

Taino People Lesson Plan- 5-6th

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Topic	Taino People of the Caribbean
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Standards	<p>Missoula County Public School Social Studies Focus Areas and Key Concepts</p> <ul style="list-style-type: none"> • Familiarity with a diverse range of individual perspectives while recognizing human universals. • Examine how mountains, major landforms, and climate affect settlement, population density, and the economy across the nation today. <p>Montana Social Studies Standards</p> <ul style="list-style-type: none"> • Standard 1. Students access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations. • Standard 3. Students apply geographic knowledge and skills (e.g., location, place, human/environment interactions, movement, and regions). • Standard 4. Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships. • Standard 6. Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies. <p>National Council of Social Studies C3 Standards</p> <ul style="list-style-type: none"> • D2.Civ.6.K-2. Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority. • D2.His.4.K-2. Compare perspectives of people in the past to those of people in the present. • D2.Geo.2.3-5. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics. • D2.Geo.6.6-8. Explain how the physical and human characteristics of places and regions are connected to human identities and cultures.
Lesson Targets	<ul style="list-style-type: none"> • Students will be able to look at various maps and make predictions based on information provided and prior knowledge. • Students will be able to retrieve information from various technology-based formats. • Student will read nonfiction text for detail and explain cultural understanding in letter format.

<p>Body of Lesson</p>	<p>Engage</p> <ul style="list-style-type: none"> • Ask the students to describe what they think about when they hear Puerto Rico. Prompt with key words from previous lesson on culture. Write words on a board. • Watch video of indigenous children playing Taino instruments: https://youtu.be/ZvpJZ2B-Y00 • Read “Island Dream” by Sara J. Figueroa (2002). • Watch video about Taino symbols (end at 0:50) at https://youtu.be/yUjNw1cdAgI • Ask students to add new words to about Puerto Rican culture based on videos and reading (musical instruments, song, symbols, nature, landforms, pictures of island environment). <p>Explore</p> <ul style="list-style-type: none"> • Examine maps of the Caribbean islands and world maps and consider Puerto Rico’s location to the Americas, other Carribbean islands, ocean and wind currents, landforms, and distance to Europe (Spain). • Examine list of resources on the island for food, shelter, tools, protection, art, clothing, and spirituality. • Develop list of major areas of human needs on an island leading up to the arrival of the Spanish (1492). <p>Explain</p> <ul style="list-style-type: none"> • Divide students in half to represent 2 different bands of Taino people living on Puerto Rico. Next, subdivide these groups based on the social structure for the Taino People (Cacique, Nitanos, Behique, and Naboria). Ex: For a class size of 24 students, there will be two bands made up of 12 students each. These twelve students will then be divided into 4 groups based on social structure, but grouped proportionally, (1 cacique, 1 behique, 5 nitanos, and 5 neboria). (You can allow for the cacique and behique of both bands to work together and brainstorm roles, responsibilities, and possible scenarios). • Each group will develop a list of tasks that will be needed to accomplish on a regular (daily, weekly, monthly, seasonal) basis.
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- Students will use the information provided on the Taino People website and information provided by links and video to assign tasks to group of Taino. A graphic organizer tool will help students organized information as they work through the website and other resources.
- Students should consider roles, responsibilities, age, gender, skill level, spirituality, climate, and island resources. See website *Social Structure* page for overview of roles and responsibilities. Have students become familiar with *Taino Culture* pages for other cultural understanding.

Elaborate

- After students have considered roles, jobs, privileges, situations, and experiences of Taino group, each student will choose identity and possible scenarios within their group. It is important to consider all aspects of the Taino culture to create a dynamic learning experience. Student will create a journal of their imagined life as a Taino. The journal should be created over period of time, depending on the unit (this journal will continue into lessons on Spanish exploration).
- Journal should include writing, drawing, maps, instructions, recipes, advice, and news from life. Students should write as if they are living in what is known today as Puerto Rico.
- Use secure, blog tool at www.kidblog.org
- Have students design pottery, make jewelry, sketch face-painting designs, create songs and dances, or make petro glyphs.
- Create a role-play with each band to present to other band. Compare and contrast similarities/differences.
- Have an end-of lesson feast with food, drink, music, and an outside game of *batey* between the two bands.

Evaluate

- Check for understanding by having students read from (or have others read) their journal entries (or pick a few journals to highlight each day).

	<ul style="list-style-type: none"> • Students should exhibit understanding of the geography, sociology, and concerns of life of Taino people within journal writings. • Students should be able to articulate concerns about their survival and safety relating to environmental factors and enemy attack (the island Caribs). • Students should show understanding between social structure relationships. • By the end of unit, students should be able to make predictions of influence and impact of the arrival of Spanish explorers. • During large and small group discussions, provide questions and prompts such as, <i>how do we know, how can we check, and what is</i> to have students explain and clarify understanding.
<p>Materials</p>	<ul style="list-style-type: none"> • Copies of world maps for students • Overhead pens • Overhead projector • List of directional clues for mapping activity • Paper and pencil • Graphic organizer for website information retrieval • Computers and ipads for website, videos, and poetry. • Website: https://tainopeoplesocialstudiesmethods497.wordpress.com/ • Blog: www.kidblog.org • YouTube videos: Children playing instruments: https://youtu.be/ZvpJZ2B-Y00, Taino symbols: https://youtu.be/yUjNw1cdAgI • Poem: Island Dream by S. Figueroa, http://elboricua.com/BKPoems_IslandDream.html • Books to help supplement lesson: <ul style="list-style-type: none"> • <i>The Golden Flower: A Taino Myth form Puerto Rico</i> (2005), by Nina Jaffe. • <i>Arariba & Niguayona: A Story from the Taino People of Puerto Rica (Tales of the Americas)</i>, by Harriet Rohmer and Jesus Rea called (1987). ISBN-13: 978-0892390267 • <i>How the Sea Began: A Taino Myth</i> (1993), a creation story by George Crespo. ISBN-13:

	978-0395630334
Resources	Vance, D.R. (n.d.). For Mose- A place of refuge and defense. Teaching Florida: A program of the Florida humanities Council. Retrieved on March 28, 2015 from http://teachingflorida.org/activity/fort-mose-a-place-of-refuge-and-defense