

**Operation Pedro Pan
A leap of faith for the sake of freedom**

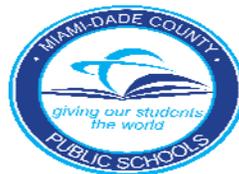
**O P E R A T I O N
P E D R O P A N G R O U P, I N C. ®**



“The real heroes of Pedro Pan were the parents who made the hardest decision that any parent can make.”

Monsignor Bryan O. Wash, March 1, 2001

**Instructional Resources
Created by the Division of Social Sciences and Life Skills in cooperation
with Operation Pedro Pan Group, Inc.,
Operation Pedro Pan Group, Inc. Historic Committee
and Miami-Dade County Public Schools**



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Table of Contents

Purpose of the Instructional Packet

Brief History of the Communist Revolution in Cuba

Brief Overview of Operation Pedro Pan

Lesson Plan Grades 3-5 with Post-Quiz

Lesson Plan Grades Secondary with Post-Quiz

Biography of Father/Monsignor Walsh

Project Ideas/Extension Activities





Purpose of the Instructional Packet

The purpose of this instructional resource packet is to provide information to teachers and students regarding Operation Pedro Pan (Peter Pan), also known in Spanish as Operación Pedro Pan, and to shed light on the incredible sacrifice that thousands of Cuban parents made on behalf of their children so that they could live in a free society in the United States of America. The instructional resources are divided into the following sections: a brief history of the communist revolution in Cuba, a brief history of the exodus of children from Cuba and an overview of Operation Pedro Pan, lesson plans for grades 3-5, 6-8, and 9-12 complete with quiz questions that can be used for post-instruction assessments, a list of famous Pedro Pan individuals, a list of ideas that can be used for developing student projects or extension activities, and a list of Internet resources which can be used to further understanding of Operation Pedro Pan.

The following information is provided as background information for teachers to use as part of their instruction regarding Operation Pedro Pan. This background information may be shared with middle and senior high students and discussed accordingly. With elementary students, teachers should utilize the following background information as a guide to inform students of the history that led up to Operation Pedro Pan through direct instruction.

Background Information #1: Brief History of the Communist Revolution in Cuba

In the final days of 1958, ragged rebels began the process of driving out forces loyal to Cuban dictator/president Fulgencio Batista. By New Year's Day, the nation was theirs, and Fidel Castro, Ché Guevara, Raúl Castro, Camilo Cienfuegos and their companions rode triumphantly into Havana and history. The revolution began long before, however, and the eventual rebel triumph was the result of many years of hardship, guerrilla warfare and propaganda battles.

Batista Seizes Power: The revolution began in 1952, when former army Sergeant Fulgencio Batista seized power during a hotly contested election. Batista had been president from 1940-1944 and ran for president again in 1952. When it became apparent that he would lose, he seized power before the elections, which were cancelled. Many people in Cuba were disgusted by his power grab, preferring Cuba's democracy. One such person was rising political star Fidel Castro, who would likely have won a seat in Congress had the 1952 elections taken place. Castro immediately began plotting Batista's downfall.

Assault on Moncada: On the morning of July 26, 1953, Castro made his move. For a revolution to succeed, he needed weapons, and he selected the isolated Moncada barracks as his target. One hundred and thirty-eight (138) men attacked the compound at dawn: it was hoped that the element of surprise would make up for the rebels' lack of numbers and arms. The attack was a fiasco almost from the start and the rebels were routed after a firefight that lasted a few hours. Many were captured. Nineteen federal soldiers were killed, and the remaining ones took out their anger on captured rebels and most of them were shot. Fidel and Raul Castro escaped, but were captured later.

"History Will Absolve Me": The Castro brothers and surviving rebels were put on public trial. Fidel, a trained lawyer, turned the tables on the Batista dictatorship by making the trial about the power grab. Basically, his argument was that as a loyal Cuban, he had taken up arms against the dictatorship because it was his civic duty. He made long speeches and the government belatedly tried to shut him up by claiming he was too ill to attend his own trial. His most famous quote from the trial was "History will absolve me." He was sentenced to fifteen years in prison, but had become a nationally recognized figure and a hero to many poor Cubans.

Mexico and the Granma: In May of 1955 the Batista government, bending to international pressure to reform, released many political prisoners, including those who had taken part in the Moncada assault. Fidel and Raul Castro went to Mexico to regroup and plan the next step in the revolution. There they met up with many disaffected Cuban exiles who joined the new “26th of July Movement,” named after the date of the Moncada assault. Among the new recruits were charismatic Cuban exile Camilo Cienfuegos and Argentine doctor Ernesto “Ché” Guevara. In November, 1956, 82 men crowded onto the tiny yacht Granma and set sail for Cuba and revolution.

In the Highlands: Batista’s men had learned of the returning rebels and ambushed them: Fidel and Raul made it into the wooded central highlands with only a handful of survivors from Mexico; Cienfuegos and Guevara were among them. In the impenetrable highlands the rebels regrouped, attracting new members, collecting weapons and staging guerrilla attacks on military targets. Try as he might, Batista could not root them out. The leaders of the revolution permitted foreign journalists to visit and interviews with them were published around the world.

The Movement Gains Strength: As the July 26th movement gained power in the mountains, other rebel groups took up the fight as well. In the cities, rebel groups loosely allied with Castro carried out hit-and-run attacks and nearly succeeded in assassinating Batista. Batista decided on a bold move: he sent a large portion of his army into the highlands in the summer of 1958 to try and flush out Castro once and for all. The move backfired: the nimble rebels carried out guerrilla attacks on the soldiers, many of whom switched sides or deserted. By the end of 1958 Castro was ready to deliver the knockout punch.

Castro Tightens the Noose: In late 1958 Castro divided his forces, sending Cienfuegos and Guevara into the plains with small armies: Castro followed them with the remaining rebels. The rebels captured towns and villages along the way, where they were greeted as liberators. Cienfuegos captured the small garrison at Yaguajay on December 30. Defying the odds, Guevara and 300 weary rebels defeated a much larger force at the city of Santa Clara on December 28-30, capturing valuable munitions in the process. Meanwhile, government officials were negotiating with Castro, trying to salvage the situation and halt the bloodshed.

Victory for the Revolution: Batista and his inner circle, seeing that Castro’s victory was inevitable, took what loot they could gather up and fled. Batista authorized some of his subordinates to deal with Castro and the rebels. The people of Cuba took to the streets, joyfully greeting the rebels. Cienfuegos and Guevara and their men entered Havana on January 2nd and disarmed the remaining military installations. Castro made his way into Havana slowly, pausing

in every town, city and village along the way to give speeches to the cheering crowds, finally entering Havana on January 8.

Aftermath and Legacy: The Castro brothers quickly consolidated their power, sweeping away all remnants of the Batista regime and muscling out all of the rival rebel groups that had aided them in their rise to power. Raul Castro and Ché Guevara were put in charge of organizing squads to bring to trial and execute Batista era “war criminals” who had engaged in torture and murder under the old regime.

Castro was an unknown factor in 1959; he would not “come out of the closet” as a communist until later. Communist Cuba has been a thorn in the side of the United States for decades, causing international incidents such as the Bay of Pigs and the Cuban Missile Crisis. The United States imposed a trade embargo in 1962 which led to years of hardship for the Cuban people due to the unwillingness of Castro to change his policies and practices.

Under Castro, Cuba has become a player on the international stage. The prime example is its intervention in Angola: thousands of Cuban troops were sent there in the 1970’s to support a leftist movement. (information adapted from: <http://latinamericanhistory.about.com/od/historyofthecaribbean/p/08cubanrevo.htm>).

Since his rise to power, Fidel Castro and his communist government has drastically limited the rights and freedoms of the Cuban people. Shortly after the onset of his successful overthrow of the Batista government in Cuba, Castro took control of Cuba’s public and private institutions. In the name of communism and in the spirit of indoctrinating the Cuban people to his idea of the revolution, Castro seized private property long held by private Cuban citizens, took control of the media, limited citizens’ basic and fundamental freedoms, and jailed and often times sentence to death people who opposed his actions. These deplorable actions and policies established by Castro’s Communist Revolution have caused and continue to cause tense relationships between the United States and Cuba and have been marked by historical events such as the failed U.S. Bay of Pigs invasion and the Cold War Cuban Missile Crisis. Due to these policies and the long and tragic suffering endured by the Cuban people under Castro’s regime, Cuban citizens have always looked for ways to escape to the United States and other countries in search of freedom.

**Background Information #2:
Timeline of the Communist Revolution in Cuba**

(click on the following link to access a detailed timeline of the communist revolution in Cuba)

<http://www.history-timelines.org.uk/places-timelines/14-cuban-timeline.htm>

Background Information #3:

THE CUBAN CHILDREN'S EXODUS



Over four decades ago, Cuban parents fearing indoctrination and that the Cuban government would take away their parental authority exercised one of the most fundamental human rights: the right to choose how their children would be educated.

From December 1960 to October 1962, more than fourteen thousand Cuban youths arrived alone in the United States. What is now known as Operation Pedro Pan was the largest recorded exodus of unaccompanied minors in the Western Hemisphere.

