

# Relocating Minor Children in Times of Conflict - Operation Peter Pan

Created by: Nanette Fandino-Diaz, Jefferson Township High School

---

## Lesson Plan Background:

- **Demographics**

- **Theme/Topic:** The Movement of Goods or People
  - AP Spanish Language and Culture
    - Global Challenges
    - Personal and Public Identities
  - SDG 10 - Reduced Inequalities
  - SDG 16 - Peace, Justice, and Strong Institutions
  - SDG 17 - Partnerships for the Goals
- **Subjects/Grade Level:** AP Spanish Language and Culture / 11th and 12th graders
- **Suggested duration:** 3 days
- **Introduction to lesson:** The students will watch the documentary Escape from Havana which introduces seven individuals who were Pedro Pan children. Students will identify information about the children, the experiences, the challenges, and the opportunities that Operation Pedro Pan afforded each of them. As a class we will create the timeline of the Cuban Revolution and look at the US embargo on Cuba.

- **Connection to Standards/Common Core**

- **7.1.IH.IPRET.4:** Summarize information from oral and written discourse dealing with a variety of topics.
- **7.1.IH.IPRET.8:** Collect, share, and analyze data related to global issues including climate change.
- **7.1.IH.PRSNT.5:** Express viewpoints on familiar and researched topics, give reasons to support the claims, and speak and write in strings of connected sentences and some short paragraphs.

- **Essential Questions**

- **7.1.IH.IPRET.4:** Summarize information from oral and written discourse dealing with a variety of topics.
- **7.1.IH.IPRET.8:** Collect, share, and analyze data related to global issues including climate change.
- **7.1.IH.PRSNT.5:** Express viewpoints on familiar and researched topics, give reasons to support the claims, and speak and write in strings of connected sentences and some short paragraphs.

- **Learning Objectives**

- SWBAT understand the social and political challenges faced by Cuba at the local, national, and international level.
- SWBAT understand how SDGs 10, 16, and 17 impact immigration around the globe.

- **Materials Needed**

- Documentary Escape from Havana and digital handouts.

## LESSON PLAN

---

### Lesson Plan Details:

- **Pre-Assessment of Prior Knowledge**

- Documentary Escape from Havana and digital handouts.

- **Teacher-Student Interaction**

1. As the students watch the video they will complete a handout where they will record key information about the individuals interviewed who were Pedro Pan.
  - a. How old were they when they came to the US?
  - b. What did their parents tell them?
  - c. What was their living situation in the US?
  - d. What were the challenges they faced?
  - e. Were they reunited with their parents? If not, why?
  - f. What do they do today?
  - g. Have they ever returned to Cuba?
  - h. What is their position on the US embargo of Cuba?
2. As the students watch the video we will also create a class timeline of the Cuban Revolution.
3. At the beginning of the documentary Carlos Eire states that he suppressed many memories from Cuba until the Elián Gonzalez case.
  - a. I will introduce the Elián Gonzalez case and the picture that most people remember from April 22, 2000.
  - b. The students will have an opportunity to debate whether he should have been reunited with his father or left in the United States.
  - c. The students will predict what Elián did with his life in Cuba.
  - d. Present an article about Elián Gonzalez today.

- **Closing Activity**

- Students will complete an [exit ticket](#) each day.

- **Post-Assessment**

- Each student will look at one social or political challenge that Cuba faces and prepare a presentation: [Cuba y los desafíos mundiales sociales y políticos](#).

### Lesson Plan Resources/Next Steps:

- **Resources**

- **Video:**
  - [Escape from Havana](#)
- 
- **Handout**
  - [¿Quiénes son los Pedro Pan en el documental Escape from Havana?](#)
  - [A chronology of the Elián Gonzalez Saga](#)
  - [Elián González 23 years later](#)
  - [Elián González famous image](#)

## LESSON PLAN

---

- - **Extension**
  - Informational: SDGs and Immigration
    - o [Making Migration Work for All](#)
- 
- **Extension Activities/Cross-Curricular Connections**
    - Students can look at the propaganda videos that have been created by the Cuban government that explain Operation Peter Pan as a US attack on the Revolution.
    - Novel/biography unit
      - o Hermanos: Los niños de Pedro Pan by Betty Viamontes
      - o Las niñas de Pedro Pan: Buscando el cierre by Betty Viamontes
      - o A Boy, An Orphan, A Cuban Refugee: The Road to Freedom by Tony Dora
      - o 90 Miles to Havana by Enrique Flores-Galbis

### Resource Support:

This lesson plan was developed by Nanette Fandino-Diaz, who participated in the [Global Teacher Seminar 2023: Global Movement of Goods and People](#). The seminar was a partnership with the Center for African Studies (CAS), Center for Latin American Studies (CLAS), Center for Slavic, East European and Eurasian Studies (CSEEEES), East Asian Studies Center (EASC), and Middle East Studies Center (MESC) and funded in part by U.S. Department of Education Title VI National Resource Center grants to The Ohio State University. The content of this lesson plan does not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government. Lesson plans are available online for classroom use worldwide and can be accessed at the [Global Teacher Seminar Resource page](#).



Office of International Affairs/Area Studies Centers  
[oia.osu.edu](http://oia.osu.edu)