assigned paragraph to support it.

Evidence	Reasoning: How does this evidence support your claim?
1.	
2.	
3.	

Speech Structure:

“Our claim is _____.”

The evidence that leads us to this conclusion is...

Section 4: "The Truth About the United States"

Name: _____ Block: _____ Date: _____ Points: _____/ _____ pts.

Claim: José Martí, activist and author, argued in his essay "The Truth About the United States," that the character of the Spanish people is in many ways superior to the character of the American people.

***anti-imperialism:** opposed to one nation going into another country for political or economic gain

Purpose: To support a claim in an analysis of a primary source using evidence and reasoning.

Task: You will support the claim using evidence and reasoning from your assigned paragraph to support it.

Evidence	Reasoning: How does this evidence support your claim?
1.	
2.	
3.	

Speech Structure:

“Our claim is _____.”

The evidence that leads us to this conclusion is...

APPENDIX C:

Exit Ticket

Answer the following question in complete sentences: Based on what you learned in today's activity, during this period, should the Caribbean people have trusted the U.S. to support them? Why or why not?

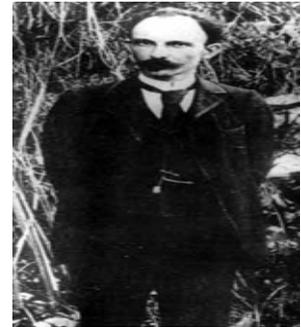
APPENDIX D:

Name: _____ Block: _____ Date: _____

The Truth About the United States

by José Martí

The following text written by José Martí was published in the newspaper Patria when el Maestro [“The teacher”, as he was called] was totally dedicated to the crucial task of organizing the war for Cuba’s independence. The objective of the text is to substantiate the inclusion of a new section that was being initiated in the newspaper with translations of articles from the US press that proved, in the view of the revolutionary leader, that that country could not serve as a model for the peoples of “our America”. This article amounts to a lesson in anti-imperialist analysis based on solid historical, sociological and political reasoning, and it is brilliant because of its perspective and ideas as well as due to its magnificent prose.*



The Truth about the United States

*Published on March 23, 1894, in Patria, New York, this article reflects Martí’s views about the virtues and vices of the Latin and **Saxon** peoples of the Americas.*

Section 1:

In Our America it is vital to know the truth about the United States. We should not exaggerate its faults purposely, out of a desire to deny it all virtue, nor should these faults be concealed or proclaimed as virtues. There are no races; there are only the various **modifications** of man in details of form and habits, according to the conditions of climate and history in which he lives, which do not **alter** the identical and the essential. Superficial men — who have not explored human problems very thoroughly, or who cannot see from the heights of **impartiality** how all nations are boiling in the same stew pot, and how one finds in the structure and fabric of them all the same permanent duel

between constructive unselfishness and iniquitous hate — are prone to amuse themselves by finding substantial variety between the egotistical Saxon and the egotistical Latin, the generous Saxon and the generous Latin, the Saxon bureaucrat and the Latin bureaucrat. Both Latins and Saxons are equally capable of having virtues and defects; what does vary is the peculiar outcome of the different historical groups. In a nation of English, Dutch and Germans of similar background, no matter what their disagreements, perhaps fatal, brought upon them by the original separations between nobility and the common man who founded that nation together, and by the inevitable — and in the human species innate — hostility of greed and vanity brought about by aristocracies confronted with the law and self-denial revealed to them, one cannot explain the confusion of political customs and the melting pot of nations in which the *conquistador's* needs permitted the native population to live. With **parricidal** blindness the privileged class spawned by the Europeans is still barring the way to those frightened and diverse peoples.

Section 2:

Concerning the differences between Latins and Saxons, and the only way that comparisons can be drawn, one must study the conditions they may have shared. It is a fact that in those Southern states of the American Union where there were Negro slaves, those Negroes were predominantly as arrogant, shiftless, helpless and merciless as the sons of Cuba would be under conditions of slavery. It is supinely ignorant and slightly infantile and blameworthy to refer to the United States and to the real or apparent conquests of one or more of its territories as one total nation, equally free and definitely conquered. Such a United States is a fraud and a delusion. Between the shanties of Dakota and the virile and barbaric nation in process of growth there, and the cities of the East — sprawling, privileged, well-bred, sensual and unjust — lies an entire world. From the stone houses and the majestic freedom north of Schenectady, to the dismal resort of stilts south of St. Petersburg, lies another entire world. The clean and concerned people of the North are worlds apart from the choleric, poverty-stricken, broken, bitter, lackluster, loafing Southern shop keepers sitting on their cracker barrels. What the honest man should observe is precisely that it was not only impossible to fuse the elements of diverse tendency and origin out of which the United States was created, within a period of three centuries of life in common or of one century of political awareness, but that **compulsory** social intercourse **exacerbates** and accentuates their principal differences and turns the unnatural federation into a harsh state of violent conquest.

