

UbD Template Lesson Plan

| Course: Latino/a & Caribbean Studies | Stage 1 – Desired Result | | Theme: Who is “Caribbean” |
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| <p>Established Goals: Assessed Standards:</p> <ul style="list-style-type: none"> ● HIST 9–12.1 ● HIST 9–12.2 ● HIST 9–12.11 ● HIST 9–12.12 ● GEO 9–12.1 ● GEO 9–12.3 <p>Addressed Standards:</p> <ul style="list-style-type: none"> ● INQ 9–12.8 ● INQ 9–12.10 ● INQ 9–12.11 | Transfer | | |
| | Meaning | | |
| | <p>Understandings: Students will be able to...</p> <ul style="list-style-type: none"> ● Be able to locate the Caribbean islands on a map ● Recognize indigenous presence in the Caribbean ● Trace the history of slavery/forced labor on the islands and how it has impacted the current demographics ● Draw comparisons between the Haitian Revolution and U.S. slave revolts | <p>Essential Questions: Students will keep considering...</p> <ul style="list-style-type: none"> ● How has the Trans-Atlantic Slave Trade affected the Caribbean? ● How have Caribbean slaves resisted and rebelled? ● How has the Haitian Revolution impacted slave relations in the U.S.? The entire Western Hemisphere? | |
| Knowledge □ Acquisition □ Skill | | | |

Lesson Plan

Below are some sample class activities and teacher instructions that you can choose to follow and/or modify to implement in your classroom. All activities can be found on ELIN's google drive. You may also feel free to come up with your own class activities.

Activity #1

- Teacher Instructions: Find a blank map of the Caribbean and print out copies for students. Break the class into small groups. The small groups will use the clues to fill in the names of the missing countries on their maps. They will think of another fact they know about each country and write it in the space provided. If they do not know another fact, allow them to look one up online from a credible source. Afterwards, go over each set of clues with the class, asking students to point out the correct country.

Map Quiz

- The Lesson 1 folder contains the map quiz that you can print out in addition to the answer key.

Activity #2

- Teacher Instructions: Allow students a total of 8 minutes to analyze the painting and read the description offered. Afterwards, give students 10 minutes to answer the questions individually. Once the class is finished, separate the students into small groups and allow them to take turns sharing their answers. One person in each group will be the “leader” meaning that they will have to present to the class what their group discussed. Another student will be the notetaker and jot down the group's answers.
- The Lesson 1 folder also contains other artwork depicting maroons and Caribbean slaves working on plantations. You may consider also analyzing these paintings.

Activity #3

- Teacher Instructions: Play the video [Haitian Revolutions: Crash Course World History #30](#) for the class. Afterwards, assign students to read pages 62-65 of [Caribbean Connections: Overview of Regional History, Classroom Resources for Secondary Schools](#).
- After students have both watched the video and read, break the class into small groups (3-4 students). Assign each group to do more research on slave revolts in the United States. Ask the students how different or similar the Haitian Revolution was to slave revolts in the U.S. How did the Haitian Revolution shape the experiences felt in the U.S.?
 - make sure students cite their sources by utilizing [in-text citations](#) and including a [bibliography](#).

Activity #4

- Teacher Instructions: Print out copies of the poem “The Still Cry” on pages 82-85 in [Caribbean Connections: Overview of Regional History, Classroom Resources for Secondary Schools](#). Hand out the poem to each student and give them 10 minutes to read it. Afterwards, answer any questions the class has or clarify any points in the poem. As a class, answer the questions listed in Activity 4.