

UbD Template Lesson Plan

Course: Latino/a & Caribbean Studies US	Stage 1 – Desired Result		Theme: Caribbean Migration to the
Established Goals: Assessed Standards: <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 Addressed Standards: <ul style="list-style-type: none"> ● INQ 9–12.8 ● INQ 9–12.10 ● INQ 9–12.11 	Transfer		
	Students will be able to use their learning to independently... <ul style="list-style-type: none"> ● Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts. ● Analyze change and continuity in historical eras. ● Analyze multiple and complex causes and effects of events in the past. ● Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past. ● Use maps and other geographic representations to analyze the relationships between the locations of places and their political, cultural, and economic history ● Evaluate the impact of economic activities, political decisions, cultural practices, and climate variability on human migration, resource use, and settlement patterns. 		
	Meaning		
	Understandings: Students will be able to... <ul style="list-style-type: none"> ● Recognize that the Caribbean is not culturally, linguistically, politically, or historically homogenous. ● Understand the motives behind Caribbean migration to the U.S. ● Locate where specific Caribbean groups settle once in the U.S. 	Essential Questions: Students will keep considering... <ul style="list-style-type: none"> ● What are some of the motives that encourage Caribbeans to migrate to the U.S.? ● Where have Caribbeans primarily settled within the U.S.? ● How do the migration patterns of the Caribbean countries differ from each other? 	
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: Print out Jean Desir's story from [Caribbean Connections: Moving North](#) (pp. 73-76). Allow the class 15-20 minutes to read. Afterwards, give them 10-15 minutes to answer the questions on the worksheet. Come together as a class to discuss their answers.

[Activity #2](#)

Teacher Instructions: Students will write a journal entry pretending to be a Caribbean migrant. In their journal, they should discuss the situation in their chosen country of origin, why they left, their experience migrating to the U.S., and their experience living in the U.S. Before writing their journal entry, students should choose one of the following countries (Puerto Rico, Jamaica, or Haiti). Once they have chosen their country, give them the class period to research its living conditions and why people from these countries tend to migrate to the U.S. Have students create a bibliography to ensure they are gathering information from credible sources.

- It is suggested that this activity take place over the span of 2-3 days, allowing for students to conduct research on their country from credible sources.
 - The first day should focus on research whereas the second day should focus on writing their journal entry. The journal entry should be 4-5 paragraphs.

[Activity #3](#)

Teacher Instructions: