

Sprockets

Toronto International FILM
Festival for children
April 14-18, 2008

A great deal of thanks and appreciation goes out to our teacher committees who volunteer their time to assist in the development of Sprockets lesson plans.

TITLE: Viva Cuba

COUNTRY OF ORIGIN: France, Cuba

RELEASE YEAR: 2005

ORIGINAL LANGUAGE: Spanish

DIRECTOR: Juan Carlos Cremata Malberti

RUNTIME: 80 Minutes

CURRICULUM LINKS: Friendship; Family; Adventure; Conflict Resolution; - Grade 6 social studies; Media Studies – special effects, Cinematography

FOCUSING QUESTION: What does this film address?
Why is friendship critical to success?

SYNOPSIS:

Recommended for Grades 4 to 6

Join best friends Malú and Jorgito on an exciting adventure as they travel across the island of Cuba in the award-winning *Viva Cuba*. Although their families can't stand each other and have told their children not to play together, Malú and Jorgito have become close friends – even if they argue occasionally. When Malú's mother announces that they will be leaving Cuba forever, the pair worry that they will never see each other again.

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However, they soon come up with a plan. Malú's father is a lighthouse keeper on the opposite end of the island and he must sign an official form before she will be allowed to emigrate. So, with courage and a little deception, the youngsters set off from Havana on a cross-country journey. Travelling by boat, train, car, motorcycle, oxcart and on foot, Malú and Jorgito are determined to reach Malú's father before their parents or the police catch up with them. Showcasing engaging performances from the two young leads, ample humour and the splendour of the country's beautiful landscape, *Viva Cuba* is an enchanting ode to the power and importance of friendship.

TEACHER ENDORSEMENT:

"There are some intense scenes with: Children playing with toy guns that seemed very realistic, arguments between parents and dealing with a Grandmother's death. There is a shower scene, some parents may need to know about this, it is not distasteful. There is a scene when kids urinating outside (nothing distasteful.)

In regards to the end of the film, there is arguing adults and might be disturbing to the children, which made Jorgito and Malú run again, but when they reached the end all they could see was water – not an escape? Teachers could ask students to rewrite the ending for their interpretation.

The strength of the film is its story of enduring friendship. Throughout this film you see how friendship changes through the different events. Friends stay friends even when they argue, through thick or thin true friends will always be friends."

DIRECTOR'S FILMOGRAPHY:

VIVA CUBA (2005)

NADA (2001)

PRE-SCREENING PREPARATION: This film depicts a variety of types of family conflict (husband/wife, child/parent); teachers may choose to discuss family conflict prior to the screening. Students should have a basic

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understanding of Cuban culture and history (have students view a map for location and discuss local food, politics and the concept of communism).

DURING SCREENING QUESTION/ACTIVITY:

As you view this film compare the important elements of your lives. Home; school; family; food; travel. Compare these elements with Jorgito and Malú situation. (compare and contrast Cuban culture and student's culture)

POST-SCREENING ACTIVITY: (choose one)

Chart the comparisons between Jorgito's and Malú's culture and your culture

1. What is the same? What is different?

What is the same?	What is different?

Or for different comparison – Family; Home; Food; Travel

Comparison Criteria and Rationale	What's different?	What's the same?
Criteria: Why?		
Criteria: Why?		
Criteria:		

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Why?		
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2. Map the problems and solutions – storyline or timeline – conflict resolution



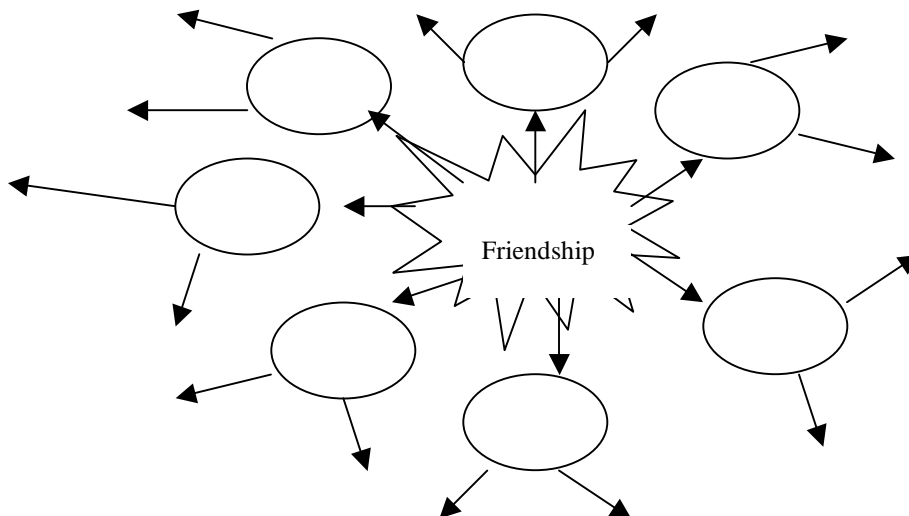
3. Give the students an opportunity to develop their own questions about this film.

4. A part in the film – Jorgito and Malú wrote letters to each other and buried them.

Activity: Write a letter to a classmate (friend) and in June open these letters. Do you still feel the same way for your friend(s)? What has changed?

CONCLUSION/WRAP UP:

Friendship – work in groups and make a web of what they learned about friendship.



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ADDITIONAL RESOURCES:

1. Xpeditions Atlas. National Geographic Society, 1998-2003
<http://www.nationalgeographic.com/xpeditions/atlas/index.html?Parent=nameri&Rootmap=cuba&Mode=d&fs=www3.nationalgeographic.com&fs=plasma.nationalgeographic.com> (accessed January 22, 2008)
 2. del Aguila, Juan M. "Cuba." *Grolier Multimedia Encyclopedia*. Grolier Online <http://gme.grolier.com/cgi-bin/article?assetid=0076470-0> (accessed January 22, 2008).
 3. Szulc, Tad. "Cuba." *Lands and Peoples*. Grolier Online <http://lp.grolier.com/cgi-bin/article?assetid=4061900> (accessed January 22, 2008).
 4. "Culture Cross." *Lands and Peoples*. Grolier Online <http://lp.grolier.com/go!> (accessed January 22, 2008).
 5. Go to: Grolier On-line – <http://go.grolier.com>
 6. (All Ontario Schools have access to this database through Knowledge Ontario)
- Click on – Lands and People
Select – Culture Cross
7. Type in Canada and Cuba – compare. You can choose to compare Land; People, Economy; History; Facts and Figures
 8. Piñera, Humberto. "Cuba." Reviewed by Louis A. Pérez, Jr.. *The New Book of Knowledge®*. Grolier Online <http://nbk.grolier.com/cgi-bin/article?assetid=a2006970-h> (accessed January 22, 2008).