



**MINISTRY OF EDUCATION
YOUTH & INFORMATION**

Grade:	5
Subject:	Social Studies
Duration:	60 minutes
Theme:	Our Common Heritage
Attainment Target:	Recognize the contribution of individuals who have helped to shape Jamaica's development over time
Focus Question:	Why did the Europeans and Africans come to the Caribbean?
Lesson Topic:	Ethnic Groups in Jamaica - where they came from and when they came
Resources:	Ruler, cartridge paper, dictionary, atlas, map of the world, blank map of the world, internet, laptop, projector
Key Vocabulary:	ancestors, ethnic group

Objectives:

By the end of the lesson *students should be able to:*

- Define and use correctly the concept/term: ancestors,
- Recall the meaning of the term ethnic group
- Identify the ethnic groups that came to the Caribbean.
- Locate on a map of the world the countries of origin of the Europeans and Africans that came to the Caribbean
- Use mathematical skills to construct a timeline illustrating when the different ethnic groups came to the Caribbean.

- Compile and arrange in alphabetical order a list of sources including, author, type of source, title
- Listen to others, respect their ideas and make contribution to collaborative tasks

Engagement: *How can I get students interested in this? How do I elicit prior learning? How do I set the ground work for upcoming activities in the lesson?*

Teacher will:

- Organise the students into collaborative groups of 4-6 students
- Distribute pictures of the \$2 and instruct students to examine the bill
- Ask students the following questions
- ✓ Why do you think that this group of children was placed on the \$2 note?
- ✓ How similar would a group of students from this school/community be to the group in the picture?
- ✓ What is the relationship between Jamaica's national motto and the picture showing the group of students
- ✓ Where did the different races/ethnic groups come from?
- ✓ When and why did they come to Jamaica?

Students will:

- Examine the \$2 note
- Answer questions asked

Exploration: *How do I get students involved in the topic? What tasks/activity/questions can I use to help students analyse and think while extracting information?*

- ✓ **Who are ancestors? What is an ethnic group?**

Teacher will:

- Draw vocabulary builder chart on the board or distribute hand out with vocabulary
- Instruct students to complete chart, write definitions and sentence

Students will:

- Complete vocabulary builder chart.
- Use their dictionary and textbook to find the meaning, synonyms and antonyms of the term ancestor
- Use their dictionary and textbook to define the term ethnic and use that definition to write the meaning of the term ethnic group.
- Write one sentence using both words.

- ✓ **Which ethnic groups came to Jamaica and when did they come to Jamaica?**

Teacher will:

- Give a set of pictures and extracts from website to each group
- Instruct students
- Write questions on the board
- Instruct students to draw timeline using a scale e.g. 5cm = 50 years or 4cm =100years.

Students will:

- Be given a set of pictures of different ethnic groups and extracts from websites. Students will read the extracts to answer the following questions: Name the ethnic groups that came to Jamaica ; State when each ethnic group came to Jamaica
 - Match pictures with extracts
 - Arrange pictures and extracts in chronological order
 - Use the information gathered to create a timeline showing when each ethnic group came to Jamaica.
 - Students will work together to decide on a scale for the timeline. The timeline must be drawn using a ruler and include pictures of the ethnic groups that came to Jamaica. Students
 - Write the sources of information used to construct the timeline.
 - Draw a table aligning the sources with the ethnic groups. Sources must be written in alphabetical order.

✓ **Where did the ethnic groups come from?**

Teacher will:

- Mount map of the World on the board
- Guide students to find places where ethnic groups came from on the world map
- Instruct students to find the world map in their atlas and locate these places
- Guide students in developing a title for the map and in inserting the other elements of a map

Students will:

- Examine map of the world in their atlas then identify and label on a blank map of the world, Jamaica, Europe (Spain and England) and West Africa.
- Insert on the blank map border and north arrow.
- Create a title for the map

Explain: *What have the students learnt so far? How can I help students make sense of their observations? How will students communicate what they have learnt so far? How do students correct misconceptions? How do I correct misconceptions?*

Teacher will:

- Guide the presentations
- Ask questions for clarification
- Correct misconceptions

Students will:

- Display and their vocabulary builder, sentence, timelines, table of sources listed in alphabetical order and world maps.
- Share the clues in the pictures that helped them to match each picture to an extract.
- Share why they decided to use a particular scale
- Share any challenges they encountered during the task and how they overcame these

- Decide how they will share the information gathered with the class. Groups may use poems, songs, skits etc. to share the information learnt.

Extend/Elaborate: *Extend/Elaborate: How can my students apply their new knowledge to other situations? How can students apply their knowledge to real world situations?*

Students will find out the ethnic groups that live in their community OR name the ancestors in their family and the ethnic group to which each ancestor belongs.

Evaluate: *How much learning has taken place? How can I help my students self-evaluate and reflect on the teaching and learning? How can I evaluate the students learning of concepts and skills?*

Teacher will:

Design and explain the rubric to be used.

Use the rubric to evaluate the charts

Students will:

Use rubric to assess the charts done by their classmates

Checklist

Group Members

Vocabulary development	Accurate	Needs to be revised
Definition		
Synonym		
Antonym		
Sentence		
Timeline	Accurate	Needs to be revised
Scale		
Date of arrival		
Pictures of ethnic groups matched to extract		
Sources in alphabetical order		
Map of the world	Accurate	Needs to be revisited
Placement of the name of the country		
Title of the map		
Placement of the north arrow		



REMEMBERING THE TAINOS

November 10, 2008

We believe the Tainos were the first inhabitants of Jamaica. They would have migrated from South America and reached the Greater Antilles somewhere around 700 to 1000 AD,” he informs.

<http://jis.gov.jm/remembering-the-tainos/>

JAMAICA NATIONAL HERITAGE TRUST

AFRICANS

The first Africans arrived in Jamaica in 1513 as servants to the Spanish settlers. These Africans were freed by the Spanish when the English captured the island in 1655. They immediately fled to the mountains where they fought to retain their freedom and became the first Maroons.

http://www.jnht.com/disndat_people.php

Jamaica Information Service

The Discovery of Jamaica

On May 5, 1494 Christopher Columbus, the European explorer, who sailed west to get to the East Indies and came upon the region now called the West Indies, landed in Jamaica. This occurred on his second voyage to the West Indies. Columbus had heard about Jamaica, then called Xaymaca, from the Cubans who described it as “the land of blessed gold”. Columbus was soon to find out that there was no gold in Jamaica.

<http://jis.gov.jm/information/jamaican-history/>

THE BRITISH EMPIRE

The English arrived off Kingston Harbour on May 10th 1655. They sailed a gunboat up to 'Passage Fort' which gave covering fire to smaller vessels which poured soldiers ashore. No one was actually hit in the invasion as the Spanish defenders rapidly abandoned their positions on seeing so many ships and soldiers come ashore. The English then set off for the Spanish capital at St Jago de la Vega which was located six miles into the interior.

<http://www.britishempire.co.uk/maproom/jamaica.htm>



By Dr. Rebecca Tortello

The Jamaica Gleaner

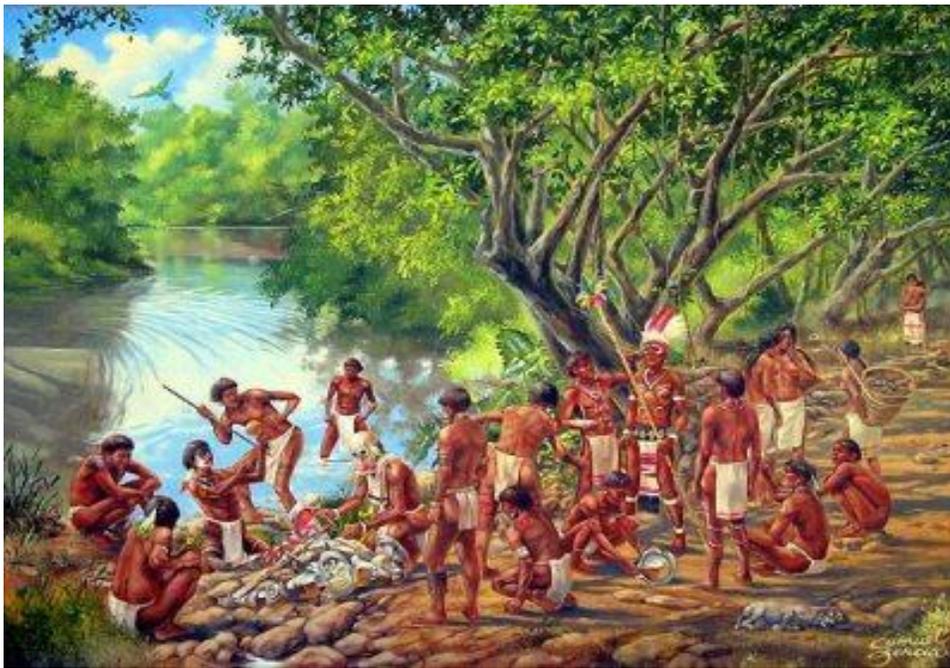
From 1845 to 1921, over 36,000 East Indians, mainly of the Hindu faith, were brought to Jamaica. Close to two-thirds of them remained.



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The first large group of 267 Chinese immigrants came from Hong Kong on July 30, 1854, just months before those from Panama, on a ship called *Epsom*





Chinese immigrants

World Robinson Projection Map with Country Outlines



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