Havana Cuba All-Stars: The Asere Friendship Tour
Educator Resource Guide
Dear Educator –
We are excited to welcome you to the 2016-17 Season, filled with engaging artistic and educational opportunities for you and your students. Join us as we celebrate the voices of community and culture that have the power to unite us all. As part of The Boldt Company Beyond the Stage Education Program, this resource guide will provide you with lesson ideas to prepare your students for the upcoming performance. Please feel free to adapt any of the activities in this guide to make them appropriate and meaningful to your students.

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We look forward to recognizing each unique voice and providing a platform for expression through the arts. From lesson ideas and professional development workshops to backstage tours, allow us to partner with you to provide students with exciting educational opportunities!

For questions contact the education sales department (920) 730-3726 or educationsales@foxcitiespac.com.

The Havana Cuba All-Stars: The Asere Friendship Tour

Wednesday, November 2, 2016
9:30 a.m.
Run Time: Approx. 60 minutes
Grades: 6-12

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WELCOME TO THE FOX CITIES P.A.C.
We are in need of an audience – are you up for the part?

THEATER ETIQUETTE
• When entering the Fox Cities Performing Arts Center, remember to show respect for others by waiting your turn and speaking quietly.

• Remember that during the performance the live performers can see and hear you. Even the smallest sounds can be heard throughout the theater, so it is best to remain quiet so everyone can enjoy the performance.

• Applause is the best way to express how much you enjoyed the performance!

• Important things to remember:
  • Student backpacks, gum, drinks and food are not allowed in the theater.
  • Cell phones should be turned off and stowed.
  • Note that recording or taking photos in the theater is strictly prohibited; however, photos may be taken in the lobby.
  • It’s a long way down – please do not drop items off balconies.

INFORMATION FOR TEACHERS

Be prepared to arrive early — You should plan on arriving to the Center 30 minutes before the show. Allow for travel time, parking and trips to the restroom.

Know your needs — To best serve the needs of you and your students, please indicate in advance if you have individuals who require special services or seating needs upon making your reservation.

Seating — Seating is based on a number of factors including when the reservation is made, size of group, students’ ages and any special seating needs.

This study guide was created for you by the Education Team as a part of The Boldt Company Beyond the Stage Education program. To download copies of this study guide or to find additional resources for this performance or view past study guides please visit: www.foxcitiespac.com

Questions about your show reservation? Contact our education sales team at educationsales@foxcitiespac.com or call (920) 730-3726.

ENJOY THE SHOW!

DID YOU KNOW?
• Over 148 miles of electrical wire is used in the Center.

• It required 75 million pounds of concrete to build the Center. Some of the walls are up to three feet thick to help baffle outside sound.

• There are 101,550 exposed bricks on the face of the Center. Want to count?
WISCONSIN ACADEMIC STANDARDS
To assist you in your planning the Wisconsin Academic Standards that are most likely to connect with this performance are listed below.

SOCIAL STUDIES
GEOGRAPHY: Students in Wisconsin will learn about geography through the study of the relationships among people, places and environments.

POLITICAL SCIENCE AND CITIZENSHIP: Students in Wisconsin will learn about political science and acquire the knowledge of political systems necessary for developing individual civic responsibility by studying the history and contemporary uses of power, authority and governance.

BEHAVIORAL SCIENCES: Students in Wisconsin will learn about the behavioral sciences by exploring concepts from the discipline of sociology, the study of the interactions among individuals, groups and institutions; the discipline of psychology, the study of factors that influence individual identity and learning; and the discipline of anthropology, the study of cultures in various times and settings.

MUSIC
ANALYSIS: Students in Wisconsin will analyze and describe music.

THE ARTS: Students in Wisconsin will relate music to the other arts and disciplines outside the arts.

HISTORY AND CULTURE: Students in Wisconsin will relate music to history and culture.

THEATER
PLAY READING AND ANALYSIS: Students in Wisconsin will attend live theater and read plays, be able to analyze and evaluate the play and articulate (create meaning from) the play’s message for individuals and society.

