National Caribbean-American Heritage Month

Instructional Resources for Elementary and Secondary Classrooms

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Miami-Dade County Public Schools
Department of Social Sciences
June 2017
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Introduction

National Caribbean-American Heritage Month is celebrated each June. This occasion gives our diverse community an opportunity to recognize and celebrate the significance of Caribbean people and their descendants to the history of our community and nation.

To assist teachers, staff in the Department of Social Sciences has developed this instructional resource guide. The resources in this guide include:

- **BACKGROUND INFORMATION** - Background information that is helpful for both the teacher and student is provided.

- **LESSONS, ACTIVITIES, AND STRATEGIES** – Lesson ideas for elementary and secondary students with the support materials needed to complete the lessons are provided in this section of the guide.

- **INTERNET RESOURCES** - Related background information may be found on the web sites listed in this section of the guide.

- **CHARACTER EDUCATION RESOURCES** – Additional lesson ideas are included to support the District’s nine core values.
Background Information

• History of Caribbean-American Heritage Month

• Presidential Proclamation - National Caribbean-American Heritage Month

• Caribbean Islands – An Article from World Book, Advanced (2014)

• The Caribbean – An Article from the New World Encyclopedia (2013)

• Caribbean History Timeline – From WorldAtlas.Com

• Independent Countries of the Caribbean Islands

• Dependencies in the Caribbean Islands

• Maps of the Caribbean
History of National Caribbean-American Heritage Month

National Caribbean-American Heritage Month Marks its 12th Anniversary in 2017

In June 2005, the U.S. House of Representatives unanimously adopted H. Con. Res. 71, sponsored by Congresswoman Barbara Lee, recognizing the significance of Caribbean people and their descendants in the history and culture of the United States. On February 14, 2006, the resolution similarly passed the U.S. Senate, culminating a two-year, bipartisan and bicameral effort.

Since the declaration, the White House has issued an annual proclamation recognizing June as Caribbean-American Heritage Month. June 2017 marks the twelfth anniversary of National Caribbean-American Heritage Month.

The campaign to designate June as National Caribbean American Heritage Month was spearheaded by Dr. Claire Nelson, Founder and President of the Institute of Caribbean Studies. Through the commemoration of this month, it is hoped that the American nation is reminded that its greatness lies in its diversity, with Caribbean immigrants from founding father Alexander Hamilton, to journalist Malcolm Gladwell, helping to shape the American dream.

Source: Adapted from http://www.caribbeanamericanmonth.org/
President Proclamation - National Caribbean-American Heritage Month

NOTE: The 2017 proclamation by President Trump had not been issued at the time this resource guide was compiled. This year’s proclamation can be found at Whitehouse.gov at: https://www.whitehouse.gov/briefing-room/presidential-actions/proclamations.

NATIONAL CARIBBEAN-AMERICAN HERITAGE MONTH, 2016

BY THE PRESIDENT OF THE UNITED STATES OF AMERICA

A PROCLAMATION

The dynamism and diversity of Caribbean Americans have contributed to our Nation's story in extraordinary ways. Millions of people in the United States are connected to our Caribbean neighbors through ties of commerce and family -- a relationship reinforced by the values and history we hold in common. During National Caribbean-American Heritage Month, we celebrate the contributions of our Caribbean-American brothers and sisters, and we reflect on how they have bolstered our country and enriched our traditions.

The bonds between the United States and the Caribbean remain strong. Both rooted in similar legacies -- of trial and triumph, oppression and liberation -- our narratives have advanced on a similar path of progress, driven forward by our shared dedication to fostering opportunity and forging a brighter future. Caribbean Americans excel in our universities, inspire us as athletes and musicians, guide us as community and government leaders, and keep us safe through dedicated service in our Armed Forces. The United States is committed to working with the nations of the Caribbean to advance security, liberty, and prosperity. That is why we have begun a new chapter in our relationship with Cuba -- extending a new hand of friendship to the Cuban people that offers fresh hope for both our futures and will improve the lives of those living in both our countries. My Administration also introduced the 100,000 Strong in the Americas initiative to provide higher education exchanges to students across the Western Hemisphere, and we launched the Young Leaders of the Americas Initiative to address persistent opportunity gaps in the Americas and to give emerging entrepreneurs and civil society leaders the resources they need to reach their full potential. In harnessing the spirit and boldness of young people in the Caribbean and throughout the Americas, and in channeling their creativity and innovation, we can continue to build on the progress we have made. And by carrying out Jamaican-American poet Claude McKay's call to "strive on to gain the height although it may not be in sight," we can enable more young people, here at home and throughout the Caribbean, to reach for the change that is within their grasp.
The legacy of Caribbean Americans is one of tenacity and drive; it reminds us that in America, with faith and determination, anything is possible. This month, let us honor the resilient heritage and rich history of Caribbean Americans, and let us reflect upon the diversity of experiences that unites us as a people.

NOW, THEREFORE, I, BARACK OBAMA, President of the United States of America, by virtue of the authority vested in me by the Constitution and the laws of the United States, do hereby proclaim June 2016 as National Caribbean-American Heritage Month. I encourage all Americans to celebrate the history and culture of Caribbean Americans with appropriate ceremonies and activities.

IN WITNESS WHEREOF, I have hereunto set my hand this thirty-first day of May, in the year of our Lord two thousand sixteen, and of the Independence of the United States of America the two hundred and fortieth.

BARACK OBAMA
Caribbean Islands

The article below on the Caribbean islands is an excellent overview of the geography, history and people of the region. The article is intended primarily as a reference for teachers.

The article is from the on-line edition of the World Book Encyclopedia Advanced (2014) available for students and teachers through the Miami-Dade County Public Schools' Department of Library Media Services. To access the full article:

- Visit Library Media Services at http://library.dadeschools.net/
- (Password needed. Check with the Media Specialist.)
- Click the On-line Data Bases and select World Book Online Reference Center
- Select World Book Advanced
- Search for the article entitled “Caribbean Islands.”

Additional articles may be found on individual countries in the Caribbean region.

Introduction

Caribbean Islands are an island chain that divides the Caribbean Sea from the rest of the Atlantic Ocean. The islands stretch about 2,000 miles (3,200 kilometers) from near southern Florida to Venezuela's northern coast. Historically, the name West Indies has been used to describe all of the islands in the Caribbean Sea. Today, however, many people use the name to describe only the English-speaking parts of the Caribbean region, including Guyana on the mainland of South America.

Three main island groups make up the Caribbean Islands. They are (1) the Bahamas in the north, (2) the Greater Antilles near the center, and (3) the Lesser Antilles in the southeast. The Bahamas consist of about 3,000 small islands and reefs. The Greater Antilles include the large islands of Cuba, Jamaica, Hispaniola, and Puerto Rico. Hispaniola is divided into two countries—the Dominican Republic and Haiti. The Lesser Antilles are smaller islands southeast of Puerto Rico. They are divided into two groups, the Leeward Islands and the Windward Islands. All the Caribbean Islands except the Bahamas are sometimes called the Antilles. The warm and sunny climate, beautiful beaches, and tropical scenery of the Caribbean Islands attract many tourists.

The first inhabitants of the Caribbean Islands were American Indians. In 1492, Christopher Columbus became the first European to reach the islands, when he landed on an island believed to be present-day San Salvador in the Bahamas. He called them
the Indies because he believed they were the East Indies islands of Asia. The islands were later given the name West Indies to distinguish them from the Asian islands. Today, many people simply call the region the Caribbean.

After Columbus visited the region, various European countries gained control of the Caribbean Islands. Today, most of the islands make up, or form part of, independent nations. The rest are associated with the United Kingdom, France, the Netherlands, or the United States.

**People**

*Population and Ancestry.* The Caribbean Islands have a population of about 43 million. About a fourth of the people live on Cuba, the largest of the islands. Some of the Caribbean Islands are among the world's most densely populated places.

A majority of the people of the Caribbean are descendants of black Africans who were brought to the islands as enslaved laborers to work on sugar cane or coffee plantations. Most of the rest are of mixed black and European ancestry, or have British, Dutch, French, Portuguese, or Spanish ancestry. A significant number of people are descended from farmworkers, mainly East Indians and Chinese, who arrived in the middle to late 1800's, after slavery was abolished. These farmworkers were indentured servants—that is, people who worked without wages for some time in exchange for passage to America. The area's original Indian population largely has died out or mixed with other ethnic groups. A small group of Carib Indians remains on Dominica.

**Languages**

The many languages and dialects spoken in the Caribbean reflect the dominant cultural heritage of the European groups that colonized the region. More people speak Spanish than any other language. Places where Spanish is spoken include Cuba, the Dominican Republic, and Puerto Rico. Haitian Creole, spoken by most Haitians, is the second most common language. French is the official language of Guadeloupe, Martinique, Saint-Barthélemy, and Saint-Martin. It is also an official language of Haiti. English is widely spoken in other parts of the region, for instance in Jamaica and in Trinidad and Tobago. Dutch is the, or an, official language of Aruba and other islands that are part of the Kingdom of the Netherlands. Many local people use a patois (dialect) that mixes African languages and mainly English or French. A dialect called Papiamento, which is a combination of chiefly Dutch, English, Portuguese, and Spanish, also is spoken on several islands.
**Way of Life**

About 65 percent of the people of the Caribbean Islands live in urban areas, and about 35 percent live in rural areas. Most cities and towns in the Caribbean Islands lie along the coasts. These modern urban centers include such large cities as Havana, Cuba; Kingston, Jamaica; San Juan, Puerto Rico; and Santo Domingo, Dominican Republic. They also include smaller towns, such as Bridgetown on Barbados and Roseau on Dominica. Many urban people work in business or government offices, stores, small factories, or in services related to tourism. The urban areas attract many rural people seeking a better way of life. But many of these people end up in crowded slums. The urban areas have a wide variety of housing, including shacks, modern suburban homes, high-rise apartments, and mansions.

The Caribbean Islands have few natural resources except for their land, so agriculture is an important way of life. Many people work on large sugar cane plantations that belong to wealthy landowners. Some people own or rent small plots of land on which they raise crops and livestock. Many families must struggle to produce enough food for their own needs. Most of the rural people live in small, one- or two-room wooden houses.

Because of the warm weather, clothing in the Caribbean tends to be light and loose. Hats are popular because they provide protection from the sun. The diet of most local people includes rice, beans, goat stew, pork, fish, and such tropical fruits as bananas, oranges, papayas, and plantains. Soft drinks, beer, and rum rank as favorite beverages. There are also restaurants that offer various non-Caribbean cuisines, such as Chinese food, especially in large urban areas.

**Religion**

Most of the people of the Caribbean Islands are Christians. Roman Catholicism is the main religion on the Spanish- and French-speaking islands. The English- and Dutch-speaking islands have a mixture of Catholics and Protestants. Small groups of Hindus, Jews, and Muslims also live in the Caribbean. On several of the islands, people practice religions with traditional African influences. For example, Vodou (sometimes called Voodoo) is practiced on Hispaniola. Ras Tafari, a religious group that worships former Emperor Haile Selassie I of Ethiopia as God, has numerous followers on Jamaica and several other islands.
Education

Government-sponsored elementary and secondary education is available throughout the Caribbean. But schools in rural areas often face shortages of teachers and equipment, and many students drop out and get jobs to help support their families. The Caribbean Islands have a number of colleges and universities, but many students go abroad to college. Many islands have technical schools that prepare people for careers in agriculture, engineering, tourism, and other fields.

Recreation

Popular sports in the Caribbean include baseball, basketball, cricket, soccer, and track and field. Music, including calypso, meringue, reggae, and salsa music, is a favorite form of recreation. Most people enjoy performances of traditional songs and dances, and festivals are widely celebrated.

Land and Climate

The Caribbean Islands cover a land area of about 90,000 square miles (234,000 square kilometers). The islands are spread out over a huge crescent more than 2,000 miles (3,200 kilometers) long. They are part of an underwater mountain chain that linked North and South America in prehistoric times. Many of the islands were formed by volcanoes. Others were formed after wind and rain wore down the mountain peaks. These islands are mostly flat strips of coral and limestone.

Volcanic mountains rise on a number of the islands. Several volcanoes have erupted in the last 500 years. They include Mount Pelée on Martinique, Soufrière on Basse-Terre Island in Guadeloupe, and another volcano called Soufrière on Saint Vincent. Other islands have boiling sulfur springs and inactive volcanic craters. Duarte Peak in the Dominican Republic on Hispaniola is the highest peak in the Caribbean Islands. It rises 10,417 feet (3,175 meters) above sea level. Fertile lowlands and sandy beaches line the coasts of many islands.

The Caribbean Islands have a number of fine harbors, and many islands have numerous bays and inlets along their coasts. Swift-flowing rivers run on many islands, but most can only be navigated by small boats. The Puerto Rico Trench, which lies off the northern coast of Puerto Rico, is one of the deepest spots in all the world's oceans. It descends to 28,232 feet (8,605 meters) below the ocean's surface.
Plant and Animal Life

Lush tropical vegetation covers many of the Caribbean Islands. Mangrove swamps, shrubs, grasses, and cactuses are common. The region's many flowering plants include bougainvillea, hibiscus, orchid, and poinsettia. Palms and citrus trees flourish. Bats, frogs, lizards, rodents, and many species of birds live on the islands. There are no large wild animals. Dolphins, tropical fish, and such game fish as barracuda, marlin, and sailfish thrive in the blue-green waters surrounding the Caribbean Islands.

Climate

The Caribbean Islands have warm, tropical and subtropical climates. Steady ocean winds keep temperatures mild all year. Temperatures average about 80 °F (27 °C) in the summer and about 75 °F (24 °C) in the winter.

Rainfall in the Caribbean Islands ranges from 20 inches (50 centimeters) a year in some places to as much as 200 inches (500 centimeters) a year in mountainous areas. Most islands have alternate wet and dry seasons, with heavy showers common during the wet season. Hurricanes frequently strike the region, chiefly in late summer and early fall. They often cause severe damage.

Economy

Agriculture and tourism rank as the chief economic activities of the Caribbean. Farming employs more than 40 percent of the work force. About 40 percent of the employed people work in government, tourism, or other service jobs. Most of the rest work in manufacturing, mining, or fishing. Unemployment is a problem.

Agriculture

Sugar cane is the area's leading crop. It is grown chiefly for export on large plantations. Other export crops include bananas, cacao (used to make chocolate), citrus fruits, coffee, tobacco, and spices. Farmers grow beans, carrots, sweet potatoes, tomatoes, and other crops throughout the Caribbean Islands. They also raise cattle, goats, pigs, and other livestock. However, many islands cannot produce enough to feed their people and must import food.
Tourism

More than 8 million people visit the islands each year to enjoy the sunny climate, beaches, and scenery. Many people tour the islands on cruise ships.

Manufacturing

Manufacturing in the Caribbean includes the production of cement, clothing, electrical parts, pharmaceuticals, plastics, and rum. Oil refineries on Curaçao process oil from Venezuela and other countries.

Mining

Mining is unimportant in most of the Caribbean Islands. There are some important deposits of oil, natural gas, and asphalt on Trinidad. Jamaica is a leading producer of bauxite. Cuba and the Dominican Republic have large deposits of iron ore and nickel.

Fishing

Bonitos, sharks, tuna, and such shellfish as clams, crabs, and lobsters live in the waters surrounding the Caribbean Islands. Almost all the fish that are caught are sold mainly in markets throughout the Caribbean Islands.

Trade

The main exports of the Caribbean Islands include assembled goods, bananas, petroleum products, rum, and sugar. Imports include food, manufactured products, and raw materials. Canada, the United Kingdom, and the United States are the area's main trading partners. A number of Caribbean countries belong to the Caribbean Community and Common Market (CARICOM), an economic union that encourages trade among its members.

Transportation and Communication

Most major Caribbean cities have an international airport. Regional airlines serve smaller islands. Cargo and passenger ships from around the world visit Caribbean ports. Paved roads link major cities with rural areas on most islands. Satellites beam radio and television programs from Europe and the United States to the Caribbean. Most of the islands have at least one newspaper.
History

Early Days

Ciboney Indians were the first inhabitants of the Caribbean Islands. They began living there during prehistoric times. Arawak Indians from South America moved to the Caribbean between about 200 B.C. and A.D. 1000. They eventually settled in the Greater Antilles. About A.D. 1300, the Arawak were followed by the more warlike Carib Indians, who populated most of the Lesser Antilles. Both groups grew crops near their villages. The people also fished, hunted, and gathered wild plants for food.

The Colonial Period

Christopher Columbus landed on a Caribbean island in 1492. The island probably was present-day San Salvador, in the Bahamas. During the next 10 years, he reached, and claimed for Spain, almost all the Caribbean Islands. The Spanish set up the first permanent European settlement in the islands in 1496 at Santo Domingo on Hispaniola. The search for gold and other riches drew thousands of Europeans to the region. In the early 1500's, Spaniards founded colonies on Cuba, Jamaica, and Puerto Rico. They enslaved the Indians and forced them to work in gold mines. Disease and overwork and other harsh treatment killed almost all the Indians.

Other Europeans learned of the wealth of the Caribbean. Pirates from England, France, and the Netherlands attacked Spanish ships and ports and stole valuable cargo. In the 1600's, the Danes, Dutch, English, and French established colonies on the smaller islands. The British invaded Jamaica in 1655. They gained formal possession of the island from the Spanish in 1670. The French took control of the western third of Hispaniola in 1697.

In the late 1600's and 1700's, the colonial powers gained great wealth from sugar cane and other crops grown in the Caribbean Islands. During this period, Europeans forcibly transported millions of black Africans to the islands and enslaved them on large plantations.

Abolition and Independence Movements

During the 1800's, revolutions weakened colonial control on several islands. In 1804, Haiti became the first independent nation in the Caribbean after enslaved people on Hispaniola, led by Toussaint Louverture and others, rebelled against their French rulers.
The Dominican Republic broke off from Haiti and declared independence in 1844. Slavery was abolished in all of the Caribbean Islands by the late 1800's. The plantation system then became much less profitable because plantation owners lost most of their cheap labor. As a result, European interest in the Caribbean declined.

The United States began playing an active role in the Caribbean in 1898. That year, a revolution in Cuba drew the United States into the Spanish-American War against Spain. After the United States won the war, Cuba became independent and Puerto Rico became a U.S. colony. In 1917, the United States purchased what are now the U.S. Virgin Islands from Denmark.

Dictators controlled Cuba, the Dominican Republic, and Haiti during much of the first half of the 1900's. In 1959, Fidel Castro overthrew the government of Cuba and established a Communist state.

Many Caribbean Islands have become independent or have gained more control over their own affairs since 1945. Both the Netherlands Antilles and Puerto Rico gained almost complete self-government in the early 1950's. Ten British colonies formed the West Indies Federation in 1958. They were Antigua, Barbados, Dominica, