

## InsideArt, Spring 2018 — *Climate Change: Cuba/USA*

### **Title**

*Destemming Cigar City: The sociological lens of Celia y Yunior*

### **Estimated Time for Completion of Lesson**

1-2 class periods

### **Concept/Main Idea of Lesson**

In this lesson, students will become familiar with the work of Cuban artists Celia González y Yunior Aguiar, consider the historical impact of the cigar industry in Tampa, and reflect upon macro-level influences on their own lives.

### **Intended Grade Levels**

Grade 9-12

### **Infusion/Subject Areas**

Visual Arts

Social Studies

### **Curriculum Standards**

#### **Next Generation Sunshine State Standards**

-Visual Arts:

VA.912.H.2: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.

-Social Studies:

SS.912.S.1.7: Determine cause-and-effect relationship issues among events as they relate to sociology.

SS.912.S.1.8: Identify, evaluate and use appropriate reference materials and technology to interpret information about cultural life in the United States and other world cultures, both in the past and today.

#### **National Standards for Arts Education**

Anchor Standard 7: Perceive and analyze artistic work.

Anchor Standard 8: Interpret intent and meaning in artistic work.

#### **National Council for the Social Studies**

Time, Continuity, and Change

People, Places, and Environments

Global Connections

#### **Common Core**

CCSS.ELA-Literacy.RH.9-10.2 Determine the central ideas or information of a primary or secondary source

## **Instructional Objective**

The student will:

- visually analyze historical photographs documenting the cigar industry in Tampa by answering the questions provided on a Photograph Analysis Worksheet;
- interpret *Varaentierra (2018)* by Celia y Yunion using multiple levels of sociological analysis in class discussion and a written reflection.

## **Learning Activities Sequence**

**Teacher Preparation:** Access the PowerPoint presentation, “Day 2. Destemming Cigar City” and be ready to project slide 1 onto a projector screen. Review the Florida Memory Link listed in the References in order to familiarize yourself with historical photographs.

### **Attention-Getter:**

Activate Prior Knowledge: (Slide 1)

Ask students:

- What do you see in this photograph?
- Where is this photograph taken?
- When do you think this photograph was taken?

Probe students to provide evidence for their responses. Inform students that this photograph was taken at 14<sup>th</sup> street and 9<sup>th</sup> avenue in Ybor City (near Tampa, Florida). Ask students if they know why Ybor City is known as the “Cigar City”?

### **Learning Activities:**

Historical Photograph Analysis:

Divide students in to small groups and assign each group a photograph to review. Provide copies of Slides 2, 3, and 4 to the groups. If time permits, each group may analyze all three photographs.

Instruct students to conduct a visual analysis of each of *Tampa’s tobacco industry* photographs from the State Archives of Florida. Have students view and consider the image on slide and engage in a Think-Write-Pair Share:

- On your paper, list everything that you see in this image
- What is happening in this photograph?
- Where is this photo from?
- When is this photo from?
- What was happening at the time in history when this photo was taken?

Alternatively, students may practice using the Photo Analysis Worksheet.

Historical Content Lecture: (Slides 4, 5 and 6)

Share background information with students about the origins of Ybor City, Florida.

Moving back to Slide 4, inform students that throughout the early 20<sup>th</sup> century workers in a variety of industries went on strike in order to stand up for their rights to a decent living. Slide 4 provides an image of a cigar worker's union in a mass meeting on strike.

Progressing to Slide 6, discuss historical events that may have contributed to the decline of the cigar industry in Tampa, including the Great Depression and the U.S. Trade Embargo.

### Sociological Analysis and Discussion (Slides 7 and 8)

Review the two primary levels of analysis used in sociological research. Ask students to consider the case of the cigar workers from both the macro- and micro- levels.

Engage students in a discussion of sociological questions, such as:

- Based on the information we have discussed, what do think the experience of working at a cigar factory was like for an individual? The family of that individual? The local community?
- In what ways may relations between the U.S. and Cuba impact the experiences of the individual cigar workers?
- What is the significance of workers' unions and strikes to the experience of individual workers?

### Art Appreciation and Analysis (Slides 9 and 10)

Introduce students to Celia y Yuniur and their installation created specifically for USF Contemporary Art Museum, *Varaentierra (2018)*.

After allowing for students to share initial responses to the work, tell them that the varaentierra structure is a rustic storm shelter found in rural Cuba. The artists state that the varaentierra is supposed to withstand storms. The floor is covered with tobacco stalks that cover up pieces of history from the cigar unions in Tampa printed on the floor of the museum. Ask students: Why do you think the artists places the tobacco leaves to cover up pieces of the cigar union history?

### **Closure:**

#### Reflection:

Provide time for students to reflect upon *Varaentierra (2018)* and create a written response to the exhibit. Students may use the following as a prompts:

- In what ways do Celia y Yuniur turn a sociological lens on the relationship between Tampa and Havana?

### Evaluation

Informal evaluation conducted by observing student engagement, participation in class discussion and photograph analysis, and completion of written reflection.

### **Optional Extension Activities**

Visit the museum to experience and interact with the Celia y Yunior *Varaentierra* installation firsthand.

Create a timeline tracking the evolution of the cigar industry in Tampa.

### **Materials and Resources**

PowerPoint Presentation: “*Destemming Cigar City: The sociological lens of Celia y Yunior*”

Print copies of Slides 2, 3, and 4

Print copies of National Archives Photograph Analysis Worksheet (PDF)

### **References**

Bhattarai, A. (2016). Is this the final burn for Florida’s ‘Cigar City’?. *Washington Post*. Retrieved from [https://www.washingtonpost.com/business/economy/is-this-the-final-burn-for-floridas-cigar-city/2016/12/02/c7e63ba6-b671-11e6-b8df-600bd9d38a02\\_story.html?utm\\_term=.9be0d9859704](https://www.washingtonpost.com/business/economy/is-this-the-final-burn-for-floridas-cigar-city/2016/12/02/c7e63ba6-b671-11e6-b8df-600bd9d38a02_story.html?utm_term=.9be0d9859704)

Delson, S. (2015). Celia & Yunior: “We have never believed in the figure of the artist as an enlightened genius,” *Art News*. Retrieved from <http://www.cubanartnews.org/news/celia-yunior-we-have-never-believed-in-the-figure-of-the-artist-as-an-enliq/4652>

Florida Center for Instructional Technology (2002). Exploring Florida: Cigars. Retrieved from: <https://fcit.usf.edu/florida/photos/industry/cigar/cigar.htm>

Florida Memory. (n. d.). *The cigar industry changes Florida*. Retrieved from <https://www.floridamemory.com/onlineclassroom/cigar-industry/>

The U.S. National Archives and Records Administration. (2017). *Teaching with documents: Photographs of Lewis Hine: Documentation of child labor*. Retrieved from <https://www.archives.gov/education/lessons/hine-photos>