

**UNIVERSITY OF PEDAGOGICAL SCIENCES  
CAPTAIN, " SILVERIO BLANCO NÚÑEZ  
SANCTI SPÍRITUS".**

**MAJOR PAPER PRESENTED IN OPTION TO THE  
BACHELOR´S DEGREE ON EDUCATION  
FOREIGN LANGUAGES**

**TEACHING ACTIVITIES TO CONTRIBUTE TO FOSTER  
VALUE OF PATRIOTISM IN SEVENTH GRADE STUDENTS**

**LEIDY GONZÁLEZ RODRÍGUEZ  
2012**

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ES Lic .Fidel Cubillas Quintana Dr.MSc. PT**

*Thought*

*“ Hay que sembrar más valores que trigo, a pesar del hambre que hay en el mundo,  
Porque solo sembrando valores tendremos un día trigo para todos  
.Solo sembrando valores tendremos un día alimentos para todos.  
!! Sembramos conciencia, sembramos ideas, sembramos cultura,  
sembramos valores y tendremos el mundo con que soñamos,  
tendremos el mundo que el ser humano merece !! ”*

*Castro Ruz, Fidel, (1998.5)*

## *Acknowledgements.*

*I want to thank every person that has contributed with my professional formation, all my teachers. To my family that helped me and guided me in this long way, to my cousin Yilian and my boyfriend.*

## *Dedication*

*To my mother, my father, my boyfriend and my loving family  
and friends.*

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## **ABSTRACT**

The main objective of this research report is to apply some teaching activities to contribute to foster value of patriotism through English lessons in the group four ninth grade from 23 de Junior High School. For the development of the research several methods from the theoretical, empirical and mathematical processing or statistical level were used. Among the main accomplished results were a conceptual approach to the topic of the object study, regularities that make research appropriated, a brief grounding of the result and the quantitative and qualitative description that it is drift from the application of these result during teaching training period.

## **RÉSUMÉ**

L'objectif principal de la présente recherche est d'appliquer des activités pédagogiques pour former la valeur du patriotisme à travers des leçons d'anglais aux élèves de la neuvième année à la secondaire basique "23 de Décembre". Pour développer de la présente investigation, Méthodes du niveau empirique, théorique et statistique ont été employés. Entre les principaux résultats obtenus qui s'ont obtenus, il y a une approximation conceptuelle au sujet objet d'étude, régularités qui font l'investigation appropriée, une brève recopilation des résultats et une description qualitative et quantitative qui se dérive de l'application des résultats pendant la période de la pratique.



## INTRODUCTION

The strong economic blockade imposed to Cuba, the financial economic politic and social crisis that the declining capitalist system and its main exponent, the USA, is going through, have made possible the XXI century to present itself as a challenge to achieve a distinction of every person due to their way of thinking, acting or assuming a behaviour according to the ethic and aesthetic principles that must characterize each Cuban, besides acquiring a general integral culture.

At an international scale, some specialists of this topic have said that this might only be achieved when an entirely cultivated society existed, and where a high grade of scientific and technical development could be present.

Therefore it is extremely necessary to foster human feelings in the new generations, those feelings that make them be worthier, and more patriots, more supportive, more honest, responsible and hardworking. It is a matter of fighting for right ideas, to defend the project of socialist society that is being built, where a proposal of unity and commitment with the present and future generations is paramount, trying to make each man a real patriot, not only for Cuba but also for America, as Martí and the rest of the planet established it, for conquering a better world as so many times has been said by our Commander in Chief.

The values fostering has a great importance for the development of an integral personality of students. Among the values that must be educated in Junior High School students is the patriotism, which plays a main role in this topic. The term patriotism is related to the nationalism and both refer to the subjective identification of men with the human groups with a geographic and space environment. This theme acquires relevance for the necessity of implementing the Education in Values Program. That is why “the school must strengthen and put in a first place the educative work and the education of values in an integral way in all school activities”. (Programa director. 2007. pg 2)

Cuban authors have written about the education in values from a theoretic and methodological point of view. Among them we have: Chacón Nancy(1999), Mendoza Portales Lissett (2002), Fabelo José (2002), Damas López Pedro (2002), Baxter Pérez Esther (2007), Reigosa Lorenzo Ramón (2007), Hernández Alegría Antonio (2008). These authors have designed their investigations to enrich the theory and

methodology of the Values Teaching Program in the different contexts of Junior High School.

There is a problematic situation in the group four ninth grade students from “23 de Diciembre Junior High School.

”. There is a contradiction between what is demanded by the Studies Plan that a seventh grade student must know and do as a patriot, and the manners they manifest in activity, which do not satisfy a student’s patriot behaviour in ninth grade, which was stated by means of an observation and interview.

For giving an answer to the problematic with value of patriotism it is established the following **scientific problem**: ¿How to foster value of patriotism in ninth grade students through the English lessons?

To give a solution to this scientific problem the **objective** of this research is to apply teaching activities to contribute to foster value of patriotism in group four of ninth grade from “23 de Diciembre Junior High School.

It was necessary to divide the problem into sub-problems and the following **scientific questions** were determined:

1. Which are the philosophical, sociological, psychological and pedagogical premises that support the value fostering of patriotism in seventh grade students from 23 de Diciembre Junior High School?
2. What are the main difficulties in the patriotic manners in ninth grade students from “23 de Diciembre” Junior High School.
3. What characteristics have the teaching activities that should be held ninth to foster value of patriotism in seventh grade students from 23 de Diciembre Junior High School through the English lessons?
4. What are the results will be obtained after applying pedagogical activities to contribute to foster value of patriotism in seventh grade students from “23 de Diciembre” Junior High School.

Taking into account the previous questions the author establishes the following scientific tasks:

1. Determination of the philosophical, sociological, psychological and pedagogical premises that support the value fostering of patriotism in seventh grade students from 23 de Diciembre Junior High School.

2. Diagnosis of the current situation in the value fostering of patriotism in seventh grade students from “23 de Diciembre” Junior High School.
3. Elaboration of pedagogical activities to foster the value of patriotism through the English lessons in seventh grade students from “23 de Diciembre” Junior High School.
4. Evaluation of the suggested pedagogical activities.

During this study it was controlled as an **independent variable** the pedagogical activities; and as a **dependent variable** the process of values fostering.

Population and sample. The author worked with group four, seventh grade from “23 de Diciembre” Junior High School, the sample is composed by 45 students that represent a hundred percent of the group.

For the development of this research some methods of educative research were applied, based on the materialistic and dialectic method that supports every scientific research deepening on the topic dealt by the investigator. The methods from the theoretical level permitted to go through the theory and they accept the necessary conceptualizations. These theoretical methods were Inductive-Deductive and Historical Logical Analysis.

The empirical methods were use to measure in the analysis unit ,and there are the results in the pedagogical practice. These methods were the pedagogical observation, documentary analysis , interview and pre experiment.

The statistical methods, were applied for the processing of numeric data of the methods, collecting the results in tables. These methods were the procedure of the percentage calculation.

The scientific novelty of this investigation consists of pedagogical activities that favour the students’ education in the value of patriotism because they have the following characteristics: they facilitate the process of development of collective activities, they assure the participation of every student; they facilitate the fostering of patriotic acting manners according to the objectives of the school level, they centre their attention in favouring the interpersonal relations of collaboration and solidarity, they promote the students interest about their participation in the activities, projecting

themselves in patriotic actions; they potentiate and enrich the creative activity of the students and permit to assure the development of a patriotic behaviour in them.

The practical meaning consists of permitting all the students to participate in these activities by the teachers using them in this education. They also facilitate patriotic acting manners; they centre their attention in favouring interpersonal relations of collaboration and solidarity, they promote the students interest about their participation in the activities, projecting them selves in patriotic actions; they potentiate and enrich the creative activity of the students and permit to assure the development of a patriotic behaviour in them. The thesis is structured into introduction, development, conclusion, bibliography and appendix.

## Development

The Cuban Educational System is conceived to contribute in a major or minor degree, to the transformation of knowledge into convictions and a better performance in the individual conduct towards his homeland and society in general. That is why it is important to continue forming attitudes, feelings and valuable qualities that could permit to turn these values and convictions into a full reality. National and international specialists, politicians and important personalities from the past and present times, have studied and talked a lot about this topic. There is no doubt that the theme of the values has gained a great importance in the human being development. They are essential for the development in the society, the family, educative institutions, political and mass organizations.

The value fostering in the adolescents constitutes a fundamental step in the strengthening of our Revolution; that is why the current Cuban school has guided its daily work in foster the values that are in agreement with our socialist society and in turn to improve them.

To educate the man and to prepare him for life is an essential task of Pedagogy and it constitutes one of the main problems that have been taken into account by the advanced pedagogic thought of each historical time.

The values are the measure of the significance that possess the knowledge and the abilities for the students that guide their activity in the practice. They constitute the expression of the principles of their penetration in the social conscience of men.

On the other hand, the principles are starting points, rector ideas, fundamental rules of behaviour that determine the obligations of men to each other in their relationships and with the society, and when it is willing to defend them to any price, convinced and willing to act in correspondence with their ideas, the principles and values become convictions, that is to say, the prevalence of the values in the individual and collective performance, protected to any price in all the circumstances. In these, value and principles are one thing, but all this cannot be taken trying to inculcate an idea by force or with invocations of their importance, but connecting them with previous knowledge, experiences or significant necessities in an intellectual, emotional and volitional way.

This study required of penetrating in the theory and it became necessary to consult some terms.

### **Heading 1- Values and their treatments at school**

**Value:** it is the humanized reality with positive significance for man; it is the socially positive significance that objects and phenomenons from the reality acquire when being included in the process of human practical activity (1994. PDO)

José Américo Olivares considers that the moral values are the group of principles, ideals and rules created by the society with the purpose of guiding and norm the behaviour of people in a certain moment. People acquire dimension when their life and their acts, even daily and trivial ones, are guided toward the realization of the justice, good things, the equality, the respect to the other ones, the solidarity, among others. The moral values are the man's patrimony. (2002. 11 at the 12 of oct.)

Other concepts of vital importance are the **values teaching** and **values fostering**. In the literature they are used indistinctly to refer to the same process, however, Nancy Chacón outlines that they are two intimately linked terms that point out two levels of the process of personality fostering. The first one with a sociological approach, includes the education like a process in scale of the whole society within the framework of the system of influences and of the individual's interaction with this, with the purpose of its socialization as an active and transformer fellow, in which the historical-cultural values have an essential role; the second refers to the pedagogic approach which process has the integral and harmonic formation of the personality as its object. In this integrality the place and role of the values are kept in mind in this formative process, to which, for their complexity, a special and intentional treatment should be lent, with the precision of the methods, procedures, ways and means, among other (2002 pg 7)

As part of the moral values that begin to be formed from the first ages, stand out those related with patriotism. The most famous educators in the past were carriers of patriotism and they put special interest in transmitting it to their pupils. This way we can mention Félix Valera who expressed:

"It is not patriot the one that doesn't know how to make sacrifices in favour of his homeland or the one that requests for these a pay that maybe costs bigger sacrifice than the one that has been made to obtain it, or to deserve it" (1989 p.3)

José Martí specified to us:

"Homeland is community of interests, unit of traditions, unit of purposes, sweet and comforting fusion of loves and hope." (1989 p.3)

Taking into account these definitions is understood that the formation of values should keep in mind the objective character of the social, scientific, aesthetic, moral values, the historical conditions and relationships of classes, the dialectical correlation of the absolute thing and the relative thing and mainly that the centre is the man, that is to say, his happiness and full freedom. With the result that they have political, aesthetic, juridical and religious values, and they are classified in: the human values that leave the classist interest: love, honesty, friendship.

For the importance of values fostering under the current conditions the postulates of Martí, J (2005:14) are present more than ever, "There are men that live happy although they live without decency. There are others suffering in agony when they see that men live without decency. In the world there should be certain quantity of decency, like it must have certain quantity of light. When there are many men without decency, there are always others that have the decency of many men. They are the ones that rebel with terrible force against those that steal to the peoples their freedom that is to steal men their decency. In those men thousands of men go, a whole people goes, the human dignity goes."

That light has begun to illuminate the peoples of America, in spite of the neoliberal politicians that try to impose the imperialism in the educational systems of the region.

## **Heading 2- Patriotism a priority in Junior High School**

The Cuban National Hero Pérez Martí, J (1975:377) wrote on the newspaper *Patria*, January 26, 1895: "**Patriotism** is, above all, love for ones homeland, one of the deepest feelings, reinforced by centuries and millennia of isolated homelands engendered by certain socioeconomic conditions." It is a historical phenomenon. During the ascendant capitalism it takes special significance when the nations and the national states are formed. However, while the antagonism of its fundamental contradiction is developed it was being discovered the falsehood from the bourgeois patriotism when putting this above the interests of its homeland. Patriotism is not cosmopolitanism, that is to say, that bourgeois theory that exhorts to the renouncement to the patriotic feelings, to the culture and the traditions on behalf of the mankind unity.

**Patriotism**, Castro, F. said (2000:1) it is to take to great scale what seemed an impossible: that each inhabitant of this country becomes a spiritual wall by himself, prepared for the confrontation in defence of his Cuban Latin-American, and third world project of social justice, and mainly for his self defence, in front of the overpowering standardization promoted by the empire"

"The **patriotism** purifies and heightens men", Martí, J said. (1972:25)

In the program of the Communist Party of Cuba (1975:6) it is expressed"... Patriotism, wrought during more than a century of fight for the independence and the social justice finds its continuity and it reaches its highest level in the love to the work of the Revolution that has transformed and ennobled Cuba, in the conscience of the creation capacity and of heroism of our people, in the fulfilment of all our duties every day of our life, in the future security."

In the VIII National Seminar for Educators, First Part (2007-2008:4) performance ways associated to the **value of patriotism** were specified. It was said there about it: " patriotism is to have disposition to assume the priorities of the Revolution, at any sacrifice price, to defend the work of the socialist Revolution in any part of the world, to always act in correspondence with the historical roots, ennobling their best revolutionary traditions: the independentism, the antimperialism and the internationalism, in the spirit of Baraguá Protest; to possess sense of national independence and of pride for our identity; to have conscience of the importance of our work and to put it in function of the economic and social development of the country; to participate actively in the tasks of the defence of the Revolution; to strengthen the unit of the people around the comunist party.

It should also be present that **patriotism** is in all the actions of the social life, in the strict execution of the duty as student, as worker, in the fight for the development of the science, in the technique and the culture, in the combats against what is not well done and against everything that separates man from the socialist norms of life.

Castro, F. in his memorable speech on May 1<sup>st</sup>, 2000, in genuine innovative application of the Marxism Leninism and Martian Thought expressed:

"Revolution is sense of the historical moment; it is to change all that should be changed; it is equality and full freedom, it is to be treated and to treat others as human beings; it is to become emancipated for ourselves and with our own efforts; it is to challenge powerful dominant forces inside and outside of the social and national



environment; it is to defend values in which we believe at the price of any sacrifice; it is modesty, indifference, intelligence and realism; it is never to lie neither to violate ethical principles; it is deep conviction that force doesn't exist in the world able to squash the force of the truth and the ideas. Revolution is unit, it is independence, it is to fight for our dreams of justice for Cuba and for the world that is the base of our patriotism, our socialism and our internationalism." This concept is the base of the **values fostering** and especially the patriotism in the Cuban school.

The pattern of Junior High School outlines as a goal, the basic integral formation of the Cuban adolescents, on the base of a general culture that allows to be fully identified with its nationality and patriotism. Knowing and understanding their step, will allow them to face the present and their future preparation, to adopt the socialism that guarantees the defence of the social conquests and the continuity of the work of the Revolution, in their ways of feeling, of thinking and acting.

After a wide inquiry about the different concepts of **patriotism**, the author assumes the concept of VIII National Seminar for Educators ,first part.The concept said: : " patriotism is to have disposition to assume the priorities of the Revolution, at any sacrifice price, to defend the work of the socialist Revolution in any part of the world, to always act in correspondence with the historical roots, ennobling their best revolutionary traditions: the independentism, the antimperialism and the internationalism, in the spirit of Baraguá Protest; to possess sense of national independence and of pride for our identity; to have conscience of the importance of our work and to put it in function of the economic and social development of the country; to participate actively in the tasks of the defence of the Revolution; to strengthen the unit of the people around the comunist party.

### **Heading 3- Diagnosis**

With the objective to answer the second **scientific** question outlined in this **investigation** an **initial diagnosis** was carried out.

The following instruments were applied for the diagnosis: the guide of pedagogical observation and the interview, those that allowed obtaining the real information of the students. Next, the analysis of the results is presented.

The pedagogical observation guide (appendix 1) applied with the objective of observe the positions that the students assume in different patriotic activities of the educational process. It was applied to 45 students of 7th 4 group.

**Indicator one:** 15 students that represent the 33,3% had solid knowledge about the value of patriotism, 10 students that represent the 22,2% had not all the arguments to conceptualize the value of patriotism and 20 students that represent 44,4% presented limitations because they did not dominate the meaning of this value.

**Indicator two:** 20 students that represent 44,4% participated and fulfil the suitable tasks that assure the development in the patriotic performance ways, 15 students that represent 33,3% were not systematic in the execution of the suitable tasks that assure the development in the patriotic performance ways, 10 students that represent 22,2% presented limitations when not assuming protagonistic participation in the execution of suitable tasks that assure the development of the patriotic performance ways.

**Indicator three:** 18 students that represent 40% were able to behave according to the place and moment, 17 students that represent 37,7% sometimes adopt inadequate positions in different places and moments, 10 students that represent 22,2% did not adopt a position in correspondence with the historical roots and revolutionary traditions of the Cuban people.

It could be verified that the work with the patriotic value is not enough, the potentialities the class offers to strengthen the patriotism don't take advantage of the situations, and they are not systematic in the execution of the suitable tasks they assure in the development of performance ways, they sometimes adopt inadequate positions in different places and moments.

In the interview (appendix 2) to verify the motivation level and the students' interests to solve activities that imply the identification with the ways of performance of the patriotism allowed determining the following:

**Indicator one:** 11 students that represent 24,4% expressed that patriotism is to feel pride for the homeland, to know the symbols, the attributes, the history and to be committed with the socialism, 16 students that represent 35,5% expressed that patriotism is to love the homeland, and 18 students that represent 40% presented inadequacies when defining patriotism as they did not have their own criterion.

**Indicator two:** nine students that represent 20% participated in the execution of the suitable tasks that assure the development in the patriotic performance ways, 16 students that represent 35,5% were not systematic in the execution of the assigned tasks.

**Indicator three:** 11 students that represent 24,4% showed awareness and discipline in correspondence with the historical roots and revolutionary traditions of the Cuban people, 18 students that represent 40% in occasions their conscience and discipline were not in correspondence with the historical roots and revolutionary traditions, and 16 students that represent 35,5% were not able to behave according to the revolutionary traditions of the Cuban people. Some irregularities were identified as follows: they are conscious of the necessity of strengthening the patriotism through all the activities, but the answers were not the sufficiently solid; alone they keep in mind the activity of studying as main duty to be a good patriot. It is interesting that students express the interest and necessity of being prepared to achieve an appropriate education in values and to be prepared in the defence of the homeland; however the activities developed from the educational process don't satisfy all their expectations.

The student's preparation, the command of all the elements of the cognitive activity is of a great importance for the transmission of the knowledge on a way or the other one, their correct assimilation for its application to the diverse situations of life.

In the fifth national seminar for the educational personnel on learning and diagnosis (2006:7) It was said: "In the process of fostering of a knowledge or of the acquisition of an ability the gradual step takes place from a simpler level toward other more complex. To seek to be inserted in this process without knowing the level of achievements reached in the student would be wrong... without the required antecedents the student could not assimilate knowledge structured at superior levels of demand, to be worth of a supposedly achieved ability"

The schools and their structure have the high responsibility of specifying the most appropriate and useful moment to present something new to the students in the teaching learning process, the success of the pedagogic activities will depend in great measure of this.

For the conception of the teaching activities, the Values Fostering Program is assumed for the Cuban education defined in the national seminar of preparation of the school course 2009-2010 and the Fifth national Seminar for Educators as it is the

one which better adapts to its objective, considering it a system of actions that is carried out with and for the professors to elevate the political-ideological preparation of their students; offer actions, ways and essential factors to develop a correct education in values as well as the identification of those essential values to develop in correspondence with man's pattern that we aspire to form.

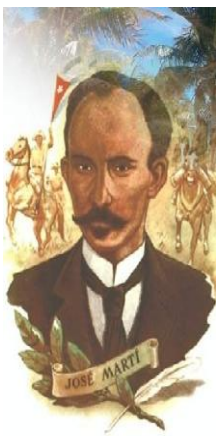
### PROPOSAL OF ACTIVITY

#### Activity 1: Patriots

**Objective:** Identify the value of patriotism and the acting manners through personalities to contribute to foster the value of patriotism.

**Moment in which it is applied:** Unit 7: Important personalities.

**Procedure:** The teacher will show photos of: José Martí, Ernesto Che Guevara, Fidel Castro y Camilo Cienfuegos.



-Later the teacher will direct the following exercise.

Taking into account the pictures, describe the personalities represented in them, taking into account the adjectives for describing person and later answer questions.

#### Adjectives:

- Patriotic
- Revolutionary
- Modest
- Hardworking
- Generous
- Brave
- Antimperialist

#### Asking

1. Why do you consider him a patriot?

2. Will you like to have some of his characteristics? Why?
3. What are the values in those revolutionary activities?
4. How is his patriotism shown? Why?
5. Tell me your opinion about those persons?
6. What of these personalities would you like to imitate? Why?
7. What do you do to imitate them?

At the end the teacher will talk about the values that characterized José Martí, Ernesto Che Guevara, Fidel Castro y Camilo Cienfuegos, To say that patriotism is to have disposition to assume the priorities of the Revolution, at any sacrifice price, to defend the work of the socialist Revolution in any part of the world, to act in correspondence with the historical roots, ennobling their best revolutionary traditions: the independentism, the antimperialism and the internacionalism. The students show interest to deep in the lives of José Martí, Ernesto Che Guevara, Fidel Castro and Camilo Cienfuegos.

#### **Heading 4- Results**

The observation guide (appendix 1) was applied with the objective of observe the positions that the students assume about the patriotism in the different activities of the educational process, and how they manifest the patriotism at the end of the investigation, the results are the following:

**Indicator one:** 38 students that represent 84,4% have solid knowledge about patriotism value , 5 students that represent 11,1% don't have all the knowledge to conceptualize the patriotism value, and 2 students that represent 4,4% present limitations because they do not know the concept of patriotism.

**Indicator two:** 37 students that represent 82,2% participate in the execution of the suitable tasks that assure the development in the patriotic performance ways, 5 students that represent 11,1% are not systematic in the execution of the assigned tasks that assure the development in the patriotic performance ways, 3 students that represent 6,6% present limitations for not being protagonist in the fulfilment of the indicated tasks that assure the development in the patriotic performance ways.

**Indicator three:** 40 students that represent 88,8% show awareness and discipline in correspondence with the historical roots and revolutionary traditions of

the Cuban people, 5 students that represent 11,1% don't show commitment according to our principles.

It could be proven that the application of the pedagogic activities arouses the student's interest to truly become a patriot, to know a lot more about the history of the homeland, its heroes and martyrs. Also the pedagogic activities contribute them to feel deep pride and admiration to belong to the biggest island of the Antilles and be fully identified and committed with the Revolution, the socialism, and in short with the destinations of the homeland, and mainly that they are capable of offering their lives if it was necessary in the execution of the sacred duty of defending it from the imperialistic threat because our patriotism has not been able to ever exist, but in function of the antimperialism.

The previous analysis confirms the effectiveness of the solution proposal that corroborates the validity of the investigation and it demonstrates the execution of the objective of the present work.

Partially the effectiveness of the applied pedagogical activities were being valued, being compared the quantitative results, where it could be verified that the students demonstrated knowledge about the patriotism value, they came closer more and more at the levels of patriotic attitudes, it improved the attitude toward the study in a conscious way, the disciplined and serious participation in morning meetings, reflection and debate meetings, commemorative events, bigger protagonism in the tasks of the centre, in its care and mainly to value the importance that they play as future workers dedicated to serve to the homeland.

## CONCLUSIONS

- The revision of the pedagogic literature contributed to give several concepts of patriotism that clearly reflect what a true patriot and its performance ways are.
- The study and diagnosis revealed that it was necessary to study the patriotism for the following reasons.
  - 1 They did not know the concept of value of patriotism.
  - 2 They did not know about the role of our heroes and martyrs in our history.
  - 3-They did not show awareness and discipline in correspondence with the historical roots and revolutionary traditions of the Cuban people.
- The elaborated proposal is directed to the students of Junior High School and it is characterized by: it allows transforming the knowledge of the students. It is dynamic and flexible.
- The application of the proposal revealed that there was an improvement as for:
  - 1. The knowledge of the patriotism value, obtained acquaintance about our heroes and martyrs, they manifested interest to carry out the assigned activities.
  - 2. They knew a little more about our roots, they assumed a better position as students of junior high school.

## **Recommendations**

- To continue deepening on the object of study in order to maintain their validity for postgraduate studies.
- To present the results of the carried out investigation in events.



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# Appendix 1

## Activities

### **ACTIVITY 2. Five Lights of our country.**

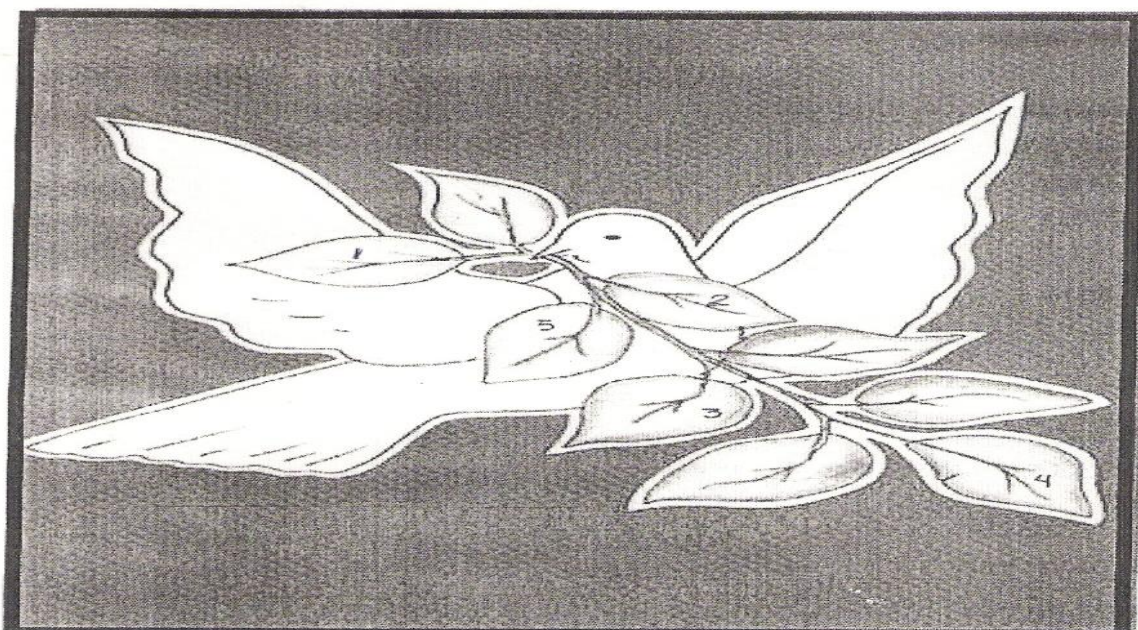
**OBJETIVE:** Identify the values and acting manners of patriotism of the Cuban Five to contribute to foster patriotism in the students.

**MOMENT IN WHICH IT IS APPLIED:** Unit 7 Important personalities.

### **Procedures**

-The teacher will shows the students a dove that have a laurel branch. Each Branch contain some characteristics of important personalities of our revolution which they should identify .

-Later the teacher will direct to the students to take a laurel branch with some characteristics and identify The Cuban Fives.



**Clues:**

1-They were working in other countries to avoid acts of terrorism against our Revolutionary leader Fidel Castro.

2-Nowadays they are in prison.

- Later the teacher will ask the students the following questions.

- a) Do you know what the laurel branch represents?
- b) Do you know what the dove represents?
- c) Who are those people ?
- d) What are they defending?
- e) What are they accused of?
- f) What are the values in those revolutionary activities.

At the end the teacher will make reference to the values that characterize the Cuban Five and their performance where is evident their patriotism related to the Topic of the activity "Five Light of our country" and later to talk about the patriotism that it is love for our homeland ,royalty with our history, to show consciousness and discipline in correspondence to the historical roots, to know about our heroes and national symbols.

### **Activity3: Who are they?**

**Objective:**Asking and answering about our heroes and martyrs through a game.

To reinforce the value of patriotism.

**Moment in which it is applied.**Unit 7

**Procedures:** The teacher will divide the group into two teams. The first team will make a card with different questions about a celebrity of our history, they will try to guess the name of the celebrity that the other team thought about .

Example questions:

- Was he/she brave?
- Did he participate in the Independence War?

- Was he born in Cuba?
- Did he die in Cuba?

At the end one member of the team should talk about the personality. Later the teacher will comment about the heroes of our history and why they are patriots.

**ACTIVITY 4:** Antonio Maceo and la Protesta de Baraguá.

**OBJETIVO:** Identify the value patriotism and the acting manners of Antonio Maceo through La Protesta de Baraguá to form the value patriotism.

**Moment in which it is applied:** Unit 7

**Procedures:** The teacher will direct the students, to read the article “Antonio Maceo” of Cuaderno Martiano II Secundaria Básica (Vitier, C., 2009:27) y en el libro Historia de Cuba, el artículo, Antonio Maceo y la Protesta de Baraguá, página 98. (Valdés López, M.M., Alberto Guinnart R. M. y Gallo Glez., G., 2001:98)

- later she will show them a historical event in order to answer WH-questions according to the one they studied. (The historical event is the Baragua Protest)

-she make the following questions

1. What does the historical event represent?
2. When did it occur?
3. Where did it occur?
4. What do you think about Maceo’s attitude?
5. Who were the main characters of this event?
6. What did Martinez Campos carry in his hands?
7. How did this event finish?
8. Mention some values present in Maceo. Why?
9. What of his acts show his patriotism. Mention some?
10. How would you react before the Zanjon Pact?

11. Tell me your opinion about those people involved in the pact.

At the end the teacher will talk about la Protesta de Baraguá , to say that it show the cubans dignity ,because Maceo did not accept apeace without independence. The students show interest to deep in Maceo´s life . And they show their patriotism.

### **Activity 5:**The solitary star

**Objective:**Asking and answer to Identify the value of patriotism through important personalities.

**Moment in which it is applied:** Unit 7:

**Procedures:**The teacher will show some cards with characteristics of historical personalities with the objective of the students to guess who they are.

The students should try to guess the name of the personalities in different cards.

CARDS.

1. He was born on January 28, 1853. He was intelligent.
2. He was born in Argentina and died in Bolivia.
3. She is called an authentic flower of the Revolution. She was pretty.
4. He was brave. He participated in “La protesta de Baraguá”
5. He had a long beard. He was Che’s best friend.

The students show interest to deep in the life of José Martí, Ernesto Cher Guevara, Celia Sanchez ,Antonio Maceo and Camilo Cienfuegos, and they shows their patriotism.

### **Activity 6:** The paper clock.

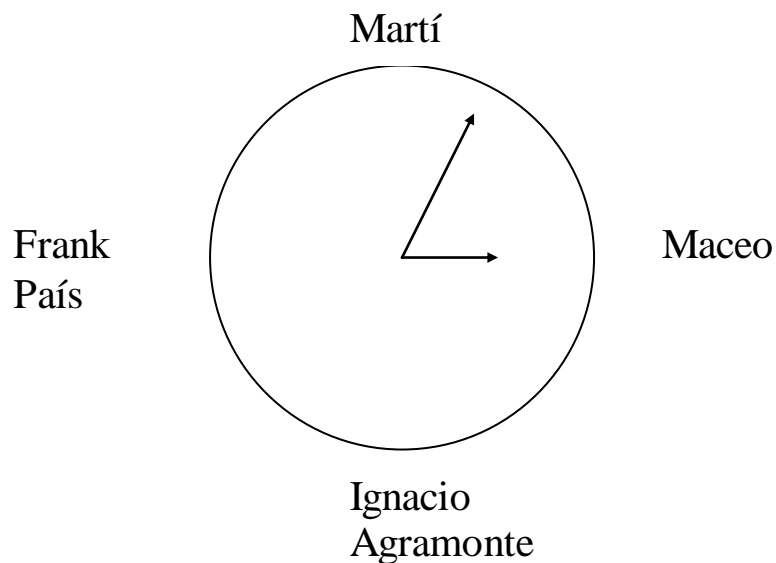
**Objective:** Identify the value patriotism through important personalities.

**Moment in which it is applied:** Unit 7:

**Procedures** The teacher will make a paper clock. In this clock she writes names of martyrs of our homeland. A student turns the hand of a clock and the student should answer some questions about the personality

QUESTIONS:

1. Where was he born?
2. What does she or he look like.
3. What does he like?
4. What did he do?
5. Was he a patriot?



: The students turn the hands of the clock and describe a selected personality. Answer the following questions.

- Where was he born?
- What does she or he look like.
- What does he like?
- What did he do?
- Was he a patriot?

At the end the teacher will talk about the values that characterized to José Martí, Antonio Maceo, Camilo Cienfuegos and Ché. To say that patriotism is to have disposition to assume the priorities of the Revolution, at any sacrifice price, to defend the work of the socialist Revolution in any part of the world, to always act in correspondence with the historical roots, ennobling their best revolutionary traditions: the independentism, the antimperialism and the internacionalism.

**Activity 7** Our national hero.

**Objective:** Identify the value patriotism through Martí's personality and objects.

**Moment in which it is applied:** Unit 7

**Procedure** The teacher will copy a text related to our national hero and direct the students to complete using adjectives.

Complete using adjectives.

José Martí was born on May 19, 1853 in a \_\_\_\_\_ house in Paula Street, he wrote The Golden Age, it is a \_\_\_\_\_ book for children, he founded an \_\_\_\_\_ newspaper, it was the "Patria" Newspaper. He was \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_. He was a real patriot.

Later the teacher will talk about the values that characterized to José Martí. To say that patriotism is to have disposition to assume the priorities of the Revolution, at any price, to defend the work of the socialist Revolution in any part of the world, to always act in correspondence with the historical roots, ennobling their best revolutionary traditions: the independentism, the antimperialism and the internacionalism.



## **Activity 8** Describing people

**Objective:** Identify the value patriotism through a personality using some adjectives to form the patriotism.

**Moment in which it is applied:** Unit 7

**Procedures:** The teacher will put on the board some photos of Mariana Grajales, Serafin Sanchez, Vilma Espín, Julio Antonio Mella, the student should select one of these personalities and answer these questions.

1. What is her/his full name?
2. What is he/she from?
3. What language does she/he speak?
4. What nationality is he/she?
5. Is he/she a patriot?
6. What is/was he like?

To talk about the values that characterized to Mariana Grajales, Serafin Sanchez, Vilma Espín, Julio Antonio Mella. To say that patriotism is to have disposition to assume the priorities of the Revolution, at any sacrifice price, to defend the work of the socialist Revolution in any part of the world, to always act in correspondence with the historical roots, ennobling their best revolutionary traditions: the independentism, the antimericalism and the internacionalism.

## **ACTIVITY 9:** Important places of our country

**OBJETIVO:** Identify the values and acting manners of patriotism through describing historic places to develop the value of patriotism.

**Moment in which it is applied:** Unit 7

### **Procedure**

The teacher will show the students photos about: Camilo Cienfuegos Monument, Tarja del Ché, José Martí Revolution Square.



Camilo Cienfuegos  
Monument



Tarja del Che.



Trinidad's City



José Martí  
Revolution  
Square.

-Later the teacher will direct the following exercise

1- Describe the places the pictures show taking into account the adjective for describing places received in classes.

- a) Camilo Cienfuegos Monument.
- b) Tarja del Che.
- c) Trinidad's City.
- d) José Martí Revolution Square.

2 - After they describe the pictures.

- a) Do you know where this place is located?
- b) Would you locate it on the map?
- c) What does it symbolize to our Revolution?
- d) Would you like to go there? Why?

3- The Revolution Square is located in Old Havana. It is in a historical and colonial Ward, characterized by magnificent buildings. This monument is to honor José Martí. He was a writer and martyr who is a symbol for the Cubans' fight for the independence from Spain.

- a) Why does this monument do honor to José Martí?
- b) How is his patriotism shown? Why?
- c) Why is this value important to your personal growing?

## APPENDIX 2

Title: Observation guide.

Objective: To observe the positions that the students assume in the different activities of the educational process.

Aspects to observe:

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1. Knowledge about the concept of patriotism.
2. Knowledge about our heroes and martyrs.
3. Awareness and discipline in correspondence with the historical roots and revolutionary traditions of the Cuban people.

Valuation Scale:

### **Indicator 1**

High: It is considered the student that possesses solid knowledge about the value patriotism.

Averaged: It is considered the student that does not possesses all the arguments to conceptualize the value patriotism.

Low: The student that presents limitations because he doesn't dominate the meaning of patriotism.

### **Indicator 2**

High: It is considered the student that know about the role of our heroes and martyrs in our history.

Averaged: It is considered the student that know a few about the role of our heroes and martyrs in our history.

Low: The student that presents limitations because they don't know about the role of our heroes and martyrs in our history.

### **Indicator 3**

High: It is considered the student that is able to behave according to the place and moment.

Averaged: It is considered the student that sometimes adopts inadequate positions in different places and moments.

Low: The student that presents limitations because before inadequate manifestations he doesn't adopt a position in correspondence with the historical roots and revolutionary traditions of the Cuban people.

## Appendix 3

Pre-experiment.

Objective: To compare the initial and final state of the scientific problem with the selected sample. This instrument has several phases.

1 - Diagnosis phase: it was deepened on the topic by means of the bibliographical revision, and it allowed elaborating an initial diagnosis of the problematic situation

2 - Formative phase: the proposal of activities was applied with the objective that the students of 7<sup>th</sup> 4 of "23 de Diciembre" junior high school from Sancti Spiritus strengthens the value patriotism.

3 - Control phase: to verify the effectiveness of the work the instruments were applied again, such as: observation guide and interviews to the students of 7<sup>th</sup> 4 of "23 de Diciembre" junior high school.

Before the application of the pedagogic activities the sample of 45 students met with many difficulties, many didn't know the value patriotism concept, they presented limitations and they behaved in an inadequate way in morning and patriotic meetings because they didn't know the ways of a young patriot's performance, they didn't also manifest interest neither protagonism in the assigned tasks, they didn't show conscience and discipline in correspondence with the historical roots and traditions of the Cuban people.

After having applied these activities it was carried out another interview and observation guide in which it could be verified a remarkable change with regard to the principle, the students showed more interest and protagonism in the realization of the suitable tasks, they behaved more as young patriots and students of junior high school, they showed more knowledge about our roots and our history, what took us to check that they already knew what is to be patriot.

# Appendix 4

Title: Interview Guide

Objective: To verify the knowledge and the students' preparation to strengthen the patriotic behaviours in the current moments.

To know the level of motivations and the students' interests to solve activities that imply the identification with the ways of performance of patriotism.

Dear student: as part of the culmination of the licentiate in education is sought to investigate on the education in values in the students of 7<sup>th</sup> grade, because they constitute the angular stone to guarantee the historical continuity of the revolution, your answers will be of a great value, that is why it is requested that you were as much sincere as possible.

Questionnaire.

1 - In your opinion, what is it to be patriot?

2 - Which are the main values that should characterize a youth of your age?

- Enumerate some performance ways associated to them.

3 - For the destinations of the revolution, do you believe necessary that you strengthen the value patriotism through the school activities? Why?

4 - In our history there are a lot of patriots, mention five of them?

Valuation Scale:

## **Indicator 1**

High: It is considered the student that expresses that patriotism is to feel pride for the homeland, to know the symbols, the attributes, the heroes the history and to be committed with the socialism.

Averaged: The one that expresses that the patriotism is to love deeply the homeland.

Low: the student that presents insufficiencies to define the value patriotism when not having own approaches.

## **Indicator 2**

High: The student that knoww about the role of our heroes and martyrs in our hitory

Averaged: The student that know a few about the role of our heroes and martyrs in our hitory .

Low: The students that don't know about the role of our heroes and martyrs in our history .

**Indicator 3**

High: The student that shows conscience and its disciplines in correspondence with the historical roots.

Average: The student that in occasions his conscience and discipline is not in correspondence with the historical roots.

Low: The student that is not able to behave according to the revolutionary traditions of the Cuban people.

## Appendix 5

Quantification of the data of the initial observation.

Observed indicators	Valuation Scale:		
	High	Averaged	Low
1. To know the concept of patriotism	33,3%	22,2%	44,4%
2. To know about the role of our heroes and martyrs in our history.	44,4%	33,3%	22,2%
3. To show conscience and discipline in correspondence with the historic roots and revolutionary traditions of the Cuban people.	40%	37,7%	22,2%



## Appendix 6

Quantification of the data of the final observation.

Observed indicators	Valuation Scale:		
	High	Averaged	Low
1To know the concept of patriotism	84,4%	11,1%	4,4%
2To know about the role of our heroes and martyrs in our history.	82,2%	11,1%	6,6%
3To show conscience and discipline in correspondence with the historic roots and revolutionary traditions of the Cuban people.	88,8%	11,1%	