

Taínos

SIOP History Lesson Plan
Christine Rowland

Background

This lesson is for a ninth grade, beginning ESL history class in the Bronx, New York. The class period is 70 minutes long. Students are mostly newcomers, and all speak either Spanish or French as a native language.

Content Objective: SWBAT describe the characteristics of the Taínos.

Language Objective: SWBAT read a passage and take notes on a graphic organizer.

Materials: Activity Guide handout

Key Vocabulary: Taínos, characteristics, abundance, to harvest, coastal, elders, tropical

Motivation

Pose the following question to students: What are characteristics of Americans? (Check comprehension of the word, characteristics. Refer to cognates, show objects and describe characteristics.) Elicit responses from students and record on a semantic web on the board. Ask students if they have heard the word Taínos before. Discuss briefly and locate their former island on a map of the Caribbean. Hand out the activity guide.

Presentation

Give directions for the KWL activity. Check student comprehension of instructions and model one example for the K and W columns. Have students complete the K&W portions. They may work with a partner. Circulate. Ask students in the class to share ideas and record on a chart on the board. Discuss the information in the columns. Point out which “want to know” ideas will be addressed in the upcoming reading passage.

Procedure

Hand out reading and present the key vocabulary. Use pictures, a map, and demonstrations to teach the new words. Review the instructions for the reading and notetaking tasks and check student comprehension. Explain you will use the following reading technique with the students. First, you will read the passage as a whole group—choral style. Then, students will re-read it individually. Next, discuss the chart on the third page of the activity guide, and model how to take notes, using phrases and terms, not sentences. Complete one or two responses with the whole class. Explain the student groups will complete the chart and each person is asked to contribute at least one idea. When students are done, have them share out their ideas and record on a class chart.

Review/Assessment

As a class, complete the “L” column of the KWL chart. Prompt students to add new vocabulary they learned too, if not offered.

Homework

Tell students to organize the ideas in the “Characteristics of the Taínos” chart and write five or more sentences. Explain that tomorrow’s lesson will focus on developing a composition based on the notes.

Extension

Use supplementary Internet materials to add interest and information. For example, more advanced learners could read text from the Web instead of the adapted text yet still complete the same charts.