Section 3:

With some people, an excessive love for the North is the unwise, but easily explained, expression of such a lively and vehement desire for progress that they are blind to the fact that ideas, like trees, must come from deep roots and compatible soil in order to develop a firm footing and prosper, and that a newborn baby is not given the wisdom and maturity of age merely because one glues on its smooth face a mustache and a pair of side burns. Monsters are created that way, not Nations. They have to live of themselves, and sweat through the heat. With other people, their Yankee mania is the innocent result of an occasional little leap of pleasure, much as a man judges the inner spirit of a home, and the souls who pray or die therein, by the smiles and luxury in the front parlor, or by the champagne and carnations on the banquet table. One must suffer, starve, work, love and study, even in vain, but with one's own individual courage and freedom. One must keep watch with the poor, weep with the destitute, abhor the brutality of wealth, live in both mansion and tenement, in the school's reception hall and in its vestibule, in the gilt and jasper theater box and in the cold, bare wings. In this way a man can form opinions, with glimmers of reason, about the authoritarian and envious Republic and the growing materialism of the United States. With other posthumous weaklings of Second Empire literary **dandyism**, or the false skeptics under whose mask of indifference there generally beats a heart of gold, the fashion is to scorn the indigenous, and more so. They cannot imagine greater elegance than to drink to the foreigner's breeches and ideas, and to strut over the globe, proud as the pompom tail of the fondled lap dog. With still others it is like a subtle **aristocracy** which, publicly showing a preference for the fair-skinned as a natural and proper thing to do, tries to conceal its own humble half-breed origins, unaware that when one man brands another as a bastard, it is always a sign of his own illegitimacy. There is no more certain announcement of a woman's sins that when she shows contempt for sinners. It matters not whether the reason is impatience for freedom or the fear of it, moral sloth or a laughable aristocracy, political idealism or a recently acquired ingenuity.

Section 4:

It is surely appropriate, and even urgent, to put before Our America the entire American truth, about the Saxon as well as the Latin, so that too much faith in foreign virtue will not weaken us in our formative years with an unmotivated and baneful distrust of what is ours. In a single war, the War of Secession, more concerned with whether the North or the South would predominate in the

Republic than with abolishing slavery, the United States lost more men per capita than were lost in the same amount of time by all the Spanish republics of America put together, and its sons had been living under republicanism for three centuries in a country whose elements were less hostile than in any other.

More men were lost in the United States Civil War than in Mexico to victorious Chile in the naturally slow process of putting upon the surface of the New World, with nothing but the enterprise of popular instinct and the rhetorical apostolate of a glorious minority, the remote peoples of widespread nuclei and contrary races, where the rule of Spain had left all the rage and hypocrisy of **theocracy**, and all the indolence and suspicions of a prolonged servitude. From the standpoint of justice and a legitimate social science it should be recognized that, in relation to the ready compliance of the one and the obstacles of the other, the North American character has gone downhill since the winning of independence, and is today less human and virile; whereas the Spanish-American character today is in all ways superior, in spite of its confusion and fatigue, to what it was when it began to emerge from the disorganized mass of grasping clergy, unskilled ideologists and ignorant or savage Indians. And to aid in the understanding of political reality in America, and to accompany or correct with the calm force of fact, the ill-advised praise (pernicious when carried to extremes) of the North American character and political life, *Patria* is inaugurating, with today's issue, a permanent section devoted to "Notes on the United States." In it, we will print articles faithfully translated from the country's earliest newspapers, without editorial comment or changes. We will print no accounts of events revealing the crimes or accidental faults, possible in all nations, where none but the wretched spirit finds sustenance and contentment, but rather those structural qualities which, for their constancy and authority, demonstrate two useful truths to Our America: the crude, uneven and decadent character of the United States, and the continuous existence there of all the violence, discord, immorality and disorder blamed upon the peoples of Spanish America.

FOOTNOTES

1 On several occasions, Martí expresses this anti-racist viewpoint.

2 Misprint in the newspaper *Patria*: "cerra".

3 The analysis made in the previous and following sentences reiterates the wide-ranging comparison undertaken by Martí between the [different] ways in which the US and Latin America conformed and developed in his brilliant work that has come to be known as "*Madre América*" (Mother America), an address that he delivered, on December 19 1889, at the Hispanic-American Literary Society of New York, to the delegates from Hispanic America who were attending the International American Conference held in Washington DC.

4 Misprint in the newspaper *Patria*: "sglos".

5 Dakota: Martí refers to the scant development of this territory, admitted as two separate status (North and South Dakota) to the Union only five years before the publication of this text. Dakota was the name of an Indian tribe at was a part of Louisiana, purchased by the US in 1803 from France. Towards the end of the XIX Century, it had a mostly rural and scant population, and both states were characterized by their cereal production.

6 Schenectady: city of New York state, on the Mohawk River that flows through the valley bearing the same name, one of the first that the Dutch founded in North America.

7 Petersburg: city of the state of Virginia, founded at the site where an Indian people lived, which was the headquarters of the tobacco and cotton industries, and suffered a bloody siege during the War Between the States.

8 Martí refers to the government of Louis Napoleon Bonaparte, who declared himself emperor of France in 1852 and took the name of Napoleon the Third.

9 Misprint in *Patria*: "rnbio".

10 The analyses above, in favor of the development of an individual identity and autochthonous nature for Latin America, expound on this idea to which Martí dedicates an extensive amount of space in his essay "*Nuestra América*" (Our America), one of his major works, published for the first time in the New York Illustrated Magazine of January 1st 1891.

11 War Between the States. Armed conflict between the northern and the southern states of the US, between 1861 and 1865, begun as a result of the fear of southerners that President Abraham Lincoln would declare the abolition of slavery. The secessionist states, that took the name of Confederate, were defeated.

Lesson 3: U.S. NPR Interview with Dominican Author Junot Diaz

RATIONALE:

This lesson is of value for my students because it will give them a Caribbean (specifically Dominican) perspective on how someone who was a member of the Caribbean Diaspora experienced life as an immigrant in the United States.

GOALS:

1. Students will be able to analyze a primary source related to the Caribbean Diaspora and the immigrant experience in America

PROCEDURE: (2 class periods)

Inquiry Questions: Is the idea that one must choose between one's home place and the new place cruel and absurd? Why or why not?

Opener (Day 1)

1. 10 min: Teacher asks students to answer the following "Do Now" questions on the worksheet provided (Appendix A):

You've just learned that your family is moving to another country.

- How do you feel about moving?
- What would you miss about where you live now?
- What would you look forward to about settling in a new country?
- What concerns do you have about moving to a new country?

Development

2. 8 min: Students will listen to an interview with Dominican author Junot Diaz (link to NPR interview is part of Appendix A).

3. 22 min: Students will work with a partner to answer the questions about the interview (Appendix A).

4. 10 min: Teacher will ask a few students to volunteer to read aloud their responses to questions 8 and 9. Teacher will ask students to discuss their multiple perspectives on these questions in small groups of 3-4 students.

Closure

5. 10 min: Students will complete an exit ticket (Appendix A) that answers this question: Why

does Diaz believe that the idea that “one must choose between your home place and the new place is cruel and absurd”? Do you agree/ disagree with Diaz’s view? Why?

Teacher then goes over the homework that is due the next day: First, students will interview an immigrant about their culture by completing a chart about different aspects of their culture (Appendix C). Then, students will complete a chart with open-ended questions that they may want to ask during the Socratic Seminar.

Opener (Day 2)

1. 8 min: Teacher will ask students to gather and review the materials needed for Socratic Seminar (Seminar questions and answers to interview questions—Appendix B and C). The teacher will review the Socratic Seminar norms and read over the Socratic Seminar rubric with students (Appendix B and D).

Development

2. 42 min: The chairs and desk in the classroom will be arranged in two concentric circles. The teacher will ask half the class to sit in the inner circle and be observed by the other half of the class sitting in the outer circle. The outer circle students will fill out an observation sheet (Appendix B) for students in the inner circle, and then switch places with them after 20 minutes of discussion. The teacher will set a timer for 20 minutes and give a 5-minute warning before students switch places to make sure everyone has a chance to speak. The topic of the today’s seminar is the same as the previous lesson’s exit ticket: Do you agree with Junot Diaz’s claim that “the idea that one must choose between your home place and the new place is cruel and absurd”? Why or why not? Any student can begin the seminar with a question or comment.

Closure

3. 10 min: Teacher will ask students to give their observation sheet (Appendix B) to the person they were observing in the inner circle and complete a self-evaluation sheet at the end of the seminars (Appendix B).

ASSESSMENT:

The assessment for Day 1 will be the answers to questions about Diaz’s interview and the exit ticket (Appendix A). The assessment for Day 2 will be the homework assignments, which are to interview an immigrant and to create questions for the seminar (Appendix B and C), and participation in the Socratic Seminar itself (Appendix D).

APPENDIX A:

“Becoming American”: NPR Interview with Junot Diaz²

Name: _____ /27

Do Now: You’ve just learned that your family is moving to another country. (5 pts.)

- How do you feel about moving?
- What would you miss about where you live now?
- What would you look forward to about settling in a new country?
- What concerns do you have about moving to a new country?
- What else?

² Interview Source: <http://www.npr.org/templates/story/story.php?storyId=97336132>

Junot Diaz on “Becoming American” Interview

Task: As you listen to the following interview with author Junot Diaz, please respond to the following questions.³

1. What is the novel *The Brief Wondrous Life* about? (2 pts.)

2. Why do you believe Diaz views coming to the U.S. at the age of six as both an “opportunity” and a “real challenge”? (2 pts.)

3. What were Diaz’s first few months of school like? How did this experience make him stronger as a child? (2 pts.)

4. What are the various types of nerds that Diaz presents through his characters in the novel? Please list them here: (3 pts.)

Oscar: _____

³ Interview questions from Julie Wright

Lola: _____

Junior: _____

5. Based on the descriptions of these characters, would you consider yourself a nerd about anything? Please explain why or why not. (2 pts.)

6. What does Diaz believe allowed him to separate himself from the “really, really, really nerdy kids”? (2 pts.)

7. How did Diaz’s being an immigrant lead to his love of reading? How did books help him adjust to life in the U.S.? What does his answer reveal to us about Diaz as a person? (3 pts.)

8. Why does Diaz “wrestle” daily with the question of what it means to be an American? (2 pts.)

9. Is Diaz correct when he says that there are multiple Americas? Please explain your response. (2 pts.)

Exit Ticket & Socratic Seminar Topic for tomorrow*: Why does Diaz believe that the idea that “one must choose between your home place and the new place is cruel and absurd”? Do you agree/disagree with Diaz’s view?

* Tomorrow you must use evidence from this interview and your homework (Immigrant culture interview) to defend your position. (2 pts.)

APPENDIX B:

Open-Ended Questions for a Socratic Seminar

Name _____

When preparing for a Socratic Seminar, write questions using these sentence frames to stimulate your thinking about the topic. Complete the following in order to fully prepare for the seminar:

Question Starter	Question	Notes
What puzzles me is...		
I'd like to talk with people about...		
I'm confused about...		
Don't you think this is similar to...		
Do you agree that the big ideas seem to be..		
I have questions about...		

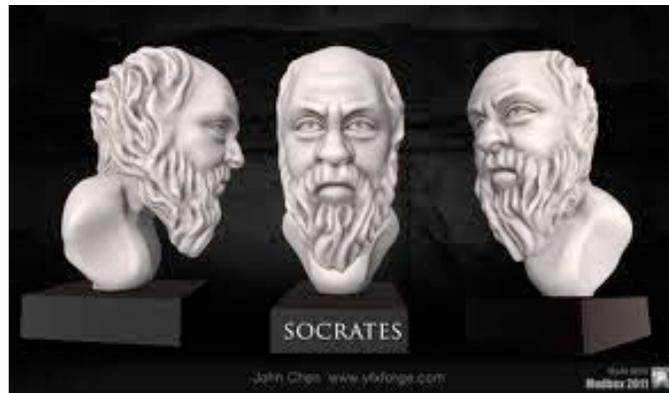
Another point of view is...		
I think it means...		
Do you think...		
What does it mean when the author says...		
Do you agree that...		

Name _____

Block: _____

Date: _____

Socratic Seminar - Overview



WHAT IT IS...

Socratic Dialogue is an open, serious, entertaining and demanding conversation between students. The purpose is to establish what one already knows and to truly learn something new. Learning is not being told; learning is making sense of things and making it your own.

Topic:

Why does Diaz believe that the idea that “one must choose between your home place and the new place is cruel and absurd”? Do you agree/ disagree with Diaz’s view? You must use evidence from your homework (immigrant culture interview) to defend your position.

Purpose: To engage in academic dialogue in relation to the text.

To support ideas with relevant information from the text and other sources relating to the topic.

Task: Participate in a Socratic Seminar to engage in a rigorous, college-style student-led discussion.

Audience: Classmates & Teacher

Food for Thought of the Process & Preparation:

Norms

- Focus on the text, not related opinions or personal experiences
- Active listening. Building on what has been said
- Address one another respectfully
- No stepping on another's talk
- No hand raising. No waiting turns to say something
- Numerous references to the text. Numerous challenges to go to the text.
An emphasis on clarification, amplification, implication

- No "going through" the leaders. Lots of direct student-led conversation and analysis
- Monitor "air time"
- Address comments to the group (no side conversations)
- Invite those who have not spoken into the conversation
- Take notes on ideas presented and add to these insights (especially if in outer-circle)

Some Effective Methods of Engaging in Socratic Dialogue

- Discuss the meaning of words (What do you mean by "friend"? How do you know when someone is your friend? You said the elephant was an animal. Are all animals elephants?)
- Keep the dialogue related to the meaning of the text.
- Test for inferences (You said that Yunior is not trustworthy. What does that reveal about whether or not his views on Lola and Oscar are valid?)
- Identify assumptions (She said that Beli was a bad mother because of the way she treated Lola and Oscar. How do we define "bad" and "good" when it comes to being a parent?)
- Seek evidence (If this is your view, tell us what ideas from the text or history have led you to it. Where would you look for information to support it?)
- Analyze arguments (What is the major concern raised by Beli's treatment of her children? What is the conclusion? How is that conclusion reached?)
- Formulate conclusions (Was the treatment of Oscar by his mother appropriate and justifiable? Why or why not?)

Possible Questions for....

- **interpreting the text:** What is the main idea or underlying value in the text? What is the author's purpose or perspective? What does (a particular phrase) mean? What might be a good title for the text? What is the most important word/sentence/paragraph?

- **moving the discussion along:** Who has a different perspective? Who has not yet had a chance to speak? Where do you find evidence for that in the text? Can you clarify what you mean by that? How does that relate to what (someone else) said? Is there something in the text that is unclear to you? Has anyone changed their mind?

- **making connections:** How do the ideas in the text relate to our lives? What do they mean for us personally? Why is this material important? Is it right that....? Do you agree with the author?

- **debriefing:** Do you feel like you understand the text at a deeper level? How was the process for us? Did we adhere to our norms? Did you achieve your goals to participate? What was one thing you noticed about the seminar?

Socratic Seminar Partner Observation Sheet

Name of person you are observing _____

Your name _____

Seminar Topic _____

Date _____

1) Record checks for each time your partner contributed in a meaningful way:

2) On a scale of 1-5, with 5 being the highest, according to the rubric how well did your partner do at the following?

_____ **Analysis and Reasoning**

Did your partner....

Cite reasons and evidence for his/her statements with support from the text?

Demonstrate that he/she had given thoughtful consideration to the topic?

Provide relevant and insightful comments?

Demonstrate organized thinking?

Move the discussion to a deeper level?

Notes/Comments:

_____ **Discussion Skills**

Did your partner...

Speak loudly and clearly?

Stay on topic?

Talk directly to other students rather than the teacher?

Stay focused on the discussion? Invite other people into the discussion?

Share air time equally with others (didn't talk more than was fair to others)?

Notes/Comments:

_____ **Civility**

Did your partner...

Listen to others respectfully?

Enter the discussion in a polite manner?

Use academic language (avoid slang, inappropriate language)?

Question others in a civil manner, rather than in "hostile" exchanges?

Notes/Comments:

Socratic Seminar Self-Evaluation Form

- How would you rate your conduct/ behavior during the seminar on a scale of 1-5? (1 being very disrespectful and 5 being very considerate and respectful)

1 2 3 4 5

- How would you rate your ability to make clear and convincing assertions during the seminar on a scale of 1-5? (1 being not making any sense and 5 being very logical and clear)

1 2 3 4 5

- How would you rate your overall engagement during the seminar on a scale of 1-5? (1 being very bored and 5 being very interested and engaged)

1 2 3 4 5

What did you learn during this seminar?

Looking Ahead...Reflection Question: What would you do differently or do the same in our next seminar? Why?

Example:

Interviewee: Yin Peet

Relationship to me: mother

Age: 58

Cultural Background: 1st generation American; came to U.S. from Taiwan.

Cultural Aspect	Beliefs and Values of Culture/Family
Religion/ Spirituality	My mother was raised in a mixture of Buddhist and Taoist beliefs. Her mother used to pray to the ancestors daily, but her father was not religious at all because he believed in only what he could find physical proof of. In the U.S. my mother did not practice her religion very openly, but I do remember watching her practice Buddhist mediation and chanting, and she took me to Taoist temples to pray to our ancestors whenever we went back to Taiwan.
Expectations of Men	Because my father was from a different culture than her, my mother expected him to act differently from a traditional Taiwanese man, who expected obedience from his wife. Instead, she expected him, as an American man, to value equality in a relationship. For example, because she would cook, my dad would clean up after dinner and help my brother and I do the dishes.
Expectations of Women	Although my mother was quite liberated and progressive for a Taiwanese woman of her time (she married a foreign man, moved far away from home, got her Masters degree, and became a self-employed artist), she still held onto many traditional beliefs about being a good wife and mother. For example, she believed it was her duty as a mom to cook every meal for my brother and I, so we rarely ate out at restaurants.

TURN OVER →

Name: _____

Parent/Adult Culture

Interview

____/14 pts.

Interviewee: _____ Relationship to you: _____ Age: _____

Cultural Background: _____

Cultural Aspect	Your Culture
Religion/ Spirituality	
Expectations of Men	

Expectations of Women	
Expectations of Children	
Marriage/ Relationships	
Hospitality (kindness in or treatment of welcoming strangers or guests into one's home)	

Other (music, justice, food, dance, etc.)	
---	--

APPENDIX D.

H4: Socratic Seminar⁵

Seminarian: _____

Criteria	Exceeds Expectations=4 Socrates Salutes You!	Meets Expectations=3 Socrates looks at you amusingly.	Does Not Meet Expectations=2 Socrates wonders if you've been playing with Play-doh.
Claim and Evidence	<p>The student makes 3-4 relevant comments that always refer to HW and class material, such as Diaz interview.</p> <p>The comments present specific evidence — quotes, excerpts, etc.</p> <p>The student provides an explanation/claim for what is being said.</p> <p>The student acknowledges and explores conflicting views, and /or addresses and responds to the opposing argument.</p>	<p>The student makes 1-2 relevant comments that occasionally refer to the HW and class material or are indirect references to them.</p> <p>The student's explanation lacks the development necessary to fully explain the claim.</p> <p>The explanation is based primarily on ideas discussed in class, revealing little insight beyond what has previously been discussed.</p>	<p>The student makes irrelevant comments that seldom refer to HW and class material;</p> <p>however, the comment expresses a claim, but that claim is not supported with evidence. It is more of an observation than an explanation.</p> <p>The student's comments reveal a major misunderstanding of HW or class material or do not make specific references to the HW and class material .</p>

⁵ Adapted from work by Julie Wright

<p>Listening</p>	<p>The student takes notes that capture the key ideas during the entire the seminar.</p> <p>The student adds his/her own comments and analysis.</p> <p>The comments made in response to a statement during the seminar accurately reflect the speaker’s statement(s).</p> <p>The student actively listens: makes eye contact, and follows the conversation, not doodling, not talking to others, etc.</p>	<p>The student occasionally takes notes that capture some of the key ideas of the seminar.</p> <p>The student occasionally his/her own comments and analysis.</p> <p>The comments made in response to a statement during the seminar accurately reproduce the speaker’s statement(s) with two minor exceptions.</p> <p>The student appears to be listening: sometimes makes eye contact, follows the conversation, is not doodling, not talking to others, etc.</p>	<p>The student does not take notes.</p> <p>There are no comments to others statements.</p> <p>The student does not appear to be listening (and has to be addressed for side conversations, daydreaming, doodling, checking phone etc.).</p>
<p>Critical Thinking/ Literary Interpretation</p>	<p>The comments express original, deep thinking: beyond the literal, debatable, supported by specific examples. The student possesses the ability to take the discussion to the “next level.” Visible responses from the group often follow such comments.</p> <p>This thinking need not always be a new thought: the comments may extend a previous comment, delving deeper into a previously mentioned issue or topic.</p> <p>Students may not always agree with or support the claims of others. They present insights at odds with weaker, less supported ones. In other words, they begin to point out the mis-readings of others.</p>	<p>The comments express a mixture of original thinking/extensions and repeating others.</p> <p>The student response to others may rely upon the form of questioning the group rather than making their own meaning.</p> <p>The extensions rely on rephrasing what someone else has already said.</p> <p>Students only support others’ claims; they never counter them.</p>	<p>The comments rely only on repeating others’ comments.</p> <p>Extensions repeat others’ comments.</p> <p>Students remain silent or seldom counter other claims.</p>

Grade: _____

Feedback:

Lesson 4: Evaluating Bias in Articles about Trujillo

RATIONALE:

This lesson is of value for my students because it gives them chance to see how the role of the United States in supporting and destroying a Latin American dictator is portrayed differently in two articles about Rafael Trujillo.

GOALS:

1. Students will be able to analyze and evaluate secondary sources related to a Latin American dictator that the U.S. helped to put in power and then later helped to destroy.

PROCEDURE:

Inquiry Question: Why was it sometimes more convenient for the U.S. to support dictators in Latin America than to support democratically elected leaders?

Opener:

1. 5 min: Teacher asks students respond in writing to the following statement by dictator Rafael Trujillo by explaining why they agree/ disagree with it: “He who does not know how to deceive does not know how to rule” (Appendix B).

Development:

2. 25 min: Teacher will ask students to silently read and annotate three articles about dictator Rafael Trujillo (Appendix A).

3. 10 min: Teacher will tell students to work with a partner to complete a Venn Diagram (Appendix B) comparing and contrasting the three articles.

Closure:

4. 15 min: Teacher will ask students to complete the exit ticket (Appendix B) in which they

write 1-2 paragraphs that explain which portrayal of Rafael Trujillo they agree with the most and why.

5. 5 min (optional): Teacher assigns homework, which is written on the board: Students write a paragraph answering this question: Was the U.S. justified in both supporting and taking down Trujillo? Why or why not?

ASSESSMENT:

The assessments will be the Venn Diagram and exit ticket (Appendix B).