RESEARCH AND ANALYSIS: Students in Wisconsin will research and analyze methods of presentation and audience response for theater, the interconnections of theater, community, other cultures and historical periods for use as general knowledge.
ABOUT THE COMPANY

Drawing their inspiration from traditional Cuban Son, Cuba’s greatest musicians have created and maintained the songs and music the rich culture of the Cuban people. Staying true to an acoustic base, they have developed a fresh sound with inventive songwriting and have preserved the traditions of the Cuban musical art form. The band is comprised of Cuba’s greatest and most prominent musicians. Created to exemplify the great musical traditions of the Cuban people, this tour marks the debut in the United States and Canada.

DID YOU KNOW?

When Fidel Castro came to power in 1959, an enormous portion of the Cuban economy was under the control of U.S. corporations. U.S. companies dominated utilities and railroads. US firms also controlled a significant portion of the island’s natural resources, including sugar, cattle, tobacco, timber, oil, mining, and the vast majority of the nation’s farmland.

The Castro government nationalized these assets, claiming them in the name of the Cuban people. To summarize a long, complex story, the U.S. retaliated by putting a trade embargo in place in an effort to topple the Cuban government. After more than five decades, that included the breakup of the Soviet Union, the end of the Cold War, and the passing of the torch from Fidel Castro to his brother Raul, it is clear to all parties that the trade embargo did not achieve its objectives. Today, many argue that the embargo serves no real purpose and that ending it will not only make U.S. consumers happy, but also help the U.S. economy and further the goal of bringing a greater level of freedom to the island nation.

Source: www.Investopedia.com/articles
LESSON ONE: SOUNDS OF A CULTURE
OBJECTIVE: Students will learn about Cuban cultures by exploring aspects of their music.

MATERIALS
Journals Internet access
Writing utensils

OPENING DISCUSSION
What does it mean to trade? What items do you think are often traded in countries? Is the word “trade” only used for tangible products or can it be used for less tangible? Such as music, ideas or skills? Think about aspects of your culture, is there any components that may have been “traded” from other countries?

WARM UP
• Display a map and point out Cuba, the Soviet Union and the United States to students. Explain that this country lies 90 miles from the coast of Florida. Point out and identify the following: Cuba, Florida, Havana, Miami and the bodies of water that separates the two countries.
• Share with students that during the Cold War, there was heightened tension between the two dominant superpower nations, the United States and the Soviet Union.
• Next, play President John F. Kennedy’s address to the people of the United States on October 22, 1962. (President John F. Kennedy’s complete address: www.youtube.com/watch?v=EgdUgzAWcrw)

ACTIVITY
• Play students a recording of the song “Guantanamera” and ask students if any have heard the song before. (www.youtube.com/watch?v=h0gg3-xvMBo)
• Ask students if they are able to recognize what languages are represented in the song?
• After listening to song, share with students that this is probably the best known Cuban song. The original lyrics are based on selections from the poetry collection Versos Secillos (Simple Verses) by Cuban poet and independence hero Jose Marti.
• Share that the song was then recorded by Pete Seeger with the intention to use as a symbol of unity between America and Cuba during the time of the Cuban missile crisis.
• Discuss how the song was shared between countries and how art can be used to unify.

DID YOU KNOW?
• Ernest Hemingway wrote “For Whom the Bells Tolls” and “The Old Man and the Sea” while he lived in Cuba.
• The world’s smallest hummingbird and smallest frog are found in Cuba.
• Government vehicles in Cuba are legally required to pick up any hitchhikers.
• Cuba has one of the highest literacy rates in the world: 99.8%
• Cubans were prohibited from owning cell phones until 2008.
• 5% of Cubans have access to the open internet.
• Only two countries in the world are not allowed to sell Coca-Cola officially: North Korea and Cuba.
• Cuba is the most populated country in all of the Caribbean, with more than 11 million residents.

Source: www.travel.nationalgeographic.com
• As an informal written exercise, have students summarize the speech in journals.
  • To help students compose their thoughts, provide the following questions:
    • What seven steps did the president set in motion in order to halt the missile build-up?
    • What special message did the president give the “captive” people of Cuba?
    • What do you think the intent of this message was?
    • What reason did the Soviets claim for the missile build-up in Cuba?
• After students have finished their summaries, have them transfer it to a clean sheet of paper.
  Encourage them to make their summary concise and understandable. If students need clarification
  on portions of the speech or historical context, be available to assist as needed.

CLOSING DISCUSSION
How do you think President Kennedy encouraged the people of America during a time of fear? What do
you think the most important component of his speech was? What would you have said if you were
president during this time?

Cuba is frequently referred to as El Cocodrilo, which means alligator in Spanish. This is because the aerial
view of Cuba bears resemblance to the actual form of an alligator.
LESSON TWO: DRAWING FOR CHANGE

OBJECTIVE: Political cartoons provide an important record of the times. Using artwork, students will explore how artists express thoughts, beliefs and conviction through their art.

MATERIALS
Paper
Drawing and writing utensils
Internet access

OPENING DISCUSSION
Ask students if they have heard about Cuba in the news. What have they heard? As a class, discuss the current political situation in Cuba. Answer questions that students have and provide insight into missing information or misinformation students may have. Political cartoons can deliver a punch. Cartoonists comment on the world’s current events all the time, and in the process make people laugh and think. Have you seen a political cartoon that has made you think about a situation you may have seen in the news?

WARM UP
• American political cartoons have been around since the nineteenth century! They were created as a way to help people within minimal reading abilities understand and relate to situations.
• Brainstorm with students some benefits that could be seen through the use of political cartoons?
• Explain and define the following terms for students.
  • Symbolism
  • Caricature
  • Captioning
  • Analogy
  • Irony
  • Exaggeration

DID YOU KNOW?
When Fidel Castro came to power in 1959, relations between the U.S. and Cuba quickly devolved into bitter arguments, political grandstanding (speaking in a way intended to attract attention and influence people) and international crisis. Cuba lies less than 100 miles off the coast of Florida and the two countries have had no diplomatic relations since 1961. On April 13, President Barack Obama announced he would lift some longstanding restrictions, allowing Cuban Americans to visit and send remittances to their families and easing (but not fully lifting) the 47-year-old economic embargo on the island nation.

But the U.S. and Cuba's ties go back well before Castro. In 1898, at the end of the Spanish-American war, a defeated Spain signed the rights to its territories — including Cuba, Puerto Rico and Guam — over to the U.S., which subsequently granted Cuba its independence with the stipulation that the U.S. could intervene in the country's affairs if necessary (later relinquished) and that it be granted a perpetual lease on its naval base at Guantánamo Bay. For the next half-century the two countries more or less cooperated, with the U.S. helping to squash rebellions and heavily investing in the economy of its tiny neighbor. Source: www.content.time.com
Cuban music is influenced by many different cultures, and in turn had a strong influence on shaping global music since the 19th century. Traditional music is a fusion of multiple heritage and sources, and this unique blend has given rise to new types of instruments that musicians of all kinds use.

The **tres** is a staple instrument of many Cuban bands. Shaped like a small guitar, this chordophone instrument has six strings in three groups, or courses, of two, and is played as a melodic rhythm instrument, rather than being used to strum chords. The percussive nature of the sound means the instrument can be played sweetly and playfully or fast and furious. Nobody is certain when the tres guitar was first used, but today it is a common addition to many traditional and modern Cuban bands.

Timbales are a set of single-headed drums, invented in Cuba that look similar to a tom-tom. Bongos also find their origin in Cuba and were created from animal hide stretched over wood. These instruments feature a high-pitched, speedy sound which can be audibly picked out. Bongos can be played with either the hands or drumsticks, with one pitched lower than the other, allowing a master player to develop complex and rapid rhythms.

ACTIVITY
- Through an online search, research appropriate political cartoons depicting the relationship between Cuba and America. Display the cartoons and lead a discussion with students on the images.
  - Focus discussion on the symbolism that students can see depicted.
- Provide students with a copy of the Cartoon Analysis Worksheet (p.10) and have them research a political cartoon.
- Once students have finished, have a select group share what they found.

CLOSING DISCUSSION
Why do you think people enjoy cartoons? How can this art form be used as an expression?
## Cartoon Analysis Worksheet

<table>
<thead>
<tr>
<th>Your Name:</th>
<th>Name of Cartoon:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Class:</td>
<td></td>
</tr>
<tr>
<td>Date:</td>
<td></td>
</tr>
</tbody>
</table>

### Level 1

**Visuals**

1) List the objects or people you see in the cartoon.

**Words (not all cartoons include words)**

1) Identify the cartoon caption and/or title.

2) Locate three words or phrases used by the cartoonist to identify objects or people within the cartoon.

3) Record any important dates or numbers that appear in the cartoon.

### Level 2

**Visuals**

2) Which of the objects on your list are symbols?

**Words**

4) Which word or phrases in the cartoon appear to be the most significant? Why do you think so?

3) What do you think each symbol means?

5) List adjectives that describe the emotions portrayed in the cartoon.

### Level 3

a) Describe the action taking place in the cartoon.

b) Explain how the words in the cartoon clarify the symbols.

c) Explain the message of the cartoon.

d) What special interest groups would agree or disagree with the cartoon’s message? Why?

e) Circle any of the persuasive techniques used in this cartoon:

- Symbolism
- Caricature
- Captioning and labels
- Analogy
- Irony
- Juxtaposition
- Exaggeration

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Adapted from: U.S. National Archives & Records Administration

8601 Adelphi Road, College Park, MD, 20740 • 1-86-NARA-NARA • 1-866-272-6272

Source: www.archives.gov/digital_classroom/lessons/analysis_worksheets/cartoon.htm
LESSON THREE: MY FELLOW AMERICANS

OBJECTIVE: Students will learn about the Cuban Missile Crisis of 1962 and how it was communicated to the American people.

MATERIALS
Journals          Internet access
Paper and writing utensils

OPENING DISCUSSION
What is media? Media is used to convey information to mass numbers of people. It includes television, radio, computers, books and newspapers. During times of crisis, media is a tool for communication. An example of this was seen in the Cuban Missile Crisis. Today we will explore how the media communicated the situation and how it is similar or different to what happened.

WARM UP
• Divide students into groups and play a round of the game “Telephone.”

DID YOU KNOW?
Did you know that if you want to take a step back into automotive time, the best place to visit is Cuba. Havana itself is beautiful, with its brightly colored buildings and busy streets, but there is also a line of classic cars sitting at the intersection like it’s no big deal! Cuba is literally a rolling car museum. Everywhere you look there is an old-school American vehicle.

New American cars have been off-limits under the U.S. trade embargo since 1960. In fact, until a relaxation of rules in 2013, Cubans were forbidden to buy any cars manufactured abroad. However, as shiny they may look from the outside, not all American classics remain in original condition.

Substitutions have been necessary because the embargo also bans replacement auto parts. This has led to a lot of reengineering such as modifying springs made for train cars into replacement auto springs, which doesn’t guarantee the smoothest ride. Although President Obama’s plan to normalize relations with Cuba is being continued, a complete lift of the trade embargo may be still a distance away. Some Cuban consumers can purchase more modern vehicles – if they can afford the hefty price – but the classics may still remain on their streets for a while.

THE CUBAN MISSILE CRISIS
The Cuban Missile Crisis was a pivotal moment in the Cold War. Fifty years ago the United States and the Soviet Union stood closer to Armageddon than at any other moment in history. In October 1962 President John F. Kennedy was informed of a U-2 spy-plane’s discovery of Soviet nuclear-tipped missiles in Cuba. The President resolved immediately that this could not stand. Over an intense 13 days, he and his Soviet counterpart Nikita Khrushchev confronted each other “eyeball to eyeball,” each with the power of mutual destruction. A war would have meant the deaths of 100 million Americans and more than 100 million Russians.

Pausing at the nuclear precipice, President Kennedy and the group of advisors he had assembled (known as ExComm) evaluated a number of options. After a week of secret deliberations, he announced the discovery to the world and imposed a naval blockade on further shipments of armaments to Cuba. A tense second week followed, during which neither side backed down. Presented with the choice of attacking or accepting Soviet nuclear missiles in Cuba, Kennedy rejected both options. Instead, he crafted an alternative with three components: a public deal in which the United States pledged not to invade Cuba if the Soviet Union withdrew its missiles; a private ultimatum threatening to attack Cuba within 24 hours if the offer was rejected; and a secret sweetener that promised to withdraw U.S. missiles from Turkey within six months. The crisis was resolved at the last minute when Khrushchev accepted the U.S. offer.

www.cubanmissilecrisis.org
Cuban art is an exceptionally diverse cultural blend of African, South American, European and North American elements which reflect the diverse demographic makeup of the island. After the Cuban Revolution of 1959, some artists felt it was in their best interests to leave Cuba and produce their art, while others stayed behind. For those who stayed, the government sponsored their work, however, since it was supported, an implied censorship occurred. The art field is still viewed as private enterprise though; in a country in which everything is owned and run by the government, this is a privilege.

Fidel Castro had a utopian vision for the country which included taking an aggressive approach to promoting education, science and all forms of culture. Cubans in the arts do constitute as a privileged class. As cultural ambassadors, they may travel more freely than other citizens, live part-time in other countries and can keep any money they earn abroad. The country features an “inverted pyramid” from what U.S. citizens are accustomed to – an artists can make a living in his or her chosen field, but a lawyer or doctor might end up driving a cab.

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ACTIVITY

• Explain to students that during the beginning days of the crisis, the American people knew very little of what was actually happening. Ask students to reflect on the warm up, how did it feel to only know a small snippet of the conversation? This is how it often feels when you do not fully understand a situation.
• Divide students into groups and instruct them to research the 13 initial days of the Cuban Missile Crisis. (October 16 – October 28, 1962).
• Explain that their group will research two aspects of the crisis communication. They will record the information that the American public received via the media and also what was happening behind the scenes on a timeline.
  • For example: On Oct. 20, media reported that President Kennedy had a cold and needed to shorten his trip, but it was later revealed he actually rushed back to the White House in response to the unfolding crisis.
• New York Time Archives: [www.nytimes.com/books/97/10/19/home/missile.html](http://www.nytimes.com/books/97/10/19/home/missile.html)
• Cuban Missile Crisis: [http://microsites.jfklibrary.org/cmc/](http://microsites.jfklibrary.org/cmc/)
• Have students supplement their timelines with pictures, quotes and additional relevant information.
• Provide students an opportunity to share what they learned with the class.

CLOSING DISCUSSION

What have you learned that changed perceptions on the crisis?
How does media influence through their sharing of information?

Discover the Arts

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Source: [www.wbur.org](http://www.wbur.org)
LESSON FOUR: SIGHTS, SMELLS & SOUNDS

OBJECTIVE: Students will explore the Cuba through cultural aspects of the country.

MATERIALS
Examples of Afro-Cuban jazz music

OPENING DISCUSSION
When we think of countries in the Caribbean, we often only think of hot days and cool beaches! But there is so much more to these countries. One way we can see culture is through a country’s music and food. Music is a key representation of a culture and the music of Cuba is often considered the richest and most influential regional music of the world!

WARM UP
• Play jazz music for students as they walk into class.
• Once students are seated, ask them the following questions:
  • What kind of music is this?
  • How is jazz alike or different from other kinds of music?
  • Jazz music features improvisation. Do you know what this word means?
• Explain that during the 1960s a new style of music known as Afro-Cuban jazz became popular.
• During 1910-1930, Cuban jazz began in Havana and in the late 30s and 40s, more syncopation was added featuring more African roots through the addition of cowbell and conga to the rhythm section.

ACTIVITY
• Start a discussion on food by asking students what role food plays in their lives. Discuss the responses and explain how many types of food are associated with celebrations, traditions and ethnic groups.
• As a class research what breakfast, lunch and dinner look like in Cuba. What times are the meals served, what components do the meals feature, what traditions are associated with Cuban food.
• Instruct each student to select a meal with their family and make it at home.
• Have each student document their meal preparation with pictures and a written summary.
• If you would like, have students bring in samples to share with the class!

CLOSING DISCUSSION
Why do you think music and food are such a wonderful representation of culture? How do these things represent your culture?
Don’t let this experience end with the drop of the curtain. Keep the conversation going with your students and reflect on the performance that you just attended. Here are a few questions to get the conversation started!

• What did you learn about the Cuban culture from this performance?

• Which moment do you remember most from the performance? What was happening?

• What did you learn about the importance of community from this performance?

• Describe the music you heard. How did the music add to the mood or atmosphere of the performance?

• Describe how the performers used their bodies. How did their movement reflect the feeling from the music they were playing?

• If you were going to tell a friend about the performance, how would you describe it in one sentence?

• How did you feel about being provided a glimpse into another culture?
BOOKS
“The Surrender Tree: Poems of Cuba’s Struggle for Freedom” by Margarita Engle
“90 Miles to Havana” by Enrique Flores-Galbis

WEBSITES
National Geographic

Cuban Missile Crisis
www.microsites.jfklibrary.org/cmc/oct16/

Arts Edge – free digital resource for teaching and learning in, through and about the arts
www.artsedge.kennedy-center.org

This educator resource guide is created as part of The Boldt Company Beyond the Stage Education Program.
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