The exodus of the Cuban children was virtually unknown for over 30 years. Msgr. Bryan O. Walsh who is considered the Father of our Exodus states that the name had only appeared in print in March of 62' and in a Reader's Digest article in 1988. It was through the effort and work of Operation Pedro Pan Group, Inc. that the name Operation Pedro Pan became known throughout the US and the world.

Approximately, half of the minors were reunited with relatives or friends at the airport. More than half were cared for by the Catholic Welfare Bureau, directed by a young 30 year old Irish priest, Bryan O. Walsh. The children from the Cuban Refugee Children's Program were placed in temporary shelters in Miami, and relocated in more than 30 States. Many children of the Unaccompanied Cuban Children's program are unaware that they were part of history in the making. Today, we are trying to locate all the children that came alone and were part of this historical exodus. Please help us locate the grown children of Pedro Pan!

Source: <http://www.pedropan.org/category/history>

Background Information #4:

THE HISTORY OF OPERATION PEDRO PAN



Pedro Pan was a program created by the Catholic Welfare Bureau (Catholic Charities) of Miami in December 1960 at the request of parents in Cuba to provide an opportunity for them to send their children to Miami to avoid Marxist-Leninist indoctrination. After the break in diplomatic relations on January 3, 1961, the Catholic Welfare Bureau was authorized by the U.S. Department of State to notify parents in Cuba that visa requirements had been waived for their children. This enabled the children to travel by commercial flights to Miami.

Father Bryan O. Walsh, the Director of Catholic Welfare Bureau, became aware of the plight of unaccompanied minors in November 1960 when a Cuban man brought a fifteen-year-old Cuban boy to his office. The boy, Pedro, had come to Miami to live with relatives. The family was in dire straits and the CWB was asked to provide foster care. Father Walsh realized that unaccompanied minors were always found among refugees seeking a safe haven. There would be many more "Pedros". Father Walsh brought the matter to the attention of Mr. Tracy Voorhees, sent by President Eisenhower to assess the needs of Cuban refugees in Miami. Mr. Voorhees recommended that the President approve funds for the care of unaccompanied minors. This meant that if the children could get to Miami, funds would be available to their care.

Mr. James Baker, the headmaster of Ruston Academy, an American school in Havana was at the same time organizing a network of Cubans and expatriates to help get their children to Miami. On December 12, 1960, Mr. Baker and Fr. Walsh met to discuss how they could work together. This was the beginning of

Operation Pedro Pan. Mr. Baker would get the children out of Cuba and Fr. Walsh would provide shelter care for those who had no one here.

In the course of twenty two months between December 26, 1960 and October 22, 1962, over 14,000 unaccompanied minors arrived in Miami under the sponsorship of the Catholic Welfare Bureau. Those included youth from all parts of the island. While the majority was Catholic, several hundred were Protestant, Jewish or non-believers. Very few were from wealthy backgrounds. These were already in Miami with their families. Most were of the middle class or lower middle class and included children of different racial background, Black and Chinese.

A network was established which reached all over the island. At the heart of this network was Miss Penny Powers, a British citizen. Other names included Pancho and Bertha Finlay, Dr. Sergio and Serafina Giquel, Sara del Toro de Odio, Ramon and Polita Grau, Albertina O'Farril and many others whose names are known only to God.

Family reunions began in Miami shortly after the first arrivals. Approximately 50% were united with family members at the airport. Eighty-five (85%) of the 7,000 taken into care by the CWB were between the ages of 12 and 18 upon arrival. Seventy (70%) were boys over the age of 12. Because many of the minors were older teens, they became independent very quickly and statistical information on reunion with their parents is not available. Likewise such information is not available on those who went to live with relatives upon arrival. However it is reasonable to assume that the rate of family reunion of those who went to live with relatives is as high if not higher than those who were united while still under care.

Commercial flights between the US and Cuba ceased with the Missile crisis of October 1962. This began a three-year period during which travel was through third countries, Spain and Mexico. Twice a day Freedom Flights began in December 1, 1965 under an agreement between the two governments for the purpose of family reunion. Parents of unaccompanied minors were accorded first priority. Close to 90% of those still in care were reunited with their parents by June of 1966.

After the Freedom Flights started in Dec. 1, 1965, the delays in family reunion were due primarily to the regulations of the Cuban Government in delaying the emigration of certain professionals and its refusal to let young men between 15 and 26 emigrate with their parents because of military service obligations. In the relatively few other cases where such reunions did not eventually take place this was due to parental deaths, or a father or mother staying behind to take care of an elderly parent. The agency has no record of any case where a minor was lost. The agency has not received any request from anyone in Cuba asking for

information on the whereabouts of a child. During the past thirty years, it has been relatively easy for people to travel to Cuba to look for family. Nor has the agency been asked by a former unaccompanied minor for help in finding a lost parent. Reports that great numbers of minors lost contact with their families is simply not true.

Every effort was made during the entire Operation Pedro Pan to avoid publicity and to avoid any effort to use it for political propaganda. The agency was often criticized for this by some elements in the exile community in Miami who wished to use the image of the children. The agency maintained minimum contacts with Cuba other than with the parents whose children were under its care. At no time was the Catholic Church as an institution in Cuba involved. Individual priests and religious did seek and receive visa waivers. Thousands of visa waivers were sought in Miami by exiles and sent to their relatives in Cuba along with required \$25.00 money order for the round-trip airfare. Within Cuba many networks were organized by Cuban parents to spread knowledge about the operation throughout the whole island.

The biggest problem for the Catholic Welfare Bureau as the number coming grew week by week, was the lack of facilities to care for the minors in Miami. This was solved by asking Catholic Charities agencies around the country to provide foster homes and group care homes for the young exiles. This care was provided in over 100 cities in 35 States. All such foster and group homes were licensed by the state authorities. Special group homes, staffed by Cuban house-parents for Cuban adolescent boys were opened in several cities such as Wilmington, Delaware, Fort Wayne Indiana, Albuquerque New Mexico, Lincoln Nebraska, Jacksonville and Orlando Florida as well as Miami. Contrary to reports, no children were placed in reformatories or facilities for delinquent children. This would not have been permitted under state law.

No children were placed for adoption, since the whole purpose of the program was to safeguard parental rights. The Cuban parents who sent their children to the US were exercising a fundamental human right which antecedes any human constitution or law.

The Catholic Welfare Bureau had no means of influencing Cuban parents to send their children to the United States. In fact every effort was made to avoid publicity or propaganda. This was not its role or mission. Rather the CWB responded to the desire of Cuban parents to protect their children from Marxist-Leninist indoctrination after the experience of the literacy campaign in the summer of 1960 and the closing the Catholic and private schools in June of 1961. What the Catholic Welfare Bureau did was to provide a means for the Cuban parents of that period to exercise their fundamental human right to direct the education of their children.

Unfortunately their fears have been proved by history to have been altogether too true. In January 22, 1998, Pope John Paul II in his Homily in the Instituto Superior de Cultura Fisica "Manuel Fajardo" in Santa Clara said: "Experiences not easily accepted and often traumatic is the separation of children and the substitution of the role of parents as a result of schooling away from home even during adolescence. These experiences place young people in situations which sadly result in the spread of promiscuous behavior, loss of ethical values, coarseness, premarital sexual relations at an early age and easy recourse to abortion" What the parents learned when their sons and daughters returned from the Literacy Campaign of 1960 is still going on. In his Homily in Santa Clara, the Holy Father referred to "a problem which has existed in Cuba for years, people being obliged to be away from the family within the country, and emigration which has torn apart whole families and caused suffering for a large part of the population." The Cuban government because of its ideological stance has imposed and is still imposing these sufferings on the Cuban people. No one can deny that separation from one's family is always traumatic and painful. How could it be otherwise? However, at times it is necessary because it is the lesser of the two evils. The real heroes of Pedro Pan were the parents who made the hardest decision that any parent can make.

Source: <http://www.pedropan.org/category/history>



Reading: #1: “Operation Pedro Pan- How thousands of children shuffled under Castro’s nose.” by Marjorie L. Donohoue *The Miami Voice* Friday, March 3, 1978.

Between 1960 and 1962 the Unaccompanied Cuban Children’s program, of which Msgr. Bryan O. Walsh was director, had brought more than 14,000 boys and girls to South Florida.

The first program to employ the technique of child-welfare agencies in caring for refugee children had the complete approbation and wholehearted support of the Federal government. This was accomplished through the State Department, Justice Department, and Health Education and Welfare Department.

U.S. and other foreign firms, whose assets had been confiscated by the Castro regime contributed money for travel tickets which in turn was administered by the Miami Catholic Service Bureau headed by Msgr. Walsh. The Bureau then sent the money for tickets to the Henry W. Smith organization, a travel agency in Havana. Meanwhile the U.S. Embassy there would grant student visas to the Cuban children and vouch that they were formally registered in U.S. Schools.

Not all came from Havana, some came via Jamaica and Puerto Rico while others arrived by boat in Key West where anxious parents handed them to waiting relatives or friends and then returned to their native island 90 miles away. It was not unheard of for a desperate parent to approach an airplane ready to leave Havana airport and hand a young child, to whom identification was attached, to the pilot and then rush away into a crowded terminal.

Meanwhile the Cuban Children’s Program was inaugurated to provide foster care for the refugee youngsters in the U.S. without their parents as part of the Cuban Relief Program approved by the late president John F. Kennedy.

Involved in “Operation Pedro Pan” were thousands of families, Cubans and Americans; several foreign governments, more than 100 child welfare agencies and the three major faiths, all of whom cooperated to help the children.

Since most of the boys and girls were Catholic the main burden of the project was placed on Miami’s Catholic Service Bureau which at one time had under its care some 8,000 youngsters, with the largest number cared for directly in the Archdiocese of Miami and the other residing in 30 other states through the cooperation of 56 archdioceses and dioceses.

Two centers in Dade County provided care on a permanent basis while three “transit centers” offered temporary shelter until the young refugees could be assigned to foster homes of centers in other dioceses. Many of the children arriving in Miami were reunited immediately with family or friends, or placed in foster homes.

“Never did we think that it would go beyond a handful,” Msgr. Walsh, Who himself was a director at one of the permanent centers, recalls. “Never in our wildest dreams did we think we’d have 8,000 children in our care.”

He added that the problem of “homesickness” was much more readily overcome in children’s homes than it would have been in boarding schools, and that the majority of youngsters settled down and became “quite accustomed” to their new surroundings.

Throughout the program great emphasis was placed on the spiritual development of the children with the doctrine and teachings of the Church and integral part of the curriculum both at the schools the youngsters attended and at the centers. An intensive course in English was compulsory in order to simplify the future education of the children, Msgr. Walsh explained.

When Freedom Flights from Cuba began in 1965, parents of unaccompanied children were given priority and during the next 10 years most of the children under care were reunited with parents. Complete records were kept at the Catholic Service Bureau on each child to eliminate any danger of families becoming permanently separated.

Still in 1978, Msgr. Walsh, who had become an expert at being a foster parent, had under his care 14 boys. And so, although “Operation Pedro Pan” ceased many years ago the Cuban Children’s Program, for which he was still responsible at the time, continued to provide loving care, understanding, and discipline when needed to unaccompanied Cuban youngsters.



Reading #2: “Operation Pedro Pan” by John G. Hubbell *Reader’s Digest* February, 1988.

On Christmas Eve, 1960, Father Byran Walsh was alone in the office of the Miami diocese’s Catholic Welfare Bureau when a call came from Frank Auerbach of the State Department in Washington, D.C.

The U.S. embassy in Havana, Auerbach said, had entry-visa applications for 200 unaccompanied minors. Their parents, members of Cuba’s middle class, were afraid the children would be shipped to Russia for “re-education”—part of the process of fashioning a new generation of communists. The United States wanted to grant the visas, Auerbach added, but needed a reputable agency to look after the youngsters. Would the diocese help? He needed a quick answer.

The notion of a state confiscating child appalled the young priest. But he had no authority to speak for his bishop. Never mind: he would worry about that later. “Sure,” Walsh told Auerbach, “get the kids out of there.”

Then 30 years old, Father Walsh had grown up with a strong sense of family. One of five children of a prosperous grocer in Limerick, Ireland, he had entered the Catholic priesthood immediately after college. His first assignment was in central Florida, and then to the Miami diocese.

“Take all They’ll Send.” As Father Walsh drove home that Christmas Eve, it suddenly struck him: 200 kids! What if they all arrived at once? In the next day or so? Where would he put them? How would he feed them? How would he educate them? And how would he explain all this to his bishop?

On Christmas morning, Walsh hurried to the airport. Immigration officials agreed to help him identify refugee children. They also promised to keep quiet about the program. There was no need to call Castro’s attention to the fact that many Cuban families were shipping their children to freedom.

However, there was a need to explain things to Bishop Coleman Carroll when he called, saying, “Someone from the State Department is trying to reach you. He said you’d agreed to take 200 kids from Cuba—“

“Uh, about that, Bishop—“

“Why only 200? Take all they’ll send. Bryan, I want you to handle the whole thing. Look after them.”

Castro’s secret police clamped a tight surveillance on the American embassy, and during that first week, only 22 children got out. Then, on January

3, the United States severed diplomatic relations with Castro. With the Havana embassy closed, no visas could be granted. Without them, there was no way for the youngsters to leave Cuba.

Walsh hurried to Washington to meet with Auerbach and Robert F. Hale, director of the State Department's visa office. A special visa "waiver" was designed—a letter from Father Walsh and indicating that the state Department had authorized entry into the United States for the bearer. In the following months, some 50,000 visa waivers were shipped into Cuba in the diplomatic pouches of several friendly nations. These were delivered to the underground, which got them into the hands of parents who wanted their children out.

A secondary route was also established. The British government agreed to grant Cuban children visas into Jamaica, where the Catholic bishop of Kingston would shelter them overnight. Then the U.S. consul would provide them visas for them to travel to Miami.

A Rising Flood. To pay air fares, the underground collected U.S. currency remaining in Cuba and sent it to Walsh. A number of major American companies also contributed generously. Walsh bought money orders in Miami. These were delivered to the Henry Smith Travel Agency in Havana, which then issued tickets.

Soon the children began to flood in—by the scores, then by the hundreds. Incredibly, despite all the activity at the Havana airport, Castro's officials never questioned the exodus.

However, there was no way to keep the secret from the Miami media. Walsh briefed reporters, stressing the need for secrecy. They christened the effort Operation Pedro (Peter) Pan, named for the boy who could fly in the James Barrie play. For nearly a year and a half no word of Pedro Pan leaked out.

The young refugees arrived in Miami heartbroken and frightened, many with only the clothing they wore. Typical was 12-year-old Armando Codina, who knew only two words in English: "hamburger" and "Coke." He couldn't help wondering, *what's to become of me?*

Brothers and sisters were kept together, sometimes with imaginative help. The age limit for incoming children was 18. But one young woman, shepherding six younger brothers and sisters through immigration, listed her age on the immigration form as 19. Legally, that meant she would have to be deported back to Cuba. An alert immigration official laid a burning cigarette on that line of her form. "How clumsy of me!" he exclaimed. "Now we must do it all over again." He

helped her fill out a new form, and in a voice that brooked no argument, he recalled the exact month, day, and year of her birth—two years later than she had indicated on the first form.

Walsh was able to place half of the children with their relatives and family friends around Miami. For the others, he set up living facilities and created “families” of ten to 25 youngsters, recruiting middle-aged couples from the city’s large Cuban community as house parents.

Sense of Security. The Dade County Welfare Department lent a group of buildings in southwest Miami that had been used to house dependent and delinquent children. The diocese donated a 150 acre camp, 18 miles south of the city. Walsh also leased a block of apartment buildings in nearby Florida City, even fencing off the streets so they would be safe for play. As the kids continued to flood in, the federal government turned over some renovated World War II barracks northwest of the city.

The hundreds of incoming children swelled to thousands, and Father Walsh was soon running a support staff of 300 people. He also enlisted the help of hundreds of federal and state agencies nationwide. Directors of Catholic Charities around the country poured into Miami and returned home with busloads of kids and house parents. One priest from Rockford, Ill, who arrived saying there was no room in his program, left with 20 boys.

Walsh kept close track of all his children—their health, morale, grades, behavior. He soothed their fears and assured them they were there because of their parents’ great love for them. “You’ve come to a place where people care about you,” he told them. “There’s nothing to worry about. Until your parents come for you, you’ll have a home with us.”

He knew that the way to instill in the children the same sense of security they had known in their own homes was to treat them as a loving father would. He laid down the law: “All you have to do is go to school, study, do your best and behave as you know your parents would want to. If you don’t, there will be consequences.”

The children got the message. Teenager Moises Hernandez sometimes sneaked out a window at night and returned as late as 4 a.m. Once, he found Father Walsh waiting for him in his room. “I’ll never do it again,” Moises promised. Walsh just stood there, looking at Moises, saying nothing. The next day he grounded the youngster and suspended his weekly allowance. Moises learn his lesson.

The gravest sin was skipping school. For that infraction, Walsh kept a leather paddle, and was not reluctant to use it. But he tried other approaches too. Once, two boys, 14 and 15, declared they were fed up with school and refused to leave their room. Walsh had a friendly judge send police to collect the boys in a squad car and deliver them to juvenile detention center. There, they got a firsthand look at hardened criminals their own age. Walsh retrieved them that evening and had no problem extracting them promises that there would be no more nonsense about avoiding school.

In April 1962, a newspaper insisted on breaking the story. Unwilling to allow what deemed an undeserved news scoop, Walsh released the story to the reporters who had been sitting on it for a year and a half. But even that didn't end Operation Pedro Pan. What finally finished it was the October 1962 Cuban Missile Crisis, and the resulting break in all air traffic between Cuban and the United States.

In October 1965, Castro agreed to allow thousands of dissident Cubans to immigrate to this country. As part of the deal, parents of the Pedro Pan children received first priority. Overnight, South Florida was awash in tears of happiness as families were reunited. But a few children, whose parents had died or were political prisoners, would remain with Walsh for up to ten years.

In all, Father Bryan Walsh managed to bring more than 14,000 children out of Cuba. Today, as a monsignor, he heads up the Miami archdiocese's Catholic Community Services, a \$25 million a year social service agency. And he remains in close contact with many of Pedro Pan children. He has officiated at hundreds of their weddings, baptized scores of their babies.

"He was just like a father," says Ralph Sanchez, now a wealthy businessman. "On free days he would take us to the beach or buy us hamburgers. When you had a problem, he would help you straighten things out."

Moises Hernandez, the boy who stayed out until 4 a.m., is now a prominent Miami physician. He remembers the priest as "a towering figure," both in size and authority. "He was tough about living by the rules, but at the same time I always felt protected. It was good to know someone cares that much about me. He cared about everyone."

Land of Opportunity. Large numbers of the Pedro Pan children went on to college. Many entered the professions. Following in Father Walsh's footsteps, 27 became priests. Five are now pastors of large parishes in the Miami area. ("Be nice to your altar boy," Walsh laughs. "He may grow up to become your bishop!") Others became highly successful businessmen. One is Armando

Codina, the youngster who arrived in Miami with no money and two words of English. Today, at 40, Codina is one of South Florida's most active developers and civic leaders.

Codina considers his adopted country a land of unparalleled opportunity. "Where else in the world," he asks, "could a young kid go alone, with nothing, and grow up to do the things I have done? There is no other place!"

And for Codina—as well as all the other Pedro Pan children—there is (was) also no other man quite like Monsignor Bryan Walsh.



Reading #3: “Operation Pedro Pan- Cuban Tots, a Raggedy Ann Doll” by Gene Miller *The Evansville Press* March 10, 1962.

Fifty Cuban youngsters, uprooted from their homes and separated from their parents, have come to the Evansville area to live. The account of how five of them arrived here this week is told in the following story by Gene Miller, a former Press reporter. Now a Miami, FL., newsman, Miller accompanied the youngsters from there.

At 17,000 feet a frightened 11-year-old Cuban girl clings to a Raggedy Ann doll. The boy across the aisle of the airliner glances sheepishly at the ID card tied to his shirt button. This is the underground railway in the sky—Operation Peter Pan.

Maybe it should be called Operation Pedro Pan.

The children are refugees of Castro’s Red Cuba. Their parents are a thousand miles away. For 15 months the Catholic Diocese of Miami quietly helped to relocate 7778 children—all fleeing from Cuba without their parents. Nearly 3000 have flown north.

The Communists are certain to call it child smuggling.

No one is Telling

No one is telling exactly how it is done. No one will. The risk of reprisal is too great. Faces of the children will be blacked out in newspapers and names used will not be real. At 9:05 a.m. Thursday, after delays and bumpy weather, they debarked in Evansville. “Snow? Snow?” asked an excited 12 year old boy as he walked into a bitter 38 degree rain. We’ll call the boy Jose I, his brother 10 years old, Jose II. The Jose’s furiously chewed bubble gum, a commodity rare in Cuba these days.

Hadn’t Seen a School

They hadn’t seen the inside of a school house since Castro closed the schools last year. That was the reason their parents called them aside one day last month and quietly told them they would have to leave. Another reason was they were hungry. And another was they were afraid the Communists might send them to Russia. “I cried just a little,” Jose I confessed. “Mother cried mucho.” Neither boy wore an overcoat. They didn’t own any. As is the fashion of fleeing Cuban children, they wear shirts, lots of shirts. Jose I wore four. Of the 120 children Delta has flown north this month, the record wore nine shirts. That boy

also wore three pair of pants. Jose II, the 10 year old, clutched his most valued worldly possessions, a sack of marbles—103 of them.

Veteran of the Group

A third boy, a good looking kid with curly hair and big flapping ears, was also 10 years old. He was the veteran of the group. He'd been in Miami since early February at one of Dade County's four "transit camps." Most children fly north from Miami after only a week or so. Boys outnumber girls two to one. Ages range from 4 to 17. They all leave with \$5 bills tucked inside their plane tickets. Usually that's it; nothing more. The kid with the flappy ears carried a comic book entitled "Lorenzo," which means Dagwood. Across the aisle most of the day sat two little girls, sisters 11 and 13. Besides four thin dresses, the older wore her first pair of nylons and nobody seemed to mind that they had slipped.

Took Trip Calmly

At a stopover in Atlanta, an airline clerk noticed her plight and bought her her first pair of garters, fancy black ones with red roses. She was delighted. The 10-year-old clung for dear life to her little Raggedy Ann doll named Lulu. Lulu took the trip calmly, without a tear. The girls know only two words in English. They are simple words –"Thank You." With the five at first were two older children, a boy, 17, and his sister, 13. Only last Monday they slipped into this country. At Atlanta they transferred to a flight to Newark, NJ. There they were to be met by an aunt and uncle. Father Charles Schottelkotte, head of Catholic Charities in Evansville, met the delayed flight here. He bundled up the youngsters and sent them on their way to St. Vincent's Home in Vincennes, where they should find plenty of company. He has 34 Cuban children there. God willing, they will not stay too long. They pray to be reunited with the parents who sent them to America to escape Communism.



Reading #4: History of Operation Pedro Pan- By Monsignor Bryan O. Walsh

(this article is a primary source document since it was written by Monsignor Walsh on March 1, 2001. Monsignor Walsh, at the time of Operation Pedro Pan, then Father Walsh, was considered the "Father" of Operation Pedro Pan. The following article is a synopsis of the events written personally by him.

Pedro Pan was a program created by the Catholic Welfare Bureau of Miami (Catholic Charities) in December of 1960 at the request of parents in Cuba to provide an opportunity for them to send their children to Miami to avoid indoctrination. After the break in diplomatic relations on January 3, 1961, the CWB was authorized by the U.S. Department of State to notify parents in Cuba that visa requirements had been waived for their children. This enabled these children to travel by commercial flights to Miami.

Father Bryan O. Walsh, the Director of CWB, became aware of the plight of unaccompanied minors in November 1960 when a Cuban man brought a fifteen-year-old Cuban boy to his office. The boy, Pedro, had come to Miami to live with relatives. The family was in dire straits and the CWB was asked to provide foster care. Father Walsh realized that unaccompanied minors were always found among refugees seeking a safe haven. There would be many more "Pedros". Father Walsh brought the matter to the attention of Mr. Tracy Voorhees, sent by President Eisenhower to assess the needs of Cuban refugees in Miami. Mr. Voorhees recommended that the President approve funds for the care of unaccompanied minors. This meant that if the children could get to Miami, funds would be available for their care.

Mr. James Baker, the headmaster of Ruston Academy, an American school in Havana was at the same time organizing a network of Cubans and American expatriates to help their children to Miami. On December 12, 1960, Mr. Baker and Fr. Walsh met to discuss how they could work together. This was the beginning of Operation Pedro Pan. Mr. Baker would get their children out of Cuba and Fr. Walsh would provide shelter care for those who had no one in the U.S.

In the course of twenty months between December 26, 1960 and October 23, 1962, over 14,000 unaccompanied minors arrived in Miami under the sponsorship of the Catholic Welfare Bureau. Those included youths from all parts of the island. While the majority was Catholic, several hundred were Protestant, Jewish or non-believers. Very few were from wealthy backgrounds; these were already in Miami with their families. Most were of the middle class or lower middle class and included children of different racial background, including black and Chinese.

A network was established which reached all over the Island. At the heart of this network was Miss Penny Powers, a British citizen. Other people involved included Pancho and Bertha Finlay, Dr. Sergio & Serafina Giquel, Sara del Toro de Odio, Esther de la Portilla, Albertina O' Farril, Nenita Carames, Ramon Grau Alsina, and Polita Grau de Aguero and many others whose names are known only to God.

Family reunions began in Miami shortly after the first arrivals. Approximately 50% were united with family members at the airport. Eighty-five

(85%) of the 7,000 taken into care by the CWB were between the ages of 12 and 18 upon arrival. Seventy (70%) were boys over the age of 12.

Commercial flights between the U.S. and Cuba ceased with the Missile Crisis of October 1962. This began a three-year period during which travel was through third countries, like Spain and Mexico. Twice a day Freedom Flights began in December 1, 1965 under an agreement between the two governments for the purpose of family reunification. Parents of unaccompanied minors were accorded first priority. Close to 90% of those still under care were reunited with their parents by June of 1966.

After the Freedom Flights started in December 1, 1965, the delays in family reunion were due primarily to the regulations of the Cuban Government in delaying the emigration of certain professionals and its refusal to let young men between 15 and 26 years emigrate with their parents because of military service obligations. In the relatively few other cases where such reunions did not eventually take place this was due to parental deaths, or a father or mother staying behind to take care of an elderly parent.

Every effort was made during the entire Operation Pedro Pan to avoid publicity and to avoid any effort to use it for political propaganda. The agency was often criticized for this by some elements in the exile community in Miami who wished to use the image of the children. The agency maintained minimum contacts with Cuba other than with the parents whose children were under its care. At no time was the Catholic Church as an institution in Cuba involved. Individual priests and religious did seek and receive visa waivers to distribute. Thousands of visa waivers were sought in Miami by exiles and sent to their relatives in Cuba along with required \$25.00 money order for the round-trip airfare. Within Cuba many networks were organized by Cuban parents to spread knowledge about the operation throughout the whole island.

The biggest problem for the CWB as the number coming grew week by week, was the lack of facilities to care for the minors in Miami. This was solved by asking Catholic Charities agencies around the country to provide foster homes and group care homes for the young exiles. This care was provided in over **100 cities in 35 States**. The State authorities licensed all such foster and group homes. Special group homes, staffed by Cuban house-parents for Cuban adolescent boys were opened in several cities such as Wilmington, Delaware, Fort Wayne, Indiana, Albuquerque, New Mexico, Lincoln, Nebraska, Jacksonville and Orlando, Florida as well as Miami.

No children were placed for adoption, since the whole purpose of the program was to safeguard parental rights. The Cuban parents who sent their children to the US were exercising a fundamental human right which antecedes any human constitution or law.

The Catholic Welfare Bureau had no means of influencing Cuban parents to send their children to the United States. The CWB responded to the desire of Cuban parents to protect their children from Marxist- Leninist indoctrination after the experience of the literacy campaign in the summer of 1960 and the closing of Catholic and Private schools in June of 1961. What the CWB did was to **provide a means for the Cuban parents of that period to exercise their human right to direct the education of their children.**

Unfortunately, their fears have been proved by history to have been altogether too true. In January 22, 1998, Pope John Paul II in his Homily in the Instituto

Superior de Cultura Fisica "Manuel Fajardo" in Santa Clara said: *"experiences not easily accepted and often traumatic is the separation of children and the substitution of the role of parents as a result of schooling away from home even during adolescence. These experiences place young people in situations which sadly result in the spread of promiscuous behavior, loss of ethical values, coarseness, premarital sexual relations at an early age and easy recourse to abortion"*. What parents learned when their sons and daughters returned from the Literacy campaign of 1960 are still going on. In his Homily in Santa Clara, the Holy Father referred to *"a problem which has existed in Cuba for years, people being obliged to be away from the family within the country, and emigration which has torn apart whole families and caused suffering for a large part of the population*. The Cuban government because of its ideological stance has imposed and is still imposing these sufferings on the Cuban people. No one can deny that separation from one's family is always traumatic and painful. How could it be otherwise? However, at times it is necessary because it is the lesser of the two evils. **The real heroes of Pedro Pan were the parents who made the hardest decision that any parent can make.**



Reading #5: Biography of Monsignor Bryan Oliver Walsh:

December 29, 2001- *New York Times* By ERIC PACE

Msgr. Bryan Oliver Walsh, 71; Led Effort to Aid Cuban Children

Msgr. Bryan Oliver Walsh, who played a crucial role in Operation Pedro Pan, which conveyed 14,000 Cuban children to Florida early in the 1960's, died on Dec. 20, 2001 in a Miami hospital. He was 71 and had long been active in the Roman Catholic archdiocese of Miami.

The cause was cardiac arrest, The Associated Press reported.

The people with him when he died included a number of beneficiaries of the Pedro Pan operation, which has also been called the Cuban Children's Program. Created in the wake of Fidel Castro's seizure of power in January 1959, the operation brought the children to the United States in 1961 and 1962.

Thousands of Cubans began arriving in Miami in 1959. From late 1960 to August 1964, more than 16,000 unaccompanied Cuban children had also come, sent by their parents to get them away from Mr. Castro.

Monsignor Walsh's program got under way in 1960 to help those children by finding housing in foster homes, with relatives or elsewhere until they could be reunited with their parents.

By 1964, when he was Miami director of the Catholic Welfare Service, he was a leader in finding foster care for unaccompanied children.

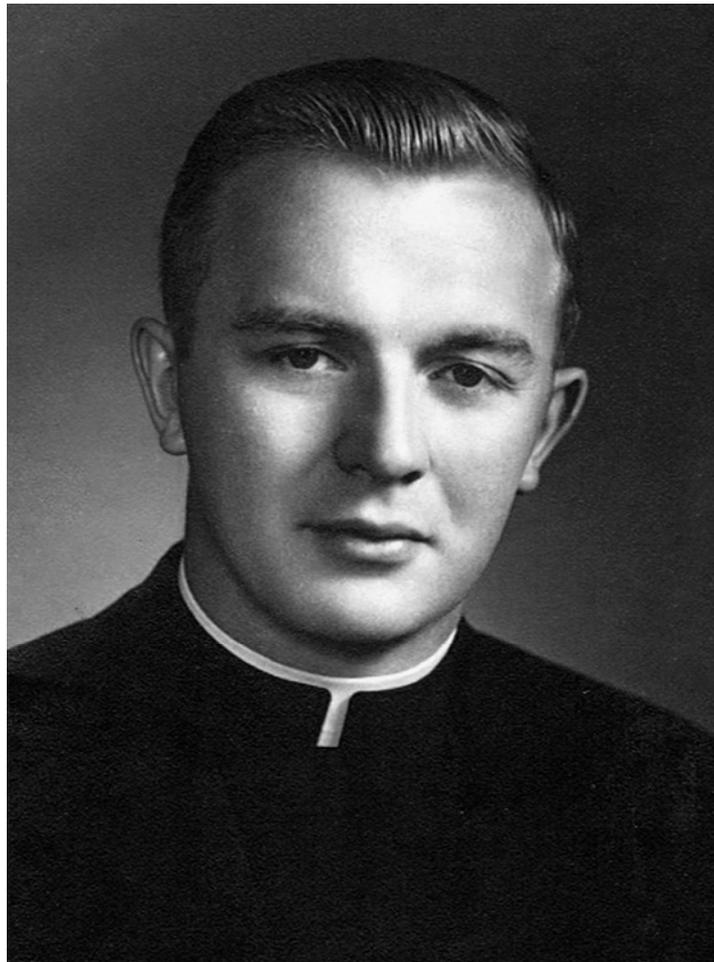
By 1970 the Cuban exodus was still continuing, at a rate of about 45,000 people a year, with most settling in the Miami area. Miami had also become the preferred destination of many immigrants from virtually every Latin American country.

Also by 1970, Monsignor Walsh was the vicar for the Spanish-speaking people of what was elevated from the diocese of Miami to the archdiocese of Miami in 1968. He coordinated social and ecclesiastical programs for the archdiocese's growing Latin membership.

At that time, he was also director of the Centro Hispánico Católico, a social agency founded in 1959 to serve the new Spanish-speaking parishioners.

In 1969, the agency answered more than 115,000 requests for aid, Monsignor Walsh said in an interview in 1970. He regarded himself as a sort of ombudsman for Latin-American Catholics in Miami.

Born in Portarlington, Ireland, he attended Mungret College in Ireland and was recruited to pursue his priestly duties in Florida.



Lesson Plan- Operation Pedro Pan: Grades 3-5

1. Title: Operation Pedro Pan

2. Overview - Big Ideas:

Enduring Understandings

- Students will develop an appreciation for and empathy towards the sacrifice Cuban parents made by sending their children to the United States under Operation Pedro Pan.
- Students will develop an understanding of the limitations of individual freedoms established under Fidel Castro's indoctrination of communist practices in Cuba shortly after the Cuban Revolution.
- Students will be able to analyze and appreciate the efforts made by multiple parties in order to provide a safe haven for Cuban citizens, especially and mainly children, under Operation Pedro Pan.

Essential Questions

- What conditions would one be facing in order to make the decision to flee one's homeland or send loved ones to another land?
- How do various organizations tend to respond to citizens from other countries in crises and how have these organizations provided assistance to individuals in these situations?

3. Lesson Objectives:

Standards - Next Generation Sunshine State Standards- Social Studies

Grade 3:

- SS.3.C.2.1 Identify group and individual actions of citizens that demonstrate civility, cooperation, volunteerism, and other civic virtues.

Grade 4:

- SS.4.A.8.2 Describe how and why immigration impacts Florida today.
- SS.4.A.9.1 Utilize timelines to sequence key events in Florida history.

Grade 5:

SS.5.C.2.4 Evaluate the importance of civic responsibilities in American democracy.

Key Vocabulary or Identification: Operation Pedro Pan, Father (later Monsignor) Bryan Walsh, Catholic Charities, Cuban Children's Bureau, Freedom Flights, Communism, Fidel Castro, Individual Freedoms

4. Evidence of Student Understanding (Assessment) in this Lesson:

- Students will understand the sacrifice individuals make in the search of freedom and opportunities.
- Students will appreciate the assistance provided by either governments or individuals to people escaping places that limit freedoms and opportunities.
- Students will be able to successfully answer the questions included in the post-quiz contained in this resource packet and related to the content knowledge associated with Operation Pedro Pan.
- Students will be able to express empathy towards individuals who are forced to flee their homelands in order to seek out freedom and opportunity and develop an appreciation for organizations and individuals who assist people in crises.

5. Materials Needed: (Include primary sources you will use in this lesson)

- This instructional resource packet.

6. Steps to Deliver the Lesson:

Step 1: **Activate prior knowledge** by asking the students what they know about the government of Cuba. Write their responses on the board. Ask the students what the concept of freedom means to them. Write their responses on the board. Ask the students what they would do if someone or a group of people tried to take away the freedoms they enjoy. Write their responses on the board. (If the students have difficulty in imagining this concept, ask them what they would do if someone told them they were going to have to move away from their home to go to another school, live near the school not with their own parent (s)/guardian(s), and be taught to believe a different way from what their parent(s)/guardian(s) have told them). Finally, ask the students if they have ever heard of or know

anything about a time when Cuban children were sent to the United States, mainly in Miami, without their parent(s) under a program called Operation Pedro Pan (Operation Peter Pan). Write their responses on the board. If they do not know anything, inform them that today's lesson will be about a time when Cuban parents, fearing that their children would have to grow up differently than how they wanted them to under Fidel Castro's communist government, took a leap of faith and sent their children to the United States unaccompanied. Ask the students how it would make them feel if they had to do something similar.

Step 2: Provide Basic Background Information about the Cuban Communist Revolution. Use information found in Background Information #1- The Cuban Communist Revolution- to provide a basic overview of how Fidel Castro came to power and what basic changes he established under his government. Create a timeline on the board with the students in order to shape their understanding of events. You may also refer to the electronic timeline found in the following link: <http://www.history-timelines.org.uk/places-timelines/14-cuban-timeline.htm> .

Step 3: Direct Instruction: Pass out Background Information #3- The Exodus of Cuban Children- and Background Information #4- The History of Operation Pedro Pan to the students. Use jump-in reading strategies or other reading strategies to read the background information with the students. Stop periodically and check for student understanding, clarify difficult vocabulary, and answer students' questions. When finished with these two readings, ask the students the following questions:

1. Why did Cuban parents send their children to the United States without them?
2. What was Operation Pedro Pan?
3. How did Operation Pedro Pan get its name?
4. Who was the main organizer of the Operation?
5. What were the various things that happened to the children once they arrived to the United States?

Step 4: Journal Entry: Have students think about what it must have been like to be one of the children, flying on a flight to the United States, alone, without parent(s)/guardian(s), to a land that they may have never been, in a place where their language was not spoken, to adapt to their new surroundings. Have students write a journal entry as if they were one of those students. Then have each student pick a partner, and share their journal entries with each other. Debrief the activity with the students by asking them how their journal entry was similar and different to the journal entry their partner wrote. Have them create a Venn diagram comparing and contrasting their journal entry to the journal entry of their partner. Have the students create a second journal entry as one of the

parent(s)/guardian(s) who left their child or children in the hands of strangers in the name of freedom. Have the students compare and contrast accordingly using the sharing method and Venn diagram. Finally, have the students write a third and final journal entry from the perspective of a family in the United States who cared for one or more of these newly arrived Cuban children. Have the student share, compare and contrast, accordingly.

Step 5: Go the next section- **Specific Activities**- and have the students complete the photo analysis worksheet either as a class assignment or for home learning.

Step 6: **Independent Activity:** Provide a copy of Reading #5 to each student in the class. Based on the information that students have read and learned through this lesson, have student re-write and or add to the biography of Monsignor Bryan O. Walsh.

Step 7: Have the students take the **post-quiz** found at the end of this lesson plan in order to check for student understanding. Grade the post-quiz and re-teach discuss with students accordingly in order to clarify any misconceptions.

7. Specific Activities: (From Guided to Independent)

Have the students complete some or all of the additional extension activities that are located at the end of this instructional packet. These activities are designed to solidify major concepts and learning outcomes associated with this content.

8. Differentiated Instruction Strategies:

For students who are English Language Learners, modify assignments/instruction using sound strategies for English Language Learners such as TPR (Total Physical Response), visual information, and graphic organizers. For students who have learning challenges modify the number and time allotted to complete assignments accordingly. For students who have challenges with reading, work with them in small groups to decode meaning of the readings provided and/or pair them with a student who is an avid and successful reader to provide them with additional assistance.

9. Technology Integration:

The following websites can provide additional information and resources for teachers and students:

<http://www.pedropan.org/> official website of Operation Pedro Pan Group

<http://www.miamiherald.com/pedropan/> The *Miami Herald's* website for Operation Pedro Pan

<http://facebook.com/OPPGI> official Operation Pedro Pan Group, Inc. facebook site

10. Lesson Closure:

Civics Connection: Wrap up the lesson by asking the students to work in groups or pairs to write a letter to their state representative encouraging the representative to create a state day to recognize the sacrifice, courage, and charity of all those involved in Operation Pedro Pan. Students may look up their state representatives by clicking on the following website: <http://www.myfloridahouse.gov/> and clicking on the link: "Find Your Representative."

Final Discussion Questions: Assess students' knowledge based on this instructional unit by asking the following questions:

- What was Operation Pedro Pan?
- Why were Cuban children sent to the United States without their families during this time?
- Who was responsible for assisting them? What happened to most of these children when they arrived to the United States?
- What modern day examples exist when one country helps out members of other countries when a crisis occurs?
- What would you be willing to do to secure freedom for your loved ones?
- Cuban citizens, as of 2011, still struggle with economic and political repression, what can you do to assist them today as a resident or citizen of the United States?

Post-Quiz Assessment- Grades 3-5

Student Name: _____

Directions: Circle the letter of the best choice answer for each of the following questions. For the last question, provide an extended response answer.

1. Who was the leader/president of Cuba prior to Cuba becoming a communist country:
 - a. Fidel Castro
 - b. Fulgencio Batista
 - c. Raul Castro
 - d. Camilo Cienfuegos

2. Why did Castro invade the Moncada barracks on July 26, 1953?
 - a. He needed to convince soldiers to join his revolution.
 - b. He needed to meet his brother Raul who was stationed there.
 - c. He needed the weapons that were stored at the barracks.
 - d. He needed to control the strategic area surrounding the barracks.

3. What is the term for a government/economic system where the government controls and own most of the businesses and services in the country and the people's freedom to choose what they want to do with their lives is limited?
 - a. Communism
 - b. Capitalism
 - c. Socialism
 - d. Democracy

4. The effort to send Cuban children to freedom in the United States from December 1960 to October 1962 became known as:
 - a. The U.S. Cuban Children Assistance Program
 - b. The Anti-Castro Program
 - c. Operation Cuban Exodus
 - d. Operation Pedro Pan

5. The person considered the father of the exodus of the Cuban children from Cuba to the United States was:
 - a. Father Bryan O. Walsh
 - b. President John F. Kennedy
 - c. Mr. Tracy Voorhees
 - d. Mr. James Baker

6. Read the following sentence from the article:

“The Cuban parents who sent their children to the U.S. were exercising a fundamental human right which antecedes any human constitution or law.”
What does the word **fundamental** mean?

- a. Extra
- b. Basic
- c. Given
- d. Guaranteed

7. Read the following excerpt from the article:

Approximately half of the minors were reunited with relatives or friends at the airport. More than half were cared for by the Catholic Welfare Bureau, directed by a young 30 year old Irish priest, Bryan O. Walsh. The children from the Refugee Children’s Program were placed in temporary shelters in Miami, and relocated in 30 states.

Why did the author include this information?

- a. To explain that a priest was taking care of most of the children.
- b. To explain what happened to the children upon arrival to the United States and who cared for them.
- c. To explain that the children had nothing to fear and were all met with family when they arrived to the U.S.
- d. To explain that all of the children were relocated to states other than Florida.

8. Why did Cuban parent(s)/guardian(s) fear keeping their children in Cuba with them?

- a. They feared that their children would be taken away from them and educated in a way, under Castro’s government, that they did not agree with.
- b. They feared their children would be taken away from them and sent to a country other than the United States.
- c. They feared that their children would be taken away from them and forced to serve in the Cuban army.
- d. They feared that their children would be taken away and forced to work for the Catholic Church.

9. Approximately, how many Cuban children were sent to the United States between 1960 and 1962 without their parents:

- a. 18,000
- b. 14,000
- c. 10,000
- d. 6,000

10. In a pledge of Thanksgiving on the 50th Anniversary of the operation, the “children” (now adults) stated:

To this noble nation, the United States of America, whose compassion is unlimited, and to its people, who embraced us and cared for us, we express our gratitude and pledge allegiance. We are proud to be Americans and to serve this nation.

Which of the following best summarizes the sentiment expressed in this passage?

- a. The individuals from the operation were happy to have left their families and live in the United States.
- b. The individuals from the operation were longing to return to Cuba, their homeland.
- c. The individuals from the operation feel thankful and blessed to have been helped and to be citizens of the United States.
- d. The individuals from the operation feel anger towards those who made them leave their homeland.

Extended Response:

Cuban parents took a “leap of faith” and sent their children to strangers in the honor of freedom and in the hopes that their children could live better lives in the United States. Write to explain to your reader what you would do in a similar situation if your freedoms were being denied.

Answers to Grades 3-5 Post-Quiz Assessment:

1. B

2. C

3. A

4. D

5. A

6. B

7. B

8. A

9. B

10.C

Extended Response: Answers will vary but teachers should assess students' ability to address the question, stay on topic, and include information learned from this instruction unit.

Lesson Plan- Operation Pedro Pan: Secondary

Title: Operation Pedro Pan

Overview - Big Ideas:

Enduring Understandings

- Students will develop an appreciation for and empathy towards the sacrifice Cuban parents made by sending their children to the United States under Operation Pedro Pan.
- Students will develop an understanding of the limitations of individual freedoms established under Fidel Castro's indoctrination of communist practices in Cuba shortly after the Cuban Revolution.
- Students will be able to analyze and appreciate the efforts made by multiple parties in order to provide a safe haven for Cuban citizens, especially and mainly children, under Operation Pedro Pan.
- Students will draw connections; make comparisons and conclusions to other similar historical events.

Essential Questions

- What conditions would one be facing in order to make the decision to flee one's homeland or send loved ones to another land?
- How do various organizations tend to respond to citizens from other countries in crises and how have these organizations provided assistance to individuals in these situations?
- What have been the short-term and long-term effects of Operation Pedro Pan in Cuba and in the United States?
- How have individuals who were part of Operation Pedro Pan, succeeded since the operation and what ways have they honored those who assisted them?
- How can other historical events be compared (similarities and differences) to Operation Pedro Pan?

Lesson Objectives:

Standards - Next Generation Sunshine State Standards- Social Studies

Grade 6:

- SS.6.G.2.6 Explain the concept of cultural diffusion, and identify the influences of different cultures on one another.

Grade 7:

- SS.7.C.2.3 Experience the responsibilities of citizens at the local, state, or federal levels.

Grade 8:

- SS.8.A.1.1 Provide supporting details for an answer from text, interview for oral history, check validity of information from research/text, and identify strong vs. weak arguments.
- SS.8.A.1.2 Analyze charts, graphs, maps, photographs and timelines; analyze political cartoons; determine cause and effect.
- SS.8.A.1.3 Analyze current events relevant to American History topics through a variety of electronic and print media resources.

Grade 9:

- SS.912.W.1.1 Use timelines to establish cause and effect relationships of historical events.
- SS.912.W.1.3 Interpret and evaluate primary and secondary sources.
- SS.912.W.1.4 Explain how historians use historical inquiry and other sciences to understand the past.

Grade 11:

- SS.912.A.1.1 Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
- SS.912.A.1.2 Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
- SS.912.A.1.3 Utilize timelines to identify the time sequence of historical data.

Grade 12:

- SS.912.C.4.1 Explain how the world's nations are governed differently.
- SS.912.E.3.5 Compare the current United States economy with other developed and developing nations.

Vocabulary/Identification: Operation Pedro Pan, Father (later Monsignor) Bryan Walsh, Catholic Charities, Cuban Children's Bureau, Freedom Flights, Communism, Fidel Castro, Individual Freedoms

Evidence of Student Understanding (Assessment) in this Lesson:

- Students will understand the sacrifice individuals make in the search of freedom and opportunities.
- Students will appreciate the assistance provided by either governments or individuals to people escaping places that limit freedoms and opportunities.
- Students will be able to successfully answer the questions included in the post-quiz contained in this resource packet and related to the content knowledge associated with Operation Pedro Pan.
- Students will be able to express empathy towards individuals who are forced to flee their homelands in order to seek out freedom and opportunity and develop an appreciation for organizations and individuals who assist people in crises.
- Students will be able to compare and contrast the events surrounding this historical event to others.

Materials Needed: This instructional resource packet.

Steps to Deliver the Lesson:

Step 1: **Activate prior knowledge** by asking the students what they know about the government of Cuba. Write their responses on the board. Ask the students what the concept of freedom means to them. Write their responses on the board. Ask the students what they would do if someone or a group of people tried to take away the freedoms they enjoy. Write their responses on the board. (If the students have difficulty in imagining

this concept, ask them what they would do if someone told them they were going to have to move away from their home to go to another school, live near the school not with their own parent (s)/guardian(s), and be taught to believe a different way from what their parent(s)/guardian(s) have told them). Finally, ask the students if they have ever heard of or know anything about a time when Cuban children were sent to the United States, mainly in Miami, without their parent(s) under a program called Operation Pedro Pan (Operation Peter Pan). Write their responses on the board. If they do not know anything, inform them that today's lesson will be about a time when Cuban parents, fearing that their children would have to grow up differently than how they wanted them to under Fidel Castro's communist government, took a leap of faith and sent their children to the United States unaccompanied. Ask the students how it would make them feel if they had to do something similar.

Step 2: Provide Basic Background- Teacher Led Instruction
Information about the Cuban Communist Revolution. Use information found in Background Information #1- The Cuban Communist Revolution- to provide a basic overview of how Fidel Castro came to power and what basic changes he established under his government. Create a timeline on the board with the students in order to shape their understanding of events. You may also refer to the electronic timeline found in the following link: <http://www.history-timelines.org.uk/places-timelines/14-cuban-timeline.htm> .

Step 3: Student-Led Learning: Teachers should print out Background Information #1, #2, and #4 and provide for students to encourage the students to be responsible for their own learning: Divide the class into groups of 3. Assign one person in each group to read background information #1, the second person in the group to read background information #2, and the third person in the group to read background information #4. Have the students meet in their groups and share a summary of the information they have read. Next, require all the students who read #1 to meet, all the students who have read #2 to meet, and all the students who have read #4 to meet and provide chart paper for them to create a bulleted list summarize the most essential information from each reading. Next, have representatives from each group teach the basic information learned from each reading to the entire class. Next have the students return to their original group of 3 and create a 3 circle Venn diagram comparing and contrasting the information learned from the background information readings. Debrief the activity by having the students share what they found to be similar and different. Correct any misconceptions through class discussion.

Step 3: **Time Line:** Access the link to the timeline found in Background Information #3 in this packet. Review the information with the students. Use effective questioning strategies to ask the students appropriate information about information found in the timeline. Ask the students questions about where the events learned from the former activity would fall on to the timeline.

Step 4: **Reading Activity:** Divide the class into groups of 4. Provide Reading #1 for the first person in each group; Reading #2 for the second person in each group; Reading #3 for the third person in each group; and Reading #4 for the fourth person in each group. Have each person in each group read their assigned reading and then teach the most important information from their reading to their entire group. Have the students create a cause and effect chart with the title Pedro Pan, using information from the readings. Have each group share with the entire class the information they placed on their cause and effect chart to debrief this activity with the entire class.

Step 5: **Journal Entry:** Have students think about what it must have been like to be one of the children, flying on a flight to the United States, alone, without parent(s)/guardian(s), to a land that they may have never been, in a place where their language was not spoken, to adapt to their new surroundings. Have students write a journal entry as if they were one of those students. Then have each student pick a partner, and share their journal entries with each other. Debrief the activity with the students by asking them how their journal entry was similar and different to the journal entry their partner wrote. Have them create a Venn diagram comparing and contrasting their journal entry to the journal entry of their partner. Have the students create a second journal entry as one of the parent(s)/guardian(s) who left their child or children in the hands of strangers in the name of freedom. Have the students compare and contrast accordingly using the sharing method and Venn diagram. Finally, have the students write a third and final journal entry from the perspective of a family in the United States who cared for one or more of these newly arrived Cuban children. Have the student share, compare and contrast, accordingly.

Step 5: Go the next section- **Specific Activities-** and have the students complete the photo analysis worksheet either as a class assignment or for home learning.

Step 6: Have the students take the **post-quiz** found at the end of this lesson plan in order to check for student understanding. Grade the post-quiz and re-teach and discuss with students accordingly in order to clarify any misconceptions.

Specific Activities: (From Guided to Independent)

Have the students complete some or all of the additional extension activities that are located at the end of this instructional packet. These activities are designed to solidify major concepts and learning outcomes associated with this content.

Differentiated Instruction Strategies:

For students who are English Language Learners, modify assignments/instruction using sound strategies for English Language Learners such as TPR (Total Physical Response), visual information, and graphic organizers. For students who have learning challenges modify the number and time allotted to complete assignments accordingly. For students who have challenges with reading, work with them in small groups to decode meaning of the readings provided and/or pair them with a student who is an avid and successful reader to provide them with additional assistance.

11. Technology Integration:

The following websites can provide additional information and resources for teachers and students:

<http://www.pedropan.org/> official website of Operation Pedro Pan Group

<http://www.miamiherald.com/pedropan/> The *Miami Herald's* website for Operation Pedro Pan

<http://facebook.com/OPPGI> . official Operation Pedro Pan Group, Inc. facebook site

12. Lesson Closure:

Civics Connection: Wrap up the lesson by asking the students to work in groups or pairs to write a letter to their state representative encouraging the representative to create a state day to recognize the sacrifice, courage, and charity of all those involved in Operation Pedro Pan. Students may look up their state representatives by clicking on the following website: <http://www.myfloridahouse.gov/> and clicking on the link: "Find Your Representative."

Final Discussion Questions: Assess students' knowledge based on this instructional unit by asking the following questions:

- What was Operation Pedro Pan?
- Why were Cuban children sent to the United States without their families during this time?
- Who was responsible for assisting them? What happened to most of these children when they arrived to the United States?
- What modern day examples exist when one country helps out members of other countries when a crisis occurs?
- What would you be willing to do to secure freedom for your loved ones?
- Cuban citizens, as of 2011, still struggle with economic and political repression, what can you do to assist them today as a resident or citizen of the United States?

13. Home Learning Activity: Have student research on the Internet "Notable Pedro Pan Children."

Post Quiz Assessment: Secondary Level- Operation Pedro Pan

Directions: Circle the letter of the best choice answer for each of the following questions. For the last question, provide an extended response answer.

Name: _____

1. Which of the following statements accurately describes Operation Pedro Pan:
 - a. It was an operation, initiated by the U.S. government to provide freedom for Cuban children wanting to leave Cuba.
 - b. It was an operation, initiated by the Cuban government to send non-communist to the U.S.
 - c. It was an operation, supported by the Catholic Church and Cuban parent(s)/guardian(s) to provide a better life for Cuban children in the United States.
 - d. It was an operation, supported by the Soviet Union, to keep children in Cuba and stop them from going to the U.S.

2. Which of the following individuals assisted Fidel Castro during his ousting of the Batista government in Havana?
 - a. Dwight D. Eisenhower
 - b. Camilo Cienfuegos
 - c. John F. Kennedy
 - d. Ernesto Castro

3. Read the following excerpt the article:
The Castro brother quickly consolidated their power, sweeping away all remnants of the Batista regime and muscling out all of the rival rebel groups that had aided them in their rise to power.

What is the meaning of the word **consolidated** in the above excerpt?

- a. Combined
- b. Cooperated
- c. Categorized
- d. Conciliated

4. Read the following excerpt from the article:

Pedro Pan was a program created by the Catholic Welfare Bureau (Catholic Charities) of Miami in December 1960 at the request of parents in Cuba to provide an opportunity for them to send their children to Miami to avoid Marxist-Leninist indoctrination.

Why did the author include this information?

- a. To provide a definition of the term Marxist-Leninist.
 - b. To provide an explanation of what Pedro Pan was.
 - c. To provide an explanation of what the Catholic Welfare Bureau was.
 - d. To provide an explanation of what Cuban parents wanted.
5. According to the article, who stated: “*Experiences not easily accepted and often traumatic is the separation of children and the substitution of the role of parents as a result of schooling away from home even during adolescents.... A problem which has existed in Cuba for years, people being obliged to be away from the family within the country, and emigration which has torn apart whole families and cause suffering for a large part of the population.*”
- a. Father Bryan O. Walsh
 - b. Fidel Castro
 - c. Manuel Fajardo
 - d. Pope John Paul II
6. Who approved the Cuban Children’s Program?
- a. Dwight D. Eisenhower
 - b. Pope John Paul II
 - c. John F. Kennedy
 - d. Father Bryan O. Walsh

7. Read the following excerpt from the article.

Moises Hernandez, a former child of Operation Pedro Pan, is now a prominent Miami physician. He remembers Father Walsh as "a towering figure," both in size and authority. "He was tough about living by the rules, but at the same time I always felt protected. It was good to know someone cares that much about me. He cared about everyone."

Which of the following statement would be a logical next sentence to be added to this excerpt?

- a. It is for these reasons that many children from Operation Pedro Pan drastically disliked Father Walsh so much.
 - b. It is for these reasons that many children from Operation Pedro Pan had so many psychological problems after these experiences.
 - c. It is for these reasons that many children from Operation Pedro Pan had such a strong desire to return to Cuba.
 - d. It is for these reasons that many children from Operation Pedro Pan had such admiration and respect for Father Walsh.
8. Read the following excerpt from the article:

Large numbers of the Pedro Pan children went on to college. Many entered the professions. Following in Father Walsh's footsteps, 27 became priests. Five are now pastors of large parishes in the Miami area. ("Be nice to your altar boy," Walsh laughs. "He may grow up to become your bishop!")

Which statement best describes why the author included the quote from Father Walsh?

- a. To emphasize that Father Walsh convinced many boys under his care to join the priesthood.
- b. To emphasize that Father Walsh also had a sense of humor.
- c. To emphasize that Father Walsh was well respected by the Catholic Church.
- d. To emphasize that Father Walsh always treated his altar boys with kindness and respect.

Answers to Secondary Post-Quiz Assessment:

1. C
2. B
3. A
4. B
5. D
6. C
7. D
8. B
9. A
10. B

Extended Response: Answers will vary but teachers should assess students' ability to address the question, stay on topic, and include information learned from this instruction unit.

Project Ideas/Extension Activities- the following activities may be done during class or assigned as home learning/extension activities.

Pictures Speak 1,000's of Words: Below are some pictures from Operation Pedro Pan's website depicting various scenes, mostly taken at airports, when young Cubans were either leaving Cuba, without their parents, or arriving to the United States, also without their parents or families. Look at the photos and answer the series of questions that follow for EACH photo. This may be done as a small group activity or individually or assigned as a home learning extension assignment.

Photo #1:



Photo #2



Photo #3



Photo #4



Photo Analysis Worksheet

Student's Name: _____

1. Look at the photograph, what would be an appropriate **caption** for the photo? (Use the information your teacher has shared with you about Operation Pedro Pan to assist you in developing appropriate captions for each photo).

Photo #1:

Photo #2:

Photo #3:

Photo #4:

2. What do you see in each photograph? List details such as: what are the people doing? What are their surroundings? What objects are in the photographs?

Photo #1:

Photo #2:

Photo #3:

Photo #4:

3. What is happening in each photo? Support your responses by clues you see?

Photo #1:

Photo #2:

Photo #3:

Photo #4:

4. Guess who might have taken each picture and for what purpose?

Photo #1: _____

Photo #2: _____

Photo #3: _____

Photo #4: _____

5. Consider how each image serves as a visual document or record of that time and place. What do all these photos tell you, in general, about this event?

6. What sentiments or feelings do you think the people in the photographs were having at the time the photos were taken?

Photo #1:

Photo #2:

Photo #3:

Photo #4:

7. Write a short statement that is true for all the photos and that provides insight into your understanding of Operation Pedro Pan.

INTERVIEW PROJECT: Use the list of notable “Pedro Pan” Persons in the appendix section of this packet. Invite a person from the list, or use the official Pedro Pan website to contact other individuals, www.pedropan.org, to speak to your class. Have the student come up with questions that they will use to interview the guest speaker. Teachers should approve the questions that students will ask the guest speaker ahead of time.

ALTERNATIVE INTERVIEW PROJECT: Have students work in pairs. Have one student assume the role of a reporter and the other takes the role of either a Cuban parent who sent their child or children to the United States through Operation Pedro Pan or a child who actually was sent to the United States through Operation Pedro Pan. Have the students create a skit of a mock interview. Students should base their questions and responses based on the information that they have learned from this instructional packet. Have students perform their skits in front of the class. Debrief the activity with the entire class regarding what was learned about Operation Pedro Pan and how the students felt assuming the identifies of these individuals after all groups have had a chance to present.

PLEDGE OF THANKSGIVING- 50TH ANNIVERSARY: Have students read the following Pledge of Thanksgiving, written by the “children” of Operation Pedro Pan for the 50th Anniversary of the operation. Have students think about heroes they have in their own lives and have them write a “Pledge of Thanksgiving” to honor that individual or individuals much like the “children” of Operation Pedro Pan did. Have students share their pledges with the class.

We, the 14,048 children of Operation Pedro Pan, in celebration of the 50th anniversary of our exodus, give thanks to Our Lord, without whose divine providence our journey could not have occurred or succeeded.

We hereby honor and express our gratitude to all responsible for the success of our exodus.

We honor our parents, who, fearing our indoctrination and oppression by the communist regime, made the unbearably painful sacrifice of parting with us; preferring to send us away from our homeland and our family to a life of freedom, uncertain of reunification, but certain of a better future than that which awaited us. We thank them for their courage and unconditional love.

To this noble nation, the United States of America, whose compassion is unlimited, and to its people, who embraced us and cared for us, we express our gratitude and pledge allegiance. We are proud to be Americans and to serve this nation.

We honor and remember all those, both living and deceased, on both sides of the Florida Straits, whose contributions were responsible for the success of Operation Pedro Pan.

We, the children of Operation Pedro Pan, as a token of gratitude, solemnly pledge, in the closeness of our shared experience, to actively help today's dependent children, and those who continue to arrive unaccompanied under the care of the Archdiocese of Miami and any other organization committed to providing a home, so that no child displaced from his homeland is left abandoned.

For it is in giving that we receive!

Through this pledge, we honor Monsignor Bryan O. Walsh, who will forever be in our hearts.

THE CHILDREN OF OPERATION PEDRO PAN

November 13, 2010, Miami, Florida Downloaded from:

<http://www.pedropan.org/category/news?page=1>

PICTORIAL TIMELINE OF OPERATION PEDRO PAN: Have students review the information found on Operation Pedro Pan's website, www.pedropan.org, and/or research other Internet websites containing information about the causes and effects of the operation. Have students gather their information and then work in groups to make a pictorial timeline of the events leading up to the eventual exodus of Cuban children from their homeland and the operation itself.

ARTISTS' RENDITION OF OPERATION PEDRO PAN: Based on the information found in this instructional packet and lessons delivered during instruction about Operation Pedro Pan, have students create a collage, poster, painting, poem, original song or other creative project that displays and represents their knowledge of Operation Pedro Pan.

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Title VII of the Civil Rights Act of 1964, as amended - prohibits discrimination in employment on the basis of race, color, religion, gender, or national origin.

Title IX of the Education Amendments of 1972 - prohibits discrimination on the basis of gender.

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Veterans are provided re-employment rights in accordance with P.L. 93-508 (Federal Law) and Section 295.07 (Florida Statutes), which stipulate categorical preferences for employment.

Revised 5/9/03