

Havana Hop



Streaming Performances
for Schools



TEACHER RESOURCE GUIDE

Havana Hop

TABLE OF CONTENTS

About Playhouse Square	3
About the Show	4
Key Terms & Events	5
Pre-Show Activities	7
Post-Show Activities	13
Resources	18
Curriculum Standards Index	19
Early Learning & Development	19
English/Language Arts	19
Fine Arts	21
Mathematics	23
Physical Education	23
Social & Emotional Learning	23
Social Studies	24
Technology	25
World Language & Cultures	25



EDUCATION |

The lessons and activities in this guide are driven by the Ohio Learning Standards in Early Learning & Development (adopted 2012), English Language Arts (2017), Fine Arts (2012), Mathematics (2017), Physical Education (adopted 2015), Social and Emotional Learning (2019), Social Studies (revised 2019), Technology (2017), and World Languages & Cultures (2020).

21st century skills of creativity, critical thinking and collaboration are embedded in the process of bringing the page to the stage. Seeing live theater encourages students to read, develop critical thinking skills and to be curious about the world around them.

This Teacher Resource Guide includes background information, questions and activities that can stand alone or work as building blocks toward the creation of a complete unit of classroom work.

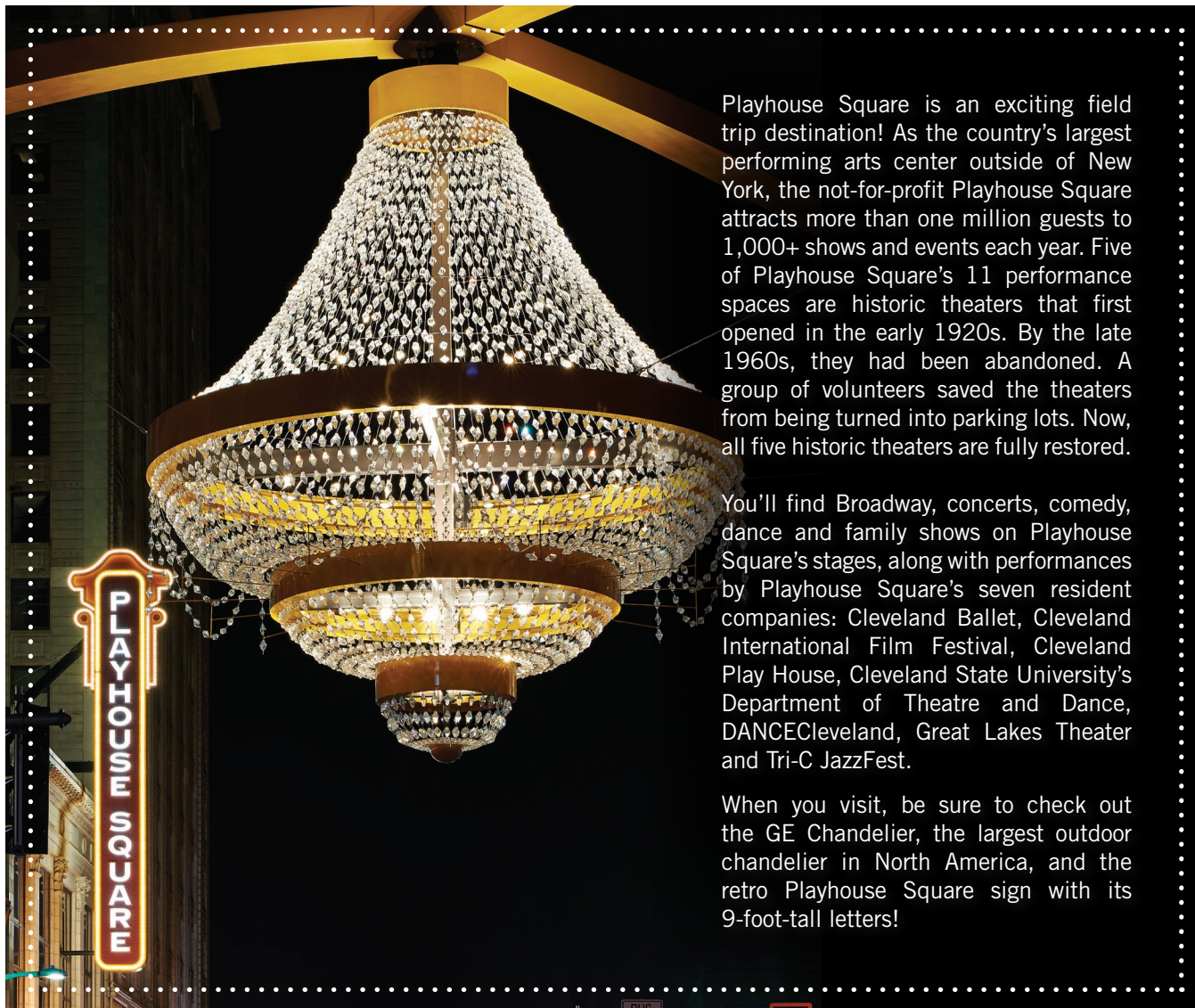
The lessons and activities in this guide are created and adapted by Davida Pantuso and Barbara Israel in partnership with Playhouse Square's Education Department.



The Ohio Arts Council helps fund this organization with state tax dollars to encourage economic growth, educational excellence and cultural enrichment for all Ohioans.

Playhouse Square is supported in part by the residents of Cuyahoga County through a public grant from Cuyahoga Arts & Culture.

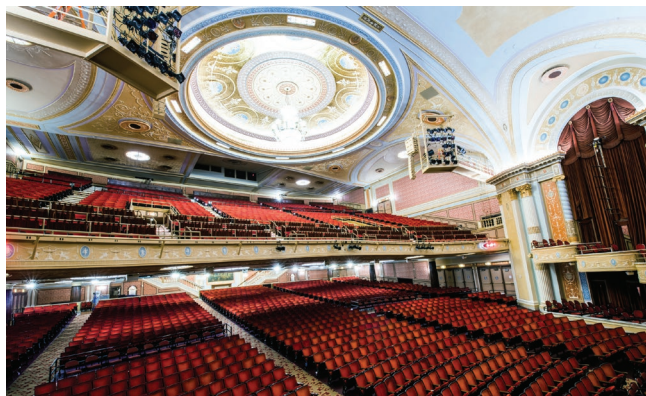
ABOUT PLAYHOUSE SQUARE



Playhouse Square is an exciting field trip destination! As the country's largest performing arts center outside of New York, the not-for-profit Playhouse Square attracts more than one million guests to 1,000+ shows and events each year. Five of Playhouse Square's 11 performance spaces are historic theaters that first opened in the early 1920s. By the late 1960s, they had been abandoned. A group of volunteers saved the theaters from being turned into parking lots. Now, all five historic theaters are fully restored.

You'll find Broadway, concerts, comedy, dance and family shows on Playhouse Square's stages, along with performances by Playhouse Square's seven resident companies: Cleveland Ballet, Cleveland International Film Festival, Cleveland Play House, Cleveland State University's Department of Theatre and Dance, DANCECleveland, Great Lakes Theater and Tri-C JazzFest.

When you visit, be sure to check out the GE Chandelier, the largest outdoor chandelier in North America, and the retro Playhouse Square sign with its 9-foot-tall letters!



ABOUT THE SHOW

Written, Choreographed and Performed by Paige Hernandez
With original music by Nick “Nick tha 1da” Hernandez

Young Yeila dreams of being a superstar but her lack of confidence gives her awful stage fright. With advice from her mother and mentors, Yeila begins her journey to find her roots, get confidence and be amazing! Travel with Yeila who visits her grandmother in Cuba to add a salsa flavor to her own hip-hop style! The audience gets to dance along in this dynamic participation play where one actress creates three generations of lively women. Journey with Yeila as she discovers the fun of her multi-cultural heritage

The inspiration for *Havana Hop* comes the multicultural background of its creator, Paige Hernandez. It's important to her to acknowledge every aspect of her identity and not just one facet. Keeping this in mind, she created *Havana Hop*, a story that takes a young girl's passion and fuses it with culture and family history. Paige creates different characters using props, music, dance and costumes and hopes that by the end of the performance, the audience will see that the differences that divide us can only make us more well-rounded if we accept them. As Paige says: “Anything is possible when you listen to your grandmother and keep an open mind!”



ABOUT THE ARTIST



Paige Hernandez, a Baltimore native, is a multidisciplinary artist who is critically acclaimed as a performer, director, choreographer and playwright. Paige is most notably known for her effective fusion of theatre, hip-hop, dance and education. She has nearly twenty years

of experience in arts administration, arts education, creating new works, producing and performing. As an arts educator, Paige has taught throughout the country, to all ages, in several art disciplines. With her company, B-Fly Entertainment, Paige tours internationally with her original works for multicultural and multigenerational hip-hop audiences. To date, she has reached more than 10,000 students, from Pre-K through college, in several hundred residencies, workshops and performances around the world. She takes great pride in her professional development for educators which include keynote presentations for Disney, The Wharton Center at MSU, The Smith Center in Las Vegas and the Alliance Theatre in Atlanta. The Huffington Post named Paige a “classroom hero” because of her outstanding arts integration work with STEM initiatives. During the 2020 pandemic, Paige created and produced *Paige and Friends*, a three-episode digital series that focuses on self-care for elementary age students.

As a playwright, she has collaborated with the Lincoln Center and has been commissioned by several companies including the National New Play Network, the Smithsonian, The Kennedy Center, La Jolla Playhouse, the Glimmer glass Festival and the University of Maryland. Paige was named a “Top Theatre Worker You Should Know” by American Theatre Magazine, “40 under 40” by the Washingtonian Magazine, a “Rising Leader of Color” by Theatre Communications Group and a “Citizen Artist” by the Kennedy Center.

Visit Her Website: <https://www.paigehernandez.com/>

KEY TERMS & EVENTS

Alzheimer's Disease – a condition affecting the brain and memories.

Ancestor – a person from whom one is descended.

Auditions – an interview or performance to try out for a role as a singer, actor, dancer or musician.

Collaboration – figuring out how to do things with one or more people; to create with others.

Confidence – feeling certain or trusting oneself.

Coping – handling difficulties successfully.

Crooned – hummed or sang in a soft, low voice, usually with affection.

Culture – the customs, arts, behaviors and beliefs of a nation, people or social group.

Finding Your Roots – Being able to link your identity to a particular place or group based on ethnic, social, or cultural connections.

Havana – the capital of Cuba, an island off the Gulf of Mexico.

Heritage – a unique and inherited sense of family identity; the values, tradition, cultures and artifacts handed down by previous generations.

Identity – the qualities and experiences that make a person who they are.

Obstacle – a thing that blocks the way or makes progress difficult.

Roots – cultural heritage from the time of your ancestors to the present day.

Salsa – a type of Latin American dance incorporating elements of jazz and rock.

Self-Care – the ability to recognize and respond to moods, feelings and emotions in positive ways.

Stage fright – nervousness before or while performing.

Unique – anything that is the only one of its kind.

SPANISH TERMS

Abuela (ah-BWAY-la) – grandmother

Adios (ah-dee-ohs) – goodbye

Amigos (ah-ME-goes) – friends

Amorcita (ah-more-cee-ta) – little love

Bailar (bye-lar) – to dance

¿Como estas? (co-mo-ess-ta) – how are you?

Corazón (core-a-zone) – heart

Hola (oh-la) – hello

Jugar (hoo-gar) – to play

Mi amor (me ah-more) – my love

Mundo (mun-doh) – world

Raices (rye-EE-cess) – roots

Señor (sen-yore) – Mr., a term for addressing a Spanish man.

Señora (sen-yore-ah) – Mrs., a term for addressing a Spanish woman.

Señorita (sen-yore-ee-ta) – Miss, a term for addressing a young or unmarried Spanish woman.

Uno, dos, tres, cuatro – one, two three, four

HIP-HOP CULTURE

Hip-hop is a cultural movement that exploded in the early 1970s in the Bronx, New York. It draws upon the dance, poetry, visual art, social and political legacy of African, African American, Caribbean and Latino immigrant communities in the United States. Hip-hop began as an independent, non-commercial musical and cultural form of expression.

The roots of hip-hop are often traced directly to the African American community, but hip-hop scholar Daniel Banks says it has been multi-ethnic since the beginning. A distinct hip-hop culture emerged as urbanized youth united and, as a way to identify themselves with unions, formed gangs – often referred to as “crews” or “posses” – with whom they found support, identity and family.

Four cultural activities converged in Hip-Hop. These four fundamental elements are:

MCing or Rapping:

Stemming from the initials for “Master of Ceremonies,” rapping is the art of speaking rhymes to the beat of music. It draws its roots from the Jamaican art form known as toasting. The influences of present-day rap can be traced to artists like James Brown, The Last Poets and Gil Scott Heron, along with old “dozens” rhymes and jail house jargon passed down through the years and made popular by Black activist H. Rap Brown.

Graffiti:

The first forms of subway graffiti were quick spray-painted or marker signatures (“tags”) of one’s crew, gang or nickname. Graffiti evolved into large elaborate calligraphy, complete with color effects, shading and more. Graffiti is now recognized as a force in contemporary visual art and is collected by major art institutions worldwide as well as remaining an expression of rebellion and youth culture in public spaces.

DJing:

The art of “cuttin’ and scratchin’” and the manipulation of a vinyl record over a particular groove so it produces a high-pitched recombinant scratching sound is known as DJing. The term also refers to the practice of selecting dance party records or other songs in a compelling thematic sequence. This was invented by Grand Master Flash and Grand Wizard Theodore, two popular disc jockeys from the Bronx.

Breakdancing:

The acrobatic style of dance that includes head spins, backspins and gymnastic style flairs (long before Olympic athlete Kirk Thompson) is called breakdancing. No one knows who New York’s first break dancer was, but a group of youngsters known as “BBoys” or Break Boys and original members of an organization called Zulu Nation popularized it. At the same time breakdancing became known in the streets and dancehalls of New York, Black and Latino communities in California popularized a style of dance known as “Pop-Locking.”

Did You Know?

Breakdancing will make its debut at the 2024 Summer Olympic Games in Paris, France.

Hip-Hop’s Fifth Element

Some members of the community have added a fifth element to the fundamentals of hip-hop: activism. Many see hip-hop as a larger movement – more than just a musical or cultural genre. While this means different things to different people, it suggests that hip-hop is a way of life with its own ethical code, politics and aesthetics.



PRE-SHOW ACTIVITIES

Classroom Connections Video Workshop (Grades K-3)

The Ohio Learning Standards listed below are addressed in the following Pre-Show Activity:

English/Language Arts: SL.K.1, SL.1.1, SL.2.1, SL.3.1

Fine Arts: Dance: K.2PE, K.3PE, K.4PR, K.5PR, 1.3PE, 1.3PR, 1.5PR, 2.1PR, 2.2PR, 2.3PE, 2.5PR; Music: K.2CE, K.2PR, K.8CE, 1.1CE, 1.1PR, 1.2CE, 1.3CE, 1.3PR, 1.5CE, 2.3CE, 2.3PR, 2.5CE, 3.2PR, 3.5CE

Physical Education: 1A.K.3, 1A.K.6, 1A.1.2, 1A.1.3, 1A.1.6, 1A.2.3, 1A.2.6, 1A.3.4

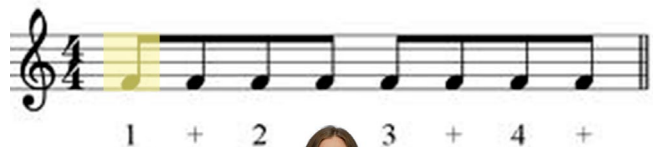
Social & Emotional Learning: C3.2.a, C3.2.b

Social Studies: K.Geo.5, K.Geo.6, K.His.3, 1.Geo.4, 1.Geo.5, 2.Geo.5, 2.Geo.8

World Languages and Cultures: E.INT-C.NL.1, E.INT-C.NL.3c

Playhouse Square teaching artists design workshops to actively explore and connect with the art forms and themes students will see during the performance. Join AJ and Molly as they learn all about Cuba! Starting with a physical warm up, students will learn about the island's culture and explore a special rhythm heard in Cuban music.

Run time: 18:58



ADDITIONAL TERMS

Arroz y frijoles – Spanish words for a popular, staple meal of rice and beans

Cardinal Directions – North, East, South, and West on a map or chart.

Clave – A pair of sticks used as an instrument to maintain a repetitive rhythm or “key” that helps anchor a larger set of instruments in music. Clave means “key” in Spanish.

Compass – A tool used to help you find your direction. Using a magnetic needle that pivots on a point within the instrument, a compass will always orient itself to finding North.

Cuisine – The way food is cooked or prepared and reflects the culture and ethnicity of its origin.

Trojan – A beautifully colored tropical bird with long tail feathers that can often be iridescent.

Measure of music – A measure of music is shown by a vertical black line breaking a staff of music into smaller segments.

Polyrhythm – Many rhythms or beats working together at the same time

Rest – A pause in the music or absence of sound.

Time signature – Written in the form of a fraction at the beginning of a staff of music, a time signature tells you how to count the music.

Did You Know?

There is great diversity of races in Cuba with around 37% claiming White or Spanish heritage, 11% Black or African, and 52% of residents reflecting a mixture of those two main ethnicities.

Family Ties (Grades PreK-K)

The Ohio Learning Standards listed below are addressed in the following Pre-Show Activity:

Early Learning: LL.PK.1.2.3, LL.PK.1.2.6, LL.PK.2.1.10, SS.PK.1.1.2

English/Language Arts: RL.K.10, SL.K.2, SL.K.5

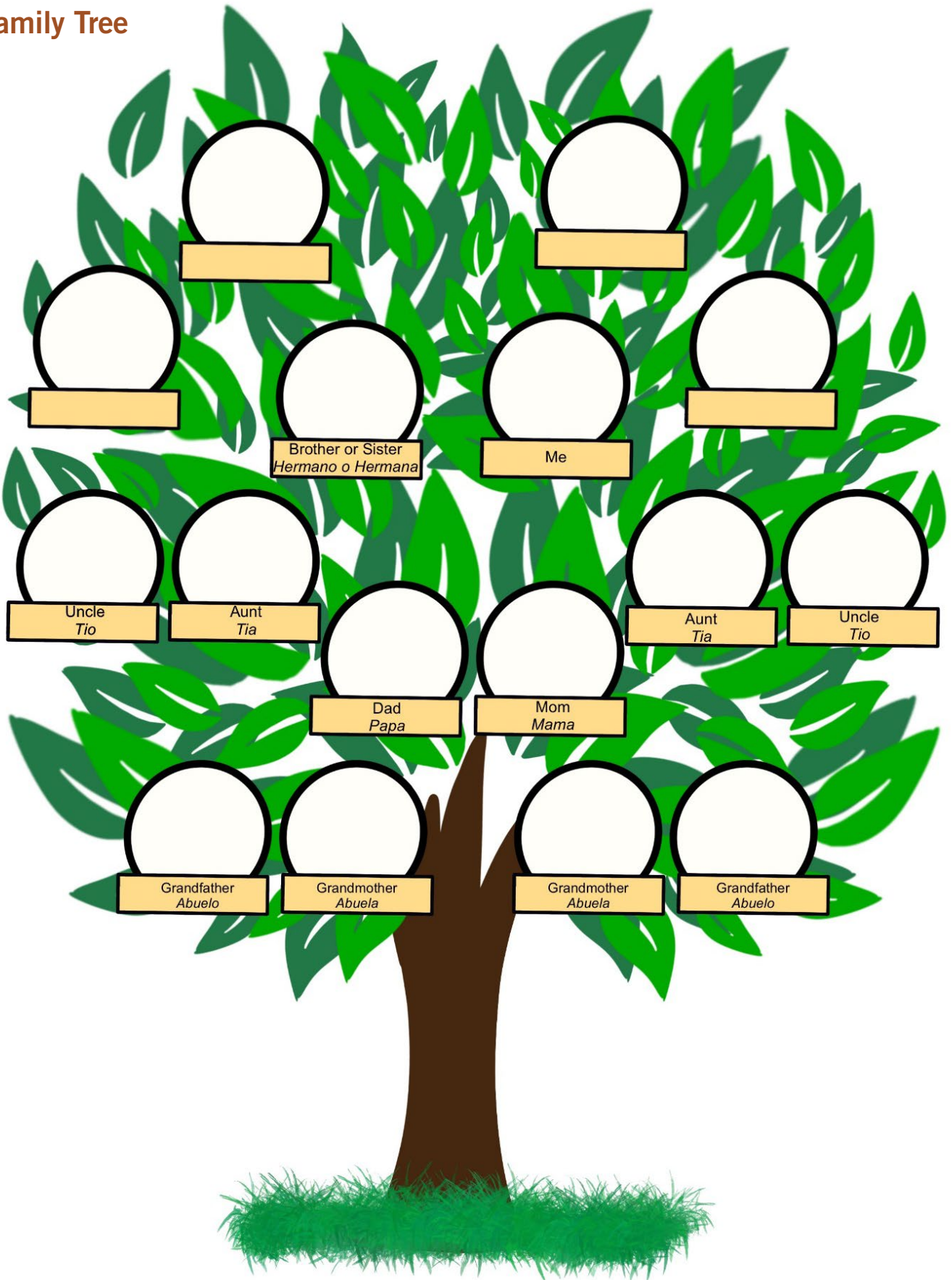
Social Studies: K.His.3

Begin reading *Grandma's Records* by Eric Velasquez to build a frame of reference for *Havana Hop* and the Latin American culture represented in the play. The story features a special relationship with a grandparent, introduces the students to records and a record player as well as Hispanic music, percussion, and dancing. A read-aloud version and a visual vocabulary hand-out to pair with the book is available on the resources page. Ask students to reflect on the story. Why is music important to the story's family? Does anyone in their own family own a record player? What kind of music is played at their home? Are there any other connections students can make to the story?

Next, introduce the idea of a family tree by drawing a simple tree with branches on the class board. Draw boxes labeled Me, My Brothers & Sisters, Parents, Grandparents, etc. in ancestry form. Ask students to volunteer a favorite memory involving a grandparent or person special to them. Ask students to fill out a family tree of their own using the handout on the next page and drawing a picture or writing the names of their family members where appropriate. Unlabeled circles may be assigned to additional siblings, cousins, etc. Once all selected relatives have been added, students should draw lines between them indicating lineage. Students may need help from a parent or guardian to complete this task. You may wish to contact families in advance to discover any potential sensitivities surrounding foster or adoptive parents.



Family Tree



El Culture de Cuba (Grades PreK-3)

The Ohio Learning Standards listed below are addressed in the following Pre-Show Activity:

Early Learning & Development: LL.PK.1.2.4

English/Language Arts: SL.K.1, SL.K.5, W.K.8, SL.1.1, SL.1.5, W.1.8, SL.2.1, W.2.8, RI.3.5, SL.3.1, W.3.7

Fine Arts: Visual Arts: 1.1PR, 2.1PR, 3.1PR

Social Studies: K.His.3, K.His.4

Technology: K-2.ICT.2.a, 3-5.ICT.2.b

In the show, Yeila travels to Cuba to visit her grandmother and learn more about her family's heritage. In her travels, she takes viewers along with her to discover more about the culture – commenting on the language, music and dancing native to the island. The Classroom Connections Pre-Show Workshop video (see resources page and previous activity) also invites students to explore more about this amazing country.

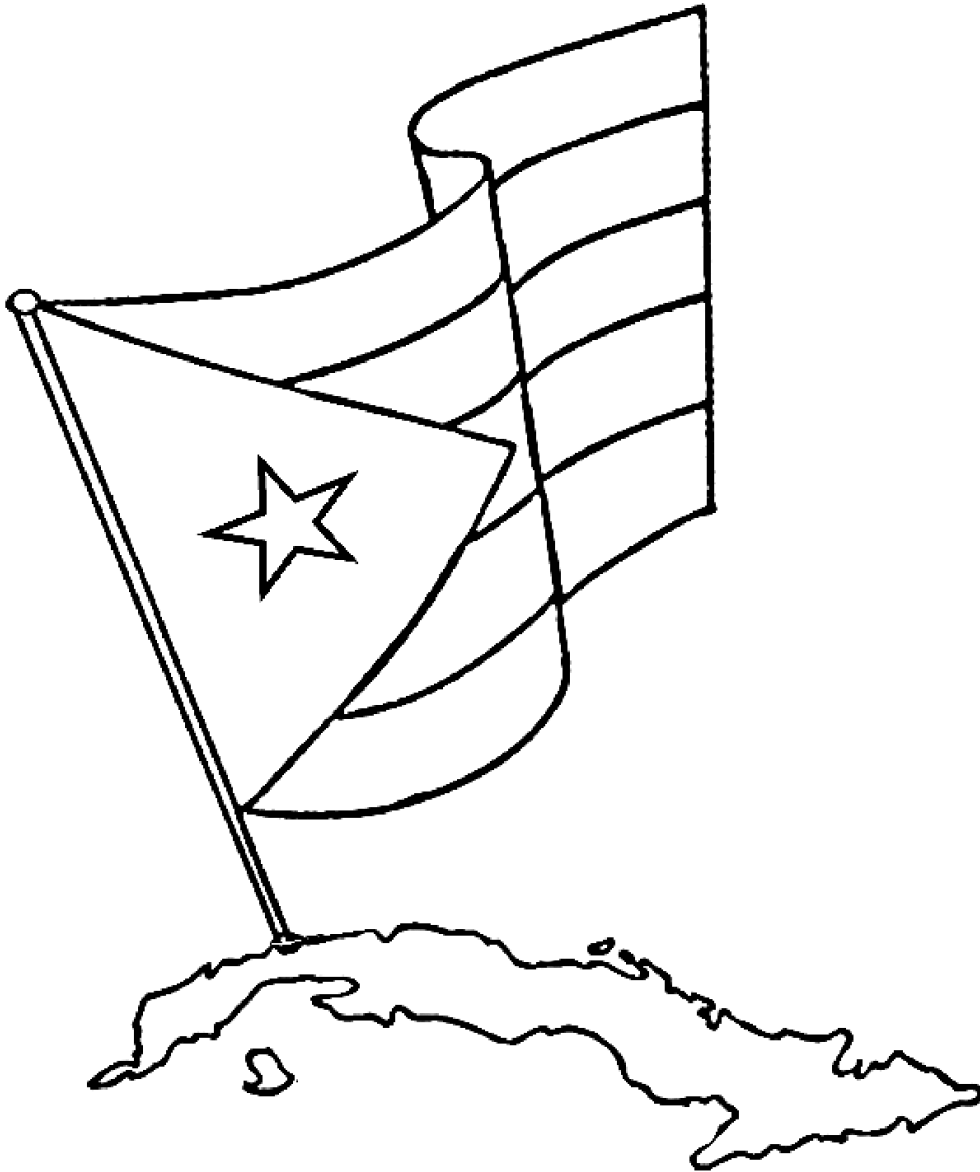
Provide students with a copy of the coloring sheet on the next page. Ask students to search online for the Cuban flag and complete the flag on the coloring page to match. For younger students, provide a reference photo for them. How is it similar or different to the national flag of the United States?

Then ask students to surround the flag with words or drawings of what they have learned about the island culture (i.e., Spanish, salsa, island, claves etc.). Students can refer back to the videos as they need or can research texts or online to discover more.

Finally, hold a class discussion about why it is important for people to learn about cultures and countries other than their own. What are the advantages? Additional activities addressing the importance of teaching diversity to young children are available on the resources page.



Things I Know About Cuba Are...



Spanish Vocab Practice (Grades K-3)

The Ohio Learning Standards listed below are addressed in the following Pre-Show Activity:

English/Language Arts: L.K.6

World Languages and Cultures: E.INT-C.NL.3c

There are several Spanish terms used in the *Havana Hop* performance and related activities. Using the glossary in the Key Terms & Events page of this guide, say each of the Spanish terms aloud to the class. As you go, have students match the words with the English ones by drawing a line to pair the two columns below. While students are watching *Havana Hop*, have them circle any of the Spanish words they hear during the performance.

The children's book, *Martina, the Beautiful Cockroach: A Cuban Folktale* is a great example of a text that also showcases many of these words. If time allows, read it as a class in groups for context (a YouTube read-aloud link is available on the resources page).

Spanish

Abuela

Adios

Amigos

Bailar

¿Cómo estás?

Corazón

Cuatro

Dos

Hola

Jugar

Mi amor

Mundo

Raíces

Señor

Señora

Señorita

Tres

Uno

English

To Dance

Four

Friends

Goodbye

Grandma

Heart

Hello

How are you?

Miss

Mr.

Mrs.

My love

One

Roots

To Play

Three

Two

World

■ POST-SHOW ACTIVITIES

Finding My Roots (Grades PreK-3)

The Ohio Learning Standards listed below are addressed in the following Post-Show Activity:

Early Learning & Development: SS.PK.1.1.2, SS.PK.1.2.1, SS.PK.2.1.1, SED.PK.2.2.1

English/Language Arts: W.K.8, W.1.8, W.2.8, W.3.7

Social Studies: K.His.3, K.His.4

Social & Emotional Learning: C4.2.a, C4.2.b

In the pre-show activities and throughout the play, students learned about Cuban culture and young Yeila's family roots. This activity will encourage students to explore their own personal heritage. Ask students to complete the following Finding My Roots worksheet on the next page with a family member or caretaker. Explain that many people have origins in more than one country but that for the sake of this project, they will only be required to research one. Students in older grade levels should also prepare three interesting facts about the country of their choice.

Have students present their work to the class. Then create a classroom map highlighting all countries represented by the students' presentations and backgrounds (see the resources page for a user-friendly online map creation tool). Examine the map as a class. How many countries are represented? Explain that America is what's known as a **melting pot**, or a society with different elements and backgrounds that "melt together" to create a common culture. We all come from somewhere and our family journeys have helped to shape what we know as American life today.

Extension Activity for grades 1-3:

Imagine that a family member 50 years from now is trying to learn about your class! Ask students to each consider five objects that could be put into a time capsule to represent what is important to them and their family traditions. Have students write a list of the five objects and explain why they chose each one and how it would help them understand who they are as a person.

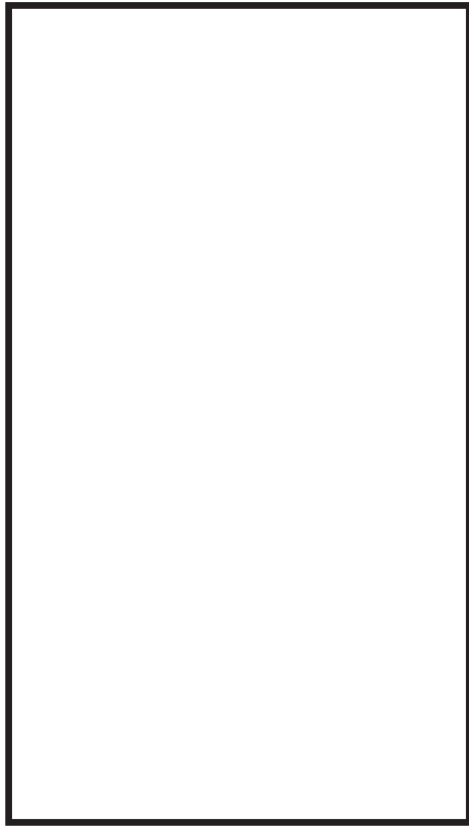


Finding My Roots

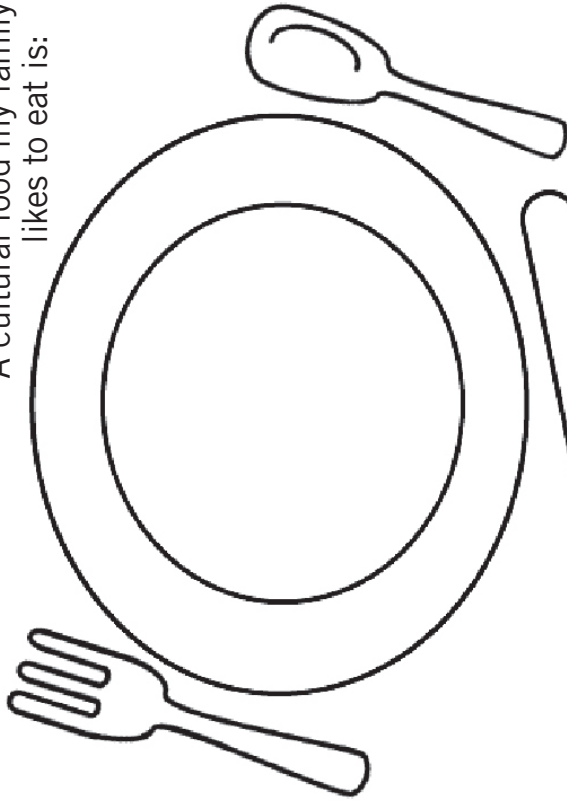
My name: _____

My family comes from: _____ (country)

The country's flag looks like this:



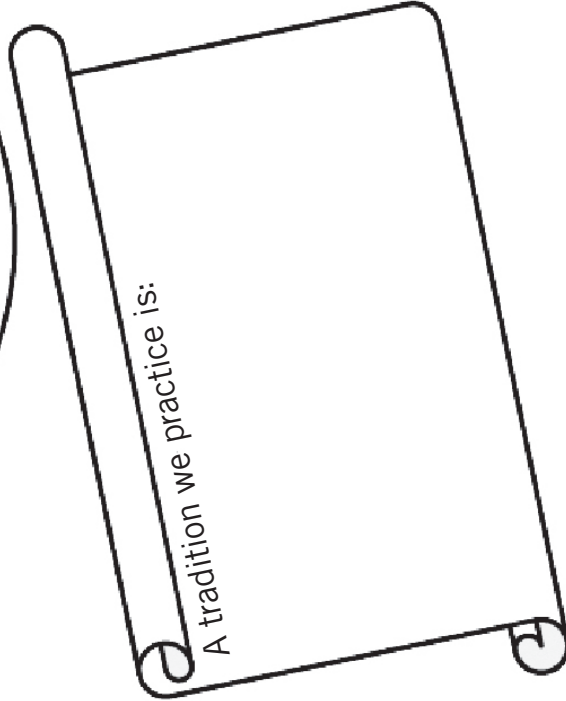
A cultural food my family likes to eat is:



The language they speak is:



A tradition we practice is:



Rhyme Time (Grades PreK-1)

The Ohio Learning Standards listed below are addressed in the following Post-Show Activity:

Early Learning & Development: CKG.PK.1.2.2, MAT.PK.1.1.4, LL.PK.2.4.1

English/Language Arts: RF.K.2a, RF.1.2

Fine Arts: Dance: K.2PR, K.5PR, 1.4PE, 1.5PR; Music: K.2CE, K.2PR, 1.2CE

Mathematics: K.CC.4

Begin by reading nursery rhymes to introduce rhyming words, calling out and repeating the words that sound the same. Use the BBC Teach website on [Nursery Rhymes and Songs from A-Z](#) (see resources page) to familiarize students with rhymes on a beat. On a piece of poster paper, begin a T-chart to track rhyming words. Add to this chart throughout the year as you help students identify rhyming words in familiar poems, stories, and songs. Ask students to finish the rhyme “Jack and Jill...” and “One, two, buckle my shoe...” Encourage them to play with rhymes and even make up nonsense rhyming words. Make the connection to rapping, the musical style of speaking rhymes to the beat of the music.

Materials Needed:

- Various bottles or jars or cardboard cores of toilet paper rolls.
- Several bags of dried beans, peas or colorful beads.
- Super Glue or Hot Glue (teacher use only)
- Tape and decorative supplies



Next, let's make some musical instruments! Using a variety of jars/bottles and beans, lead each student through the process of making a Maraca. Allow students to use whatever bottle and materials they wish to make their instrument. Have them count out 10 beans and add them into their bottle. For early learners, a Counting Assistance Worksheet is available on the resources page and can be used to instruct students to place one bead in each circle, saying the numbers as they place the bean. Repeat this step multiple times until the bottle is about half full. Secure the lid with a strong glue and tape! If time allows, have students decorate their instruments with stickers, construction paper, tissue paper or other available supplies. Play any selection of salsa music and encourage students to play along. Model shaking a Maraca in time to the music.

Watch the [Sesame Street Hip-Hop Alphabet video](#) available on the resources page. This is a great introduction to rapping and breakdancing, both elements of Hip-Hop culture. As a culminating event, allow students in small groups to create and present a dance, reminding students that Yeila, the narrator of the play was preparing for a dance contest. Model some simple dance moves for students. If you watched the Pre-Show Workshop Video, this is a great time to incorporate some of the cultural dance steps learned or have fun with simple movements: wave hands in the air, roll them in front of you, brush off the shoulders, take a step to the left, take a step to the right, turn around and clap your hands – you get the idea! Create small groups. Ask some students to play instruments for the performance while others dance, then let them change roles. Add some salsa music and enjoy!



Collaboration & Self-Care (Grades K-3)

The Ohio Learning Standards listed below are addressed in the following Post-Show Activity:

English/Language Arts: L.K.6, RF.K.2a, RL.K.5, W.K.8, RF.1.2, RL.1.4, SL.K.1, SL.1.1, W.1.8, SL.2.1, W.2.8, L.3.3, SL.3.1, W.3.8

Fine Arts: Drama.K.3RE

Social & Emotional Learning: A1.1.a, A1.1.b, B1.1.a, B1.2.a, C1.1.a, C1.1.b

In *Havana Hop*, young Yeila gets stage fright when performing in front of others. Can students recall any signs or body language that displayed her terror (i.e., shaking knees, wide eyes, frozen in place)? Ask students if they have ever experienced stage fright before. What did it feel like? Do they ever have a day when there's just way too much happening at once, and how did that make them feel?

On the count of three, ask students to make a frozen, whole-body pose of that feeling. While holding the poses, ask them to look around the room and describe some of the details they see. Are arms and legs straight, curved or bent? What about the spine? Are students standing tall or slumped towards the ground? Discuss how our bodies provide clues to how we or others are feeling.

Collaboration – Creating with others

Self-Care – recognizing and responding to moods and emotional responses in positive ways

Next, define the terms “collaboration” and “self-care” with the class. Pair this activity with the “Collaboration and Self-Care” video provided on your virtual field trip landing page (available until February 3, 2023). In this video, Paige Hernandez, who played Yeila in the *Havana Hop* performance, collaborates with her friend Baye Harrell to teach learners about self-care strategies and the importance of them through song and dance. Links to the lyrics of both songs performed are available on the resources page. What clues do these songs give to what can happen if we don't practice self-care? How might that choice affect others around us?



After watching the video, reflect on Ms. Paige's prompts:

- How do you feel when things get to be too much?
- What do you do to rest, recharge and take care of yourself?

Have students collaborate to create a list of rhyming word pairs that describe feeling overwhelmed, and a separate list that describe some self-care strategies. The rhyme chart created in Rhyme Time Activity may be useful here, as well as the lyrics to *Stop/Play/Rewind/Fast Forward* for some examples (see resources page). Explain that students are going to use these words to create a poem. Use the fill-in-the-blank poem template on the next page to have students generate **couplets**, or two lines of verse that rhyme, about self-care, using the words/phrases they compiled. Students can read poems aloud in rhythm or conversationally: one partner reads the “feeling” couplets, the other the “self-care” responses.

This work was co-commissioned by B-Fly Entertainment, LLC and The National Theatre and was first presented by The National Theatre during the pandemic of 2020. Lesson plan activity created by Leigh S. Jones Consulting.

Fill-in-the-Blank Poem Template

Teacher prompt #1 – Revisit the rhyming pairs (or phrases) you created to describe how you feel when things get to be too much. Choose two sets and fill in the blanks. For example:

When it's just too much, I hold my head
When I feel like that, I want to go to bed.

When it's just too much, I _____

When I feel like that, I _____

When it's just too much, I _____

When I feel like that, I _____

Teacher prompt #2 – Revisit the rhyming word pairs (or phrases) you created to describe how you rest, recharge and take care of yourself when you need to hit “pause.” Choose two sets and fill in the blanks. For example:

When I need a break, I take a look
To take care of myself, I read a book

When I need a break, I _____

To take care of myself, I _____

When I need a break, I _____

To take care of myself, I _____

RESOURCES

READING



Grandma's Records by Eric Velasquez.

Martina, the Beautiful Cockroach: A Cuban Folktale by Carmen Agra Deedy, illustrated by Michael Austin.

The Family Book by Todd Parr.

Children's Books on Cuba

All Around the World: Cuba, by Joanne Mattern (grades 2-5)

If You Were Me and Lived in... Cuba: A Child's Introduction to Culture Around the World by Carole P. Roman, illustrated by Kelsea Wierenga (grades K-3)

Let's Explore Cuba by Walt K. Moon (grades PreK-2)

Vámonos: Havana by Patty Rodriguez & Ariana Stein, illustrated by Ana Godinez (grades PreK-K)

WEB



Martina, the Beautiful Cockroach, YouTube read-aloud by Michelle Oaxaca. https://www.youtube.com/watch?v=o9X_4aChQqA

"We are different, we are the same: Teaching young children about diversity." The Pennsylvania State University, 2013. <http://bkc-od-media.vhost.psu.edu/documents/Activities1506.pdf>

MapChart interactive map creator – World Map: Simple. <https://www.mapchart.net/world.html>

"The Great American Melting Pot" *Schoolhouse Rock*. <https://www.youtube.com/watch?v=su7bsDuOwP4>

Cuba Facts for Kids. *Kids World Travel Guide*. <https://www.kids-world-travel-guide.com/cuba-facts.html>

Cuba Facts for Kids. *National Geographic Kids*. <https://www.natgeokids.com/uk/discover/geography/countries/cuba-facts/>

Rhyme Time Activity

Let's Practice Counting to Ten! Counting Assist Template

<https://www.playhousesquare.org/assets/doc/Havana-Hop-Counting-Activity-52b180e356.pdf>

Nursery Rhymes and Songs A-Z. *BBC Teach*. <https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-a-to-z-index/z4ddgwx>

"Sesame Street: Abc Hip hop With Miles." *Sesame Street*. <https://www.youtube.com/watch?v=p-f6aboKAEE>

Classroom Connections Video Workshops

Havana Hop Pre-Show Video. Password: Cuba1112. <https://vimeo.com/773987416>

Collaboration and Self-Care Activity

Stop/Play/Rewind/Fast Forward Lyrics. https://www.playhousesquare.org/assets/doc/Lyrics-Stop-_-Play-for-use-with-Video-1-Paige-and-Friends-2-eacd62f9b0.pdf

Back to My Garden Lyrics. <https://www.playhousesquare.org/assets/doc/Lyrics-Back-to-My-Garden-for-use-with-Video-1-Paige-and-Friends-2-98e81cad3f.pdf>

Family Ties Activity

Grandma's Records YouTube Read Aloud from Kids Books with Pictures. <https://www.youtube.com/watch?v=AQzvMgf1Au8>

Grandma's Records Visual Vocabulary Sheet. <https://www.playhousesquare.org/assets/doc/Grandmas-Records-Vocabulary-99f9643bc7.pdf>

CURRICULUM STANDARDS INDEX

Early Learning & Development

Standard	Description	Grade	Activity	Page
CKG. PK.1.2.2	Participate cooperatively in complex pretend play, involving assigned roles and an overall plan.	PreK	Rhyme Time	15
LL.PK.1.2.3	Describe familiar people, places, things and experiences.	PreK	Family Ties	8
LL.PK.1.2.4	Use drawings or other visuals to add details to verbal descriptions.	PreK	El Culture de Cuba	10
LL.PK.1.2.6	With modeling and support, use words acquired through conversations and shared reading experiences.	PreK	Family Ties	8
LL.PK.2.1.10	Actively engage in group reading with purpose and understanding.	PreK	Family Ties	8
LL.PK.2.4.1	With modeling and support, recognize and produce rhyming words.	PreK	Rhyme Time	15
MAT. PK.1.1.4	Demonstrate one-to-one correspondence when counting objects up to 10.	PreK	Rhyme Time	15
SED. PK.2.2.1	Engage in extended, reciprocal conversations with familiar adults.	PreK	Finding My Roots	13
SS.PK.1.1.2	Develop an awareness of his/her personal history	PreK	Family Ties Finding My Roots	8 13
SS.PK.1.2.1	Develop an awareness and appreciation of family cultural stories and traditions.	PreK	Finding My Roots	13
SS.PK.2.1.1	Demonstrate a beginning understanding of maps as actual representations of places.	PreK	Finding My Roots	13

English/Language Arts

Standard	Description	Grade	Activity	Page
L.K.6	Use words and phrases acquired through conversation, reading and being read to, and responding to texts.	K	Spanish Vocab Practice Collaboration & Self-Care	12 16
RF.K.2a	Demonstrate understanding of spoken words, syllables, and phonemes (sounds). α. Recognize and produce rhyming words.	K	Rhyme Time Collaboration & Self-Care	15 16
RL.K.5	Recognize common types of texts (e.g., storybooks, poems).	K	Collaboration & Self-Care	16
RL.K.10	Actively engage in group reading activities with purpose and understanding. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.	K	Family Ties	8

SL.K.1	Participate in collaborative conversations about kindergarten topics and texts with diverse partners in small and larger groups.	K	Pre-Show Workshop Video El Culture de Cuba Collaboration & Self-Care	7 10 16
SL.K.2	Confirm understanding of a text read aloud or information presented in various media and other formats (e.g., orally) by asking and answering questions about key details and requesting clarification if something is not understood.	K	Family Ties	8
SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.	K	Family Ties El Culture de Cuba	8 10
W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	K	El Culture de Cuba Finding My Roots Collaboration & Self-Care	10 13 16
RF.1.2	Demonstrate understanding of spoken words, syllables, and phonemes.	1	Rhyme Time Collaboration & Self-Care	15 16
RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	1	Collaboration & Self-Care	16
SL.1.1	Participate in collaborative conversations about grade 1 topics and texts with diverse partners in small and larger groups.	1	Pre-Show Workshop Video El Culture de Cuba Collaboration & Self-Care	7 10 16
SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts and feelings.	1	El Culture de Cuba	10
W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	1	El Culture de Cuba Finding My Roots Collaboration & Self-Care	10 13 16
SL.2.1	Participate in collaborative conversations about grade 2 topics and texts with diverse partners in small and larger groups.	2	Pre-Show Workshop Video El Culture de Cuba Collaboration & Self-Care	7 10 16
W.2.8	Recall information from experiences or gather information from provided sources to answer a question.	2	El Culture de Cuba Finding My Roots Collaboration & Self-Care	10 13 16
L.3.3	Use knowledge of language and its conventions when writing, speaking, reading or listening.	3	Collaboration & Self-Care	16
RI.3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	3	El Culture de Cuba	10

SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.	3	Pre-Show Workshop Video El Culture de Cuba Collaboration & Self-Care	7 10 16
W.3.7	Conduct short research projects that build knowledge about a topic.	3	El Culture de Cuba Finding My Roots	10 13
W.3.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	3	Collaboration & Self-Care	16

Fine Arts – Dance

Standard	Description	Grade	Activity	Page
K.2PE	Observe and explore dance forms from various cultures.	K	Pre-Show Workshop Video	7
K.2PR	Explore movement ideas for dance-making based on observation, memory, imagination and experience.	K	Rhyme Time	15
K.3PE	Demonstrate awareness of moving safely within personal and general space.	K	Pre-Show Workshop Video	7
K.4PR	Explore and combine rhythmic play in movement sequencing, problem-solving and to construct meaning.	K	Pre-Show Workshop Video	7
K.5PR	Engage in and learn developmentally appropriate cultural dances.	K	Pre-Show Workshop Video Rhyme Time	7 15
1.3PE	Observe a culturally representative dance and describe the visual, kinetic and expressive elements.	1	Pre-Show Workshop Video	7
1.3PR	Play creatively with rhythm games.	1	Pre-Show Workshop Video	7
1.4PE	Explore ways to use their imaginations when engaged in dance-making.	1	Rhyme Time	15
1.5PR	Learn developmentally appropriate cultural dances.	1	Pre-Show Workshop Video Rhyme Time	7 15
2.1PR	Explore the basic elements of dance with an emphasis on expression, focus and confidence.	2	Pre-Show Workshop Video	7
2.2PR	Use technology to view dances and shape dance-making.	2	Pre-Show Workshop Video	7
2.3PE	Observe and explore dance forms from various cultures.	2	Pre-Show Workshop Video	7
2.5PR	Engage in dance experiences that explore social and multicultural themes.	2	Pre-Show Workshop Video	7

Fine Arts – Drama

Standard	Description	Grade	Activity	Page
K.3RE	Describe a character's feelings in stories and make comparisons to people and events in their own lives.	K	Collaboration and Self-Care	16

Fine Arts – Music

Standard	Description	Grade	Activity	Page
K.2CE	Explore steady beat and rhythm.	K	Pre-Show Workshop Video Rhyme Time	7 15
K.2PR	Demonstrate a steady beat and maintain it while performing	K	Pre-Show Workshop Video Rhyme Time	7 15
K.8CE	Explore connections between sound and its visual representation.	K	Pre-Show Workshop Video	7
1.1CE	Identify echo and call/response.	1	Pre-Show Workshop Video	7
1.1PR	Demonstrate echo and call/response.	1	Pre-Show Workshop Video	7
1.2CE	Explore steady beat, rhythm and meter.	1	Pre-Show Workshop Video Rhyme Time	7 15
1.3CE	Listen to and identify music of various and contrasting styles, composers, periods and cultures.	1	Pre-Show Workshop Video	7
1.3PR	Read, write and perform using eighth notes, quarter notes, and quarter rests.	1	Pre-Show Workshop Video	7
1.5CE	Explore selected musical instruments aurally and visually.	1	Pre-Show Workshop Video	7
2.3CE	Listen to and identify music of various styles, composers, periods and cultures.	2	Pre-Show Workshop Video	7
2.3PR	Read, write and perform using eighth notes, quarter notes, half notes and quarter rests in 2/4 and 4/4 meter.	2	Pre-Show Workshop Video	7
2.5CE	Explore selected musical instruments visually and aurally.	2	Pre-Show Workshop Video	7
3.2PR	Follow and respond to the cues of a conductor.	3	Pre-Show Workshop Video	7
3.5CE	Identify elements of music using developmentally appropriate vocabulary.	3	Pre-Show Workshop Video	7

Fine Arts – Visual Arts

Standard	Description	Grade	Activity	Page
1.1PR	Demonstrate beginning skill and craftsmanship in the use of art materials and tools.	1	El Culture de Cuba	10

2.1PR	Demonstrate increasing skill and craft in the use of art tools and materials with attention to their diverse qualities.	2	El Culture de Cuba	10
3.1PR	Demonstrate skill and expression in the use of art techniques and processes.	3	El Culture de Cuba	10

Mathematics

Standard	Description	Grade	Activity	Page
K.CC.4	Understand the relationship between numbers and quantities; connect counting to cardinality using a variety of objects.	K	Rhyme Time	15

Physical Education

Standard	Description	Grade	Activity	Page
1A.K.3	Use non-locomotor skills (e.g., bend, twist, turn, sway, stretch) in exploratory and a stable environment.	K	Pre-Show Workshop Video	7
1A.K.6	Move in time with a changing beat (e.g., music, drum, clap, stomp)	K	Pre-Show Workshop Video	7
1A.1.2	Perform locomotor skills (e.g., walk, run, gallop, slide, hop) while changing pathway, direction and/or speed.	1	Pre-Show Workshop Video	7
1A.1.3	Use non-locomotor skills in exploratory and controlled settings and in response to a verbal and non-verbal (e.g., mirroring or matching a partner) stimuli.	1	Pre-Show Workshop Video	7
1A.1.6	Move to a rhythmic beat or pattern.	1	Pre-Show Workshop Video	7
1A.2.3	Perform combinations of non-locomotor and locomotor skills in a movement pattern.	2	Pre-Show Workshop Video	7
1A.2.6	Perform rhythmic dance steps and sequences.	2	Pre-Show Workshop Video	7
1A.3.4	Perform teacher-selected and developmentally appropriate dance steps and movement patterns.	3	Pre-Show Workshop Video	7

Social & Emotional Learning

Standard	Description	Grade	Activity	Page
A1.1.a	Identify basic personal emotions.	K-2	Collaboration & Self-Care	16
B1.1.a	Identify personal behaviors or reactions when experiencing basic emotions.	K-2	Collaboration & Self-Care	16
B1.2.a	Describe verbal and nonverbal ways to express emotions in different settings.	K-2	Collaboration & Self-Care	16

C1.1.a	Identify facial and body cues representing feelings in others.	K-2	Collaboration & Self-Care	16
C3.2.a	Participate in cross-cultural activities and discuss differences, similarities and positive qualities across all cultures and groups.	K-2	Pre-Show Workshop Video	7
C4.2.a	Identify norms for various family and social situations.	K-2	Finding My Roots	13
A1.1.b	Identify a range of personal emotions.	3-5	Collaboration & Self-Care	16
C1.1.b	Identify verbal and nonverbal cues representing feelings in others.	3-5	Collaboration & Self-Care	16
C3.2.b	Participate in cross-cultural activities and acknowledge that individual and group differences may complement each other.	3-5	Pre-Show Workshop Video	16
C4.2.b	Identify ways that norms differ among various families, cultures and social groups.	3-5	Finding My Roots	13

Social Studies

Standard	Description	Grade	Activity	Page
K.Geo.5	Terms related to direction and distance, as well as symbols and landmarks, can be used to talk about the relative location of familiar places.	K	Pre-Show Workshop Video	7
K.Geo.6	Models and maps represent real places.	K	Pre-Show Workshop Video	7
K.His.3	Heritage is reflected through diverse cultures and is shown through the arts, customs, traditions, family celebrations and language.	K	Pre-Show Workshop Video Family Ties El Culture de Cuba Finding My Roots	7 8 10 13
K.His.4	Symbols and practices of the United States include the flag, Pledge of Allegiance and the National Anthem. Other nations are represented by symbols and practices too.	K	El Culture de Cuba Finding My Roots	10 13
1.Geo.4	Maps can be used to locate and identify places.	1	Pre-Show Workshop Video	7
1.Geo.5	Places are distinctive because of their physical characteristics (land forms and bodies of water) and human characteristics (structures built by people).	1	Pre-Show Workshop Video	7
2.Geo.5	Maps and their symbols, including cardinal directions, can be interpreted to answer questions about location of places.	2	Pre-Show Workshop Video	7
2.Geo.8	Cultures develop in unique ways, in part through the influence of the physical environment.	2	Pre-Show Workshop Video	7

Technology

Standard	Description	Grade	Activity	Page
K-2.ICT.2.a	Develop basic skills for locating information using digital learning tools and resources.	K-2	El Culture de Cuba	10
3-5.ICT.2.b	Use appropriate search techniques to locate needed information using digital learning tools and resources.	3-5	El Culture de Cuba	10

World Languages and Cultures

Standard	Description	Grade	Activity	Page
E.INT-C.NL.1	Recognize a few typical products and practices related to familiar, everyday life in native and other cultures.	K-6	Pre-Show Workshop Video	7
E.INT-C.NL.3c	Understand a few familiar words or phrases in simple, overheard or observed conversations.	K-6	Pre-Show Workshop Video Spanish Vocab Practice	7 12