APPENDIX A:

Article #1

Time Magazine

DOMINICAN REPUBLIC: Gaudiest Dictator

Monday, Nov. 19, 1945

His Excellency, Generalissimo Dr. Rafael Leonidas Trujillo Molina, Honorable Chief of State, Benefactor of the Nation, President and Dictator of the Dominican Republic, is an example of a waning Latin American type—the caudillo (chieftain). As a blend of the Emperor Jones and the European authoritarians, Dictator Trujillo and his ilk always seem bizarre to North Americans. But the southern dictators must be understood if Latin America is to be understood by the big neighbor in the North.

Last week Dictator Trujillo was very much in the news. Within the fortnight, scathing criticism from far & wide had pointed up the anachronism: If In Caracas, Provisional President Romulo Betancourt announced that Venezuela would not recognize Trujillo and his "assassins of liberty." In London, the World Youth Conference expelled the two Dominican representatives because they did not represent a democratic country. In Washington, potent Cuban Senator Eduardo Chibas declared that the Dominican Government was an obstacle to democracy in the Americas.

The Glory Road. Trujillo is the end product of a U.S. military occupation. When the U.S. forces got out of the Dominican Republic in 1924, Trujillo was a Major in the Marine-trained Army. By 1930 he had fought his way into the presidency.

Today he puts on a show combining the outstanding features of a waterfront goon squad and Hollywood. Generalissimo Trujillo's car sports a five-starred, solid-gold license plate. Newspapers and radio hysterically shout his praise. Statues of him litter the land. An electric sign once glittered: "God and Trujillo."

The dictator's amorous capacity is notable, even in the tropic Caribbean. One of Trujillo's friends is bediamonded, aging, Isabel Mayer. Now in her sixties, Dona Isabel is still famed for her parties and cuisine ("Have some more sea food! It's good for men"). Trujillo was at one of her parties when the infamous massacre of the Haitians occurred in 1937. Rumor has it that Dona Isabel had complained that Haitian peasants, sneaking across the border, were stealing her cattle. The Trujillo soldiery was ordered out. They smashed babies' heads against rocks, ripped pregnant women with bayonets, slaughtered thousands of Haitians. Hogs gorged on the rotting corpses.

Big Business. Important visitors, including touring U.S. Congressmen, have found Trujillo the soul of affability. At home he can point to solid achievements: great advances in irrigation and sanitation, improved roads and schools, building projects. Trujillo's enterprises and taxes have helped drive living costs up. But his Government has been "orderly."

The dictator does not filch from the public treasury. That would be picking his own pocket. For Trujillo is the Dominican Republic. His personal monopolies include salt, tobacco, employe insurance, beer.

Trujillo has an equal passion for owning land and for buying it on his own terms. His annual income is estimated at \$6,000,000.

Petan & Pipi. Many of the dictator's enterprises are divided among his brothers. Swarthy Hector ("El Negro") is Secretary of State for War and Navy, with real estate on the side. Petan specializes in fruit and protection, operates a radio station. Pipi regulates prostitution. Prostitutes in the Dominican Republic are called cueros (hides).

Once Petan slapped a levy on exports of cattle hides. Pipi objected. Their mother, one of the First Ladies of the Land, decided the case. "None of that, Petan," she admonished. "You know the cueros belong to Pipi."

Jitters. Despite his wealth and power. Dictator Trujillo is worried. The news from Washington increased his jitters. Assistant Secretary of State Spruille Braden, no friend of dictatorial bullies, had installed an old foe of Trujillo as the State Department's new chief of the Office of American Republic Affairs. The new man: able, forthright Ellis Briggs, who had been U.S. Ambassador to the Dominican Republic, and openly hostile to the Dictator.

Source: <http://content.time.com/time/magazine/article/0,9171,886652,00.html>

Article #2

Biography.com: Rafael Trujillo

Rafael Trujillo was a dictator of the Dominican Republic for decades. He was assassinated in 1961.

Synopsis

Dictator Rafael Trujillo was born on October 24, 1891 in San Cristóbal, Dominican Republic. He became president of the Dominican Republic in 1930 through political maneuvering and torture. He officially held the office until 1938, when he chose a puppet successor. He resumed his official position from 1942 to 1952, but continued to rule by force until his assassination on May 30, 1961.

Early Life

Dominican dictator Rafael Trujillo was born Rafael Leónidas Trujillo Molina to a middle-class family on October 24, 1891 in San Cristóbal, Dominican Republic. He and his 10 siblings were raised in a small rural town by parents of Spanish, Haitian and Dominican descent. As a child, Trujillo attended informal schools held in various villagers' homes. His education took place in fits and starts and was rudimentary at best. Because Trujillo hired someone to rewrite his family history once he came into power, the true facts of his background remain uncertain.

When Trujillo was 16 years old, he took a job as a telegraph operator. After joining a gang and committing a string of crimes, Trujillo was arrested for forging a check and subsequently lost his job. In 1916, Trujillo married his first wife, Aminta Ledesima, who would give him two daughters. In light of becoming a family man, Trujillo traded in his life of crime for a steady day job. At the end of 1916, he took a weicher position on a sugar plantation. Displaying leadership qualities, Trujillo was later promoted to private policeman on the plantation.

Military Career

By 1919, Trujillo was restless and eager to escape the monotony of his rural life. When the U.S. Marines, then occupying the Dominican Republic, offered him the opportunity to train as an officer for the country's first municipal police force, the Constabulary Guard, Trujillo jumped at the chance.

After completing his training, Trujillo quickly rose up the ranks. In 1924 he was made second-in-command of the guard and in June of 1925, he was promoted to commander-in-chief.

Dictatorship

In early 1930, after Dominican President Horacio Vasquez faced revolts and a provisional government had been established, Trujillo named himself a candidate in the new presidential elections. During Trujillo's campaign, he organized a secret police force to torture and murder supporters of the opposing candidate. Not surprisingly, Trujillo won the election by a landslide.

Shortly into Trujillo's first term, Santo Domingo, the Dominican capital, was devastated by a hurricane. Trujillo used the disaster as an excuse to impose martial law on all citizens. He also imposed "emergency taxes" and even seized the bank accounts of his opposition. Trujillo spent the next six years renovating the city and building several monuments in his own honor. Upon completing renovations, Trujillo renamed Santo Domingo "Ciudad Trujillo."

During his additional years in office, Trujillo continued to use his power for personal profit. He took total control of all major industries and financial institutions. The country saw some improvements to its economy, but those were mainly limited to the capital city. Meanwhile, in more rural areas, entire peasant communities were uprooted to clear the way for Trujillo's new sugar plantation. Trujillo himself candidly defended his reign with the assertion that, "He who does not know how to deceive does not know how to rule."

Trujillo was known to treat the Dominican Republic's Haitian migrants with particularly severity and a deliberate disregard for their civil liberties. In 1937, he went so far as to orchestrate the massacre of thousands of Haitian immigrants.

Trujillo officially held the office of president until 1938, when he chose a puppet successor. He resumed his official position from 1942 until 1952 but subsequently continued to rule by force until his death in 1961. Toward the end of his life, he faced growing opposition from Dominican citizens as well as foreign pressure to relax his rule. He also started losing military support from the army, with the CIA maneuvering to have him removed from power.

Source: <http://www.biography.com/people/rafael-trujillo-39891>

Article #3

The Progressive

40 years later, U.S. invasion still haunts Dominican Republic

Posted: April 21, 2005

40 years later, U.S. invasion still haunts Dominican Republic

By Juleyka Lantigua

It's been 40 years since the United States invaded the Dominican Republic, and my native country is still suffering the effects of that misguided intervention.

On April 28, 1965, 42,000 American troops invaded the Dominican Republic. By the end of the invasion, more than 3,000 Dominicans and 31 American servicemen had lost their lives. And democracy suffered another setback.

The invasion was not an aberration since the United States had been interfering in the affairs of my homeland since the turn of the century.

The people of the Dominican Republic were trying to restore Juan Bosch to the presidency. Two years before, in 1963, Bosch, the head of the Dominican Revolutionary Party and a leading writer and intellectual, had won the first free presidential election in 30 years. But his pro-Castro sentiments and the uneasiness he inspired in business sectors fueled a military coup seven months later that installed a three-man military junta.

President Lyndon Johnson sent U.S. Marines to the island to support the junta and to place Joaquin Balaguer back in power. Balaguer had succeeded Gen. Rafael Leonidas Trujillo, the brutal dictator who ruled the country with Washington's blessing for 31 years.

Trujillo used the U.S.-trained National Guard to banish, torture or kill his opponents.

As President Franklin Roosevelt's secretary of state, Cordell Hull famously said of Trujillo: "He may be a son-of-a-bitch, but he is our son-of-a-bitch."

The United States has been meddling in my country for 90 years now. It started in 1916 when American Marines first arrived for an 8-year occupation.

It continued through the Trujillo dictatorship and Balaguer's 28-year reign. And it continues today, with U.S. support for authoritarian and corrupt leaders who still rule on behalf of a privileged social class and foreign powers.

Forty years ago, the Marines deprived the people of the Dominican Republic of self-determination.

For many in my country, that invasion cast the United States not as liberator but as oppressor.

The 40th anniversary is no cause for celebration.

Juleyka Lantigua is a freelance writer who was born and raised in the Dominican Republic. She immigrated with her family to New York 19 years ago. She can be reached at pmproj@progressive.org.

Source: http://www.progressive.org/media_la2505

APPENDIX B

Name: _____

Date: _____

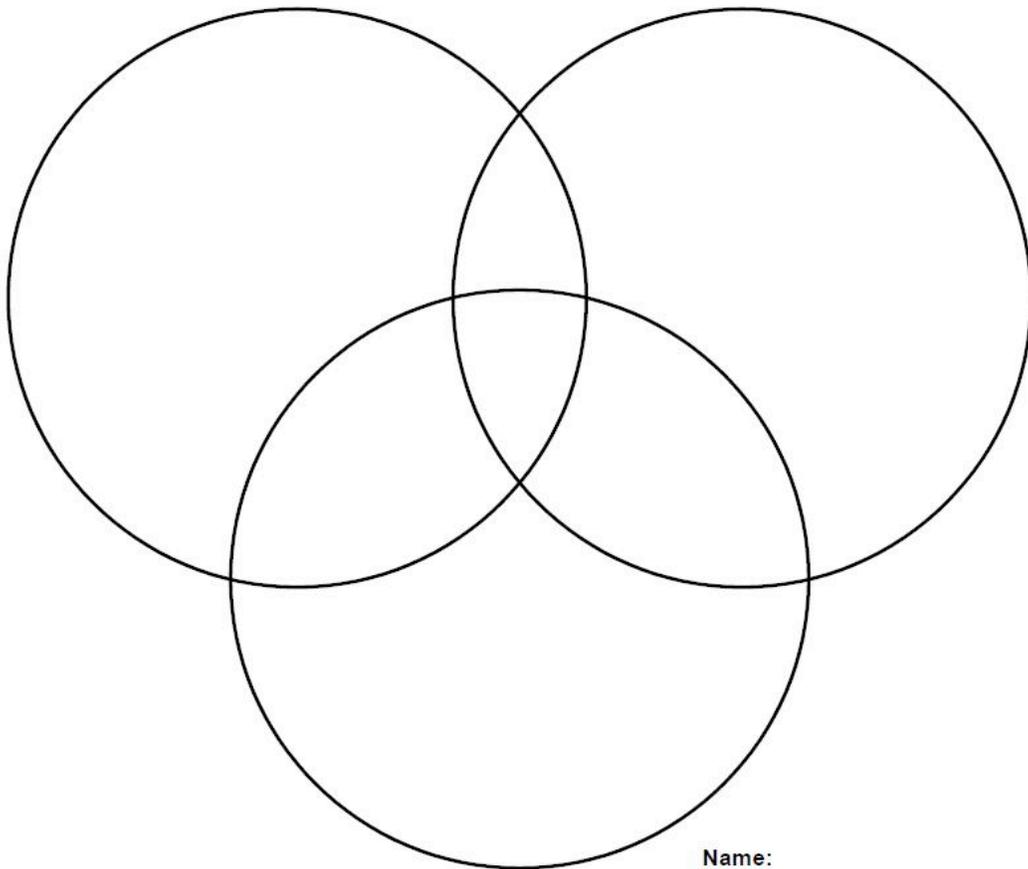
Evaluating Bias in Three Articles about Rafael Trujillo

Do Now: Respond to the following statement by dictator Rafael Trujillo by explaining why you agree/ disagree with it: "He who does not know how to deceive does not know how to rule."

Classwork: Complete a Venn Diagram comparing and contrasting the two articles about Trujillo.

 Time Magazine

 Biography.com



Name: _____

Lesson 1: The Haitian Immigrant Experience

RATIONALE:

This lesson is of value for my students because it shows them how members of the Haitian Diaspora were treated when they arrived in the United States, and it allows them to think about how attainable the American Dream is for immigrants.

GOALS:

Students will be able to analyze primary and secondary sources related to the Haitian Diaspora

PROCEDURE:

Inquiry Questions: Is the American Dream attainable for all immigrants? Why or why not?

Opener

1. 10 min: The teacher asks students to respond in writing to the following questions (Appendix A): What is your definition of the American Dream? Do you feel you can achieve this dream one day? Why/ why not? Teacher will ask a few students to share their responses with the class.

Development

2. 10 min: Teacher will ask students to silently read and annotate an article called “Haitian Refugees in America: The Fight for Citizenship” (Appendix B).

3. 15 min: Teacher will show students a video interview with a Haitian immigrant.

4. 15 min: Teacher asks students to complete a CER organizer (Appendix C) that answers this question: Based on the information present in the video and the document we read, would you say that Jean will be able to achieve his American Dream? Why or why not?

Closure

5. 10 min: Teacher will ask 3 students to volunteer to stand up in front of the class and read their CER organizer aloud.

ASSESSMENT:

The assessment will be the SOAPBOX Claim, Evidence, Reasoning Organizer (Appendix C).

APPENDIX A:

Do Now: What is your definition of the American Dream? Do you feel you can achieve this dream one day? Why or why not?

APPENDIX B

Haitian Refugees in America: The Fight For Citizenship

- The first detected Haitian boat with refugees arrived in 1963. Their request for asylum was denied, and they were deported” (Charles, 202). Ten years later, 65 Haitian refugees claimed refugee status and were denied, between 1971 and 1977, 35,000 arrived, 1977 and 1981, 50,000 to 70,000 arrived and after the coup of Aristide in 1991, 34,000 made the journey and were intercepted at sea (Charles, 203). In 2001, the issue of Haitian refugees became a national event when a boatload of 187 Haitian refugees reached the Florida shores.
- During the Cold War “opportunities and special provisions were created for refugees fleeing ‘communist’, countries as in the cases of Eastern Europeans and Cuban refugees.” (Charles, 199)
- The Refugee Act of 1980 was passed shortly after this, along with the Immigration Reform and Control Act of 1986 and the Immigration Act of 1990. President Carter also responded to the immigration issue by establishing a new category defined as “Cuban-Haitian entrants” (Charles, 196). This new policy included Haitians by default, extended a welcome to those who had arrived with the Cubans and made the matter of asylum a matter of right rather than based on discretion and claim. Although the act removed all references to communism to

the definition of refugee, the government under the Reagan administration continued to give most of the admission slots to those fleeing communist countries.

- “Since the 1960s’, U.S. policies toward Haitian refugees and asylum seekers can be described as simply as a denial of due process, mistreatment, deportation and racial exclusion.” (Charles, 195).
 - The National Council of churches established the Haitian Refugee Center in 1972, which forced the release of Haitian prisoners without bond. The National Coalition for Haitian Refugees was established in 1982, which was the product of forty-two American and Haitian religious, labor and human rights organizations whose sole purpose was to help the community bring protests to a political level. (Charles, 191-2).
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Video Interview with a Haitian Immigrant: What is an American?

“An independent person, who has freedoms, who can follow their dreams, who can live freely without fears of social unrest...”

-Jean Michelle Mitch

Source: Charles, Carolle. “Political Refugees or Economic Immigrants?.” *Journal of American Ethnic History*. no. 2/3 (2006): 190-208. <http://faculty.wagner.edu/lori-weintrob/defying-discrimination-in-america-a-haitian-struggle-in-modern-nyc/>

APPENDIX C.

SOAPBOX: Take a Stand

Directions: Based on the information present in the video and the document, would you say that Jean will be able to achieve his American Dream? Why or why not? After you complete the organizer below, stand and read your Claim, Evidence and Reasoning to the class!

Claim: Jean will/ will not be able to achieve his American Dream because...

Evidence and Reasoning:

Two pieces of evidence to prove that my claim is valid are...

1.

2.

My evidence proves and supports my claim because...