

*¿Quiénes son los Taínos?*

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| **Introduction** | |
| The Taíno peoples, often overshadowed by the more popular Aztec, Maya and Inca within foreign language instruction, were “once the most numerous indigenous people of the Caribbean” according to the Encyclopedia Britannica. They inhabited Cuba, Hispañola, Puerto Rico and other nearby islands and were the first indigenous people to make contact with Columbus upon his arrival in Hispañola. Unfortunately, the arrival of the Europeans brought them to extinction through enslavement, starvation and disease…Or so it was taught for many years until recent historic and scientific discoveries brought concrete proof to the contrary.  This unit will walk Spanish (second language) students through some indigenous history of the Americas, European contact and its impact on the Taíno people in L2. As created ,it is intended for a level III / IV classroom, but could be scaled up or down in level. | |
| **Indiana Standards Connections:**    **1C.1I.IM.a -** I can exchange information in conversations on familiar topics and some researched topics creating sentences and series of sentences and asking a variety of follow-up questions.  **1C.2I.IM.b** - In conversation and discussions I can understand the main idea and key information in short straightforward conversations.  **1C.2I.IH.a** - In both informational and fictional written texts, I can usually follow the main message in various time frames in straightforward, and sometimes descriptive texts.  **2C.CI.I.b** - In my own and other cultures, I can compare practices related to everyday life and personal interests or studies.  **3C.IP.I** - With limited support from the teacher, I can access and evaluate complex information and perspectives that are available through the target language and its cultures.  **3C.MC.I** - I can expand my knowledge of other disciplines while using the target language.  **4C.CC.I** - I can explain and provide generic details about differences and similarities between my community and cultures of the target language. | **Compelling Question(s):**     ¿Quiénes son los taínos?  ¿Por qué se sabe tan poquito de esta gente comparado con muchos otros grupos indígenas de Latinoamérica? |
| **Lesson Objectives:**    Students will:     * practice interpersonal communication in L2 in a impromptu yet guided conversations * analyze symbolism in Taíno cave drawings in L2 * compare and contrast different indigenous groups of Central and South America in L2 * read an extended National Geographic article in L2 about recent events regarding Taíno culture * contemplate why these events may have played out in the way that they did | |
| **Materials** | |
| * Class Projection Device * Access to the following CLASC items in the Indiana University Digital Toolbox:   + José María Cave * [Guided conversation Slideshow](https://indiana-my.sharepoint.com/:p:/g/personal/colames_iu_edu/EctjK47o27JBjd9dwHSl7WMB71H_kyA73zSqF75cX5TI8A?e=5WbM5B) in L2 * Copies of [Student Activity Page](https://indiana-my.sharepoint.com/:w:/g/personal/colames_iu_edu/EekYOUMX6tpBkhmLlMxlDMQBJu_o3_VB8t1qjlPhKkVrJA?e=HiIba1) * Copies of [Genocidio sobre el papel reading](https://indiana-my.sharepoint.com/:w:/g/personal/colames_iu_edu/EciUbkbFekFNu05OW-8wZ4cBM4F6fLUx0yA8ntM4B1_YtA?e=k822Qu) | |
| **Learning Plan** | |
| **Activities**   1. Begin by either presenting new vocabulary or reviewing previous vocab that will be used within this lesson. Look through the primary reading for the lesson (Genocidio sobre el papel) to determine which new vocabulary your students will most need.  * If presenting new vocabulary, the list can be turned into a slideshow or a Quizlet Live / Gimkit Activity that students can explore outside of class. * If reviewing previously taught vocabulary, the students can work in pairs to add the English to the list from memory and then further repetition can be given through a Quizlet Live / Gimkit Activity.  1. Once vocabulary has been introduced, pass out the [Student Activity Pages](https://indiana-my.sharepoint.com/:w:/g/personal/colames_iu_edu/EekYOUMX6tpBkhmLlMxlDMQBJu_o3_VB8t1qjlPhKkVrJA?e=HiIba1) and begin walking through the [Guided Conversation Slideshow](https://indiana-my.sharepoint.com/:p:/g/personal/colames_iu_edu/EctjK47o27JBjd9dwHSl7WMB71H_kyA73zSqF75cX5TI8A?e=5WbM5B) with students working in conversational pairs in L2. Teacher cues are provided built in and some notes for how to proceed are included on the first slide (to be skipped or eliminated when showing in the classroom).    1. There is an extended L2 reading ( [Genocidio sobre el papel](https://indiana-my.sharepoint.com/:w:/g/personal/colames_iu_edu/EciUbkbFekFNu05OW-8wZ4cBM4F6fLUx0yA8ntM4B1_YtA?e=k822Qu)) embedded within the slideshow that should also be printed for each student / pair and handed out when the Guided Conversation comes to it on slide 23.    2. There are a couple of additional slides at the end for continued discussion / contemplation after you have walked them through the reading in your preferred manner. | |
| **Assessment Suggestions**   * Students could write a summary or response to the material in short essay format - Presentational Writing * Students could do further research on Taíno culture to present in L2 - Presentational Speaking * Students could converse in partners for a specific length of time, sharing their reactions and opinions over what they learned - Interpersonal Communication * A True/False quiz-style review of the content in L2 - Interpretive Reading (or listening if given out loud) | |
| **Extensions**   * There are lots of numbers and dates within this unit. Reviewing large numbers and dates with years could be added as a side practice. * Additional L2 reading practices on the Taínos can be found here:   + <https://americanindian.si.edu/nk360/pdf/Taino-Gallery-Guide-Spanish.pdf>   + <https://www.nationalgeographic.es/historia/2018/02/el-pueblo-indigena-con-el-que-se-encontro-colon-aun-tiene-descendientes-vivos> * Students could further research any of the other presented groups and share a presentation with the class * North American indigenous groups, along with the Mapuche of South American, could be added to the unit | |