

# Lesson Plans: SS WHis LPQ4 10 LA Caribbean Studies 054 Maroon Population in Caribbean

**Title:** SS WHis LPQ4 10 LA Caribbean Studies 054 Maroon Population in Caribbean

**Grade Level :** Grade 10,Grade 11,Grade 12,Grade 9,Grade 9-12

**Subject :** English - High,Social Studies - High

**Standards/Assessed Benchmarks:** Florida STATE FL Language Arts Curriculum Framework (2004)

Strand A: Reading

Grades 9-12

Standard 2 LA.A.2.4: The student constructs meaning from a wide range of texts.

Benchmark LA.A.2.4.4: The student locates, gathers, analyzes, and evaluates written information for a variety of purposes, including research projects, real-world tasks, and self-improvement.

Benchmark LA.A.2.4.6: The student selects and uses appropriate study and research skills and tools according to the type of information being gathered or organized, including almanacs, government publications, microfiche, news sources, and information services

Benchmark LA.A.2.4.8: The student synthesizes information from multiple sources to draw conclusions.

Strand B: Writing

Standard 1 LA.B.1.4: The student uses writing processes effectively.

Benchmark LA.B.1.4.1: The student selects and uses appropriate prewriting strategies, such as brainstorming, graphic organizers, and outlines.

Benchmark LA.B.1.4.2: The student drafts and revises writing that: is focused, purposeful, and reflects insight into the writing situation; has an organizational pattern that provides for a logical regression of ideas; has effective use of transitional devices that contribute to a sense of completeness; has support that is substantial, specific, relevant, and concrete; demonstrates a commitment to and involvement with the subject; uses creative writing strategies as appropriate to the purposes of the paper; demonstrates a mature command of language with freshness of expression; has varied sentence structure; has few, if any, convention errors in mechanics, usage, punctuation, and spelling.

Benchmark LA.B.1.4.3: The student produces final documents that have been edited for: correct spelling; correct punctuation, including commas, colons, and common use of semicolons; correct capitalization; correct sentence formation; correct instances of possessives, subject/verb agreement, instances of noun/pronoun agreement, and the intentional use of fragments for effect; and correct formatting that appeals to readers, including appropriate use of a variety of graphics, tables, charts, and illustrations in both standard and innovative forms.

Florida STATE FL Social Studies Curriculum Framework (2006)

Grades 9-12

Strand A: Time, Continuity, and Change [History]

Standard 1: The student understands historical chronology and the historical perspective. (SS.A.1.4)

Benchmark SS.A.1.4.1: understands how ideas and beliefs, decisions, and chance events have been used in the process of writing and interpreting history.

Benchmark SS.A.1.4.3: evaluates conflicting sources and materials in the interpretation of a historical event or episode.

Benchmark SS.A.1.4.4: uses chronology, sequencing, patterns, and periodization to examine interpretations of an event.

Standard 3: The student understands Western and Eastern civilization since the Renaissance. (SS.A.3.4)

Benchmark SS.A.3.4.3: understands the significant economic, political, and cultural interactions among the peoples of Africa, Europe, Asia, and the Americas during the Age of Discovery and the European expansion.

**Description/Abstract of Lesson:** Students will: research and understand the culture, customs, and languages of the Maroons in Suriname, Puerto Rico, and Jamaica. analyze historical records tracing development of a Western civilization.

**Essential Question- Scope & Sequence:**

**Technology Connections and Teacher Materials:** Prepared readings on Maroon culture and history (attached below) Access to Internet resources for research, use Thompson Databases, Discovery Education.

**Duration :** 4 Days

**Vocabulary:** 1. customs, n. 2. mores, n. 3. language, n. 4. dialect, n. 5. patois, n. 6. Creole, n. 7. ethnocentrism, n. 8. ethnocentric, adj.

**Steps to Deliver Initial Instruction:** **This lesson should be introduced and the students given some time to begin their research. The assignment could be made due 1 week later to give students time**

**outside of class to complete. During the interim period, instruction can continue.**

Students should already have some knowledge of the history of the Caribbean Islands including European colonization and the forced movement of Africans to the Caribbean as slave labor. Students should also have some knowledge of the location of Jamaica, Surinam, Puerto Rico. A suggestion to facilitate review could be to place pertinent information on a timeline to be displayed in the classroom. Teachers should lead discussion of

- Review of pertinent facts.
- Class discussion of key points to clarify information gathered previously.
- Written response/discussion of the Essential Questions:
  - Define vocabulary words and identify their parts of speech.
  - Discussion of topics (assignment and scoring rubric should be handed out in addition to oral discussion): the culture, customs, and languages of the Maroons in either Suriname, Puerto Rico, or Jamaica.
  - Research should focus on: language differences/similarities with languages spoken elsewhere in the country; description of cultural attributes (family size and structure, belief systems); economic activities; geographic location (where in the country or island, and why there).

**Guided Practice with Feedback:**

- Answer research-related questions
- Feedback may be given orally, or in written form by the teacher.
- Students should not be embarrassed or made to feel inferior if they are experiencing difficulties understanding the information or task at hand.
- These students may also be redirected to the computer for additional information.
- The teacher should also provide information via small-group discussions being mindful not to dominate the discussions.
- New information should be recorded by the students, especially if it is vital to the completion of research project, whether paper, exhibit, skit, powerpoint.

**Independent Practice:**

- As students conduct research, they will need to determine the most appropriate way to present their research. This decision should be based on the nature of the resource materials and the student's own perceived strengths. This decision should not be made until after they have started their research.
- Students should have individual elements of their work monitored and evaluated by the teacher as their work is progressing. This could include segments of the assignments: outline, bibliography, introduction, method of delivery.

**Differentiated Instruction/Small Groups:** Students can elect to work individually or in small groups of no more than 3.

**ESE/ESOL Accommodations & ESE/ESOL Strategies:**

- Students with an IEP/LEP/504 Plan – Their plans are to be followed. For example, if a student needs extra time that should be given. If the Student A needs a “buddy” to write the notes, a student should be assigned, and the notes should be given to Student A before he/she is dismissed from class for the day. Tape recorders should be on hand as well. If an aide is assigned to a student, that person may facilitate the student's learning with the teacher being in the loop as an added resource.

**Lesson Closure/Review:** Students will present their research to the class. Students in the audience will evaluate each presentation according to the rubric. Grades on the assignment will be an average of all rubric scores.

**Assessment with Clear & Compelling:** Following all presentations, students should debrief. The discussion led by the teacher, should focus on; similarities and differences between the 3 Maroon populations; efforts made to maintain their traditional culture and ways of life; assessment of the future viability of these groups.

**Creator :** HS SS Content Team

**File Attachments:** Jamaica\_Physical\_Geography.ppt

Maroon\_information\_sources.pdf

Maroon\_reading\_Chap\_4\_from\_Knight.pdf

Rubric\_for\_Maroon\_project.pdf

**Date Created :** March 20, 2009

**Date Modified :** June 30, 2009