

Global Studies
Unit 1, Lesson 3

DEBATE ON COMMUNISM



Ms. Brinkman

UNIT 1, LESSON 3

DEBATE ON COMMUNISM

What do you know about

- ... Communism?
- ... the United States' relationship with Communist countries?
- ... Fidel Castro?
- ... the Cuban Missile Crisis?
- ... the U.S. Wet-Foot Dry-Foot Immigration Policy?



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What is Communism?

Famous faces of Communism:

Communism is a classless society where private property has been abolished and instead belongs to the community.

Supporters see Communism as a system that achieves true equality.



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Do you recognize this symbol of Communism?

The **HAMMER** represents the industrial working class.



The **SICKLE** represents agricultural workers.

This symbol represents the unity of these two groups.

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What is the U.S. relationship with communist Cuba?

Cuba is about 90 miles away from the coast of Florida.



Wet-Foot Dry-Foot Immigration Policy:

Cubans who reach dry land in the U.S. are allowed to remain. Those who are caught at sea are deported back to Cuba.

You will learn more about refugees such as these in the next unit.



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Does Communism work?

This lesson explores the pros and cons of the Communism economic system in Cuba.

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Briefing

Debate on Communism



Your goals are to learn how to complete these objectives:

- Investigate the Cuban health care and education systems
- Survey demographic data on Cuba and other nations in the Caribbean region
- Examine Cuba's recent record on human rights
- Evaluate whether communism has been good for the Cuban people

Your editor is pleased that you can explain the different types of economic systems. However, it is going to take your best reporter skills to take the next step to analyze how politics and economics mix and affect the lives of people living under them.

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You'll be taking notes on how Communism works within the country of Cuba.

You'll use the information in your notes to create a 5-paragraph essay as part of the Work File.

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Assignment

Debate on Communism

Word just arrived at GNN headquarters that there is going to be an important summit in which American countries will meet to discuss the effects of living under different forms of government. The agenda includes a debate about communism and whether it has been good for the people of Cuba. You will cover this important debate.

Of course, you already know about different political systems, but this assessment is going to cover serious economic issues. Since you have already learned how certain types of governments work and how economic systems, you should really be able to impress your editor with very thorough coverage of the debate.

Please proceed to the following page for your assessment.

and Cuba

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Click on the "SAS Curriculum Pathways" link. This link will take you to the SAS lesson on Communism.

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Report

Debate on Communism

In order to gather the information you need for this report, you will access the SAS® Curriculum Pathways®. Please follow these instructions:

- Go to the [SAS® Curriculum Pathways®](#).
- The first time you enter, you will be prompted for your user name. For more information, see the materials section of the Course Information area.
- In the Quick Launch box, enter the number **199**, then click Go.
- Once you have accessed the lesson, read and follow all of the directions.
- Copy and paste the "Respond" portion of the SAS Lesson into a word processing document and save the file. Complete the "Respond" questions and submit the document for this assessment to your editor.

Note: Please refer to the Lesson Resource Packet by clicking on the backpack icon at the bottom of the page to find the list of acceptable file formats.



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The screenshot shows the SAS Curriculum Pathways Subscriber Login interface. It features two main sections: 'Faculty/Staff' on the left and 'Student' on the right. Each section has a 'User name' and 'Password' input field, followed by a 'Log in' button. The 'Student' section's 'User name' field is highlighted with a red circle and contains the text 'flvs'. A red arrow points from a yellow text box at the bottom right to this field.

Login in on the right-hand side of the page in the Student section.

The User name is: flvs

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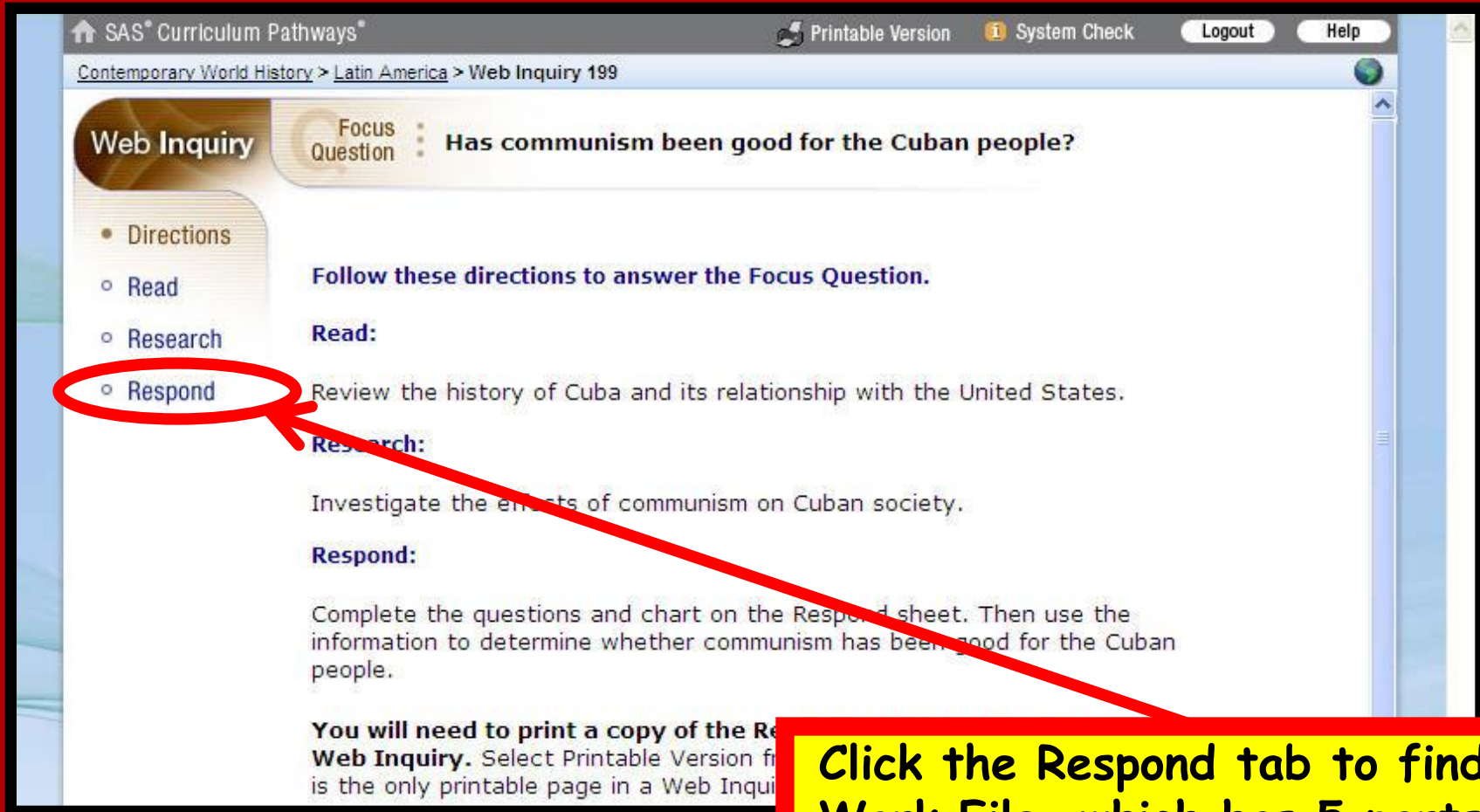


The screenshot shows the SAS Curriculum Pathways website interface. At the top, there is a navigation bar with subject categories: English, Social Studies, Science, Mathematics, and Spanish. To the right of these categories is a 'Quick Launch' search bar containing the number '199' and a 'GO' button. A red circle highlights the search bar and the 'GO' button, with a red arrow pointing from the 'GO' button down to a yellow text box at the bottom of the page. The main content area is divided into two columns. The left column is titled 'Getting Started' and contains instructions on how to use the site. The right column is titled 'Highlights' and lists various resources such as 'Misused Expressions', 'China's Great Wall', 'Cell Division', 'Slope', 'Spanish Language Builder: Verb:', and 'Interactive Atlas'. At the bottom of the page, there is a search bar and a 'Search' button. The footer includes the text 'Registered to FLORIDA VIRTUAL SCHOOL'.

Type 199 in the Quick Launch area. Then click "Go".

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SAS Curriculum Pathways

Printable Version System Check Logout Help

Contemporary World History > Latin America > Web Inquiry 199

Web Inquiry

Focus Question: **Has communism been good for the Cuban people?**

- Directions
- Read
- Research
- **Respond**

Follow these directions to answer the Focus Question.

Read:
Review the history of Cuba and its relationship with the United States.

Research:
Investigate the effects of communism on Cuban society.

Respond:
Complete the questions and chart on the Respond sheet. Then use the information to determine whether communism has been good for the Cuban people.

You will need to print a copy of the Respond sheet. Select Printable Version for the Respond sheet. This is the only printable page in a Web Inquiry.

Click the Respond tab to find the Work File, which has 5 parts.

THE ASSESSMENT

SAS® Curriculum Pathways®

Printable Version System Check Logout Help

Contemporary World History > Latin America > Web Inquiry 199

Web Inquiry Focus Question: **Has communism been good for the Cuban people?**

- Directions
- Read
- Research
- Respond

Part 1: The People of Cuba

Examine the images at Site 1 and briefly record your impressions of Cuba below.

Part 2: Health Care and Education

Use the information from Site 2 to answer the following questions:

- Describe the health care system in Cuba.
- Describe the education system in Cuba.

Part 3: Comparing Cuba and the Caribbean Region

Use the information from Site 3 to complete the chart.

- Complete the following chart with vital health statistics from your research.

Copy-and-paste all 5 parts into a Word document so that you can complete each part and submit into the Drop Box.

Then carefully read the Directions, Read, and Research tabs to complete all of the questions.

THE ASSESSMENT



Part 5: Homework

Based on the evidence you've collected, write a brief essay answering the Focus Question: Has communism been good for the Cuban people?

Notice that Part 5 asks you to write a brief essay.

We consider a well-developed essay to contain at least 4-5 paragraphs.

THE RUBRIC

Debate on Communism	Student demonstrates understanding of how communism affects the economic, political, and social life of people by submitting a completed report that includes the following:	100 pts. total
	• Personal	20 pts.
	• Health	20 pts.
	• Compar	20 pts.
	• Three comments regarding human rights in Cuba	20 pts.
	• Brief essay answering the Focus Question: Has communism been good for the Cuban people? Essay should include few, if any, errors in spelling, grammar, and punctuation.	20 pts.


As always, check the rubric before submitting an assignment. Notice the point value assigned to each element.



Note: Please refer to the Lesson Resource Packet by clicking on the back icon at the bottom of the page to find the list of acceptable file formats.

Submit Your Work

- When you are sure you have met the learning goals and each grading requirement of this lesson, submit the **Debate on Communism** assessment on the following page.


 [How will you be graded on this assessment?](#)

Are necessary pages printed and stored in your notebook? Is all work saved on a floppy, zip disk, or CD?

THE DROP BOX

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 Your Debate on Communism assessment is a portfolio item. When you are finished, please submit your work to your teacher in the drop box below.



Drop Box

Complete and [submit the Debate on Communism assessment](#).

After you've double-checked the Rubric, and you've proofread your assignment for grammar and spelling, submit it into the Drop Box.



The top of the slide features a graphic of the Texas state flag, with a red field containing a white five-pointed star on the left, and horizontal stripes of white, blue, and white on the right. The text is overlaid on the white stripes.

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APPOINTMENTS: <http://tiny.cc/brinkmanappt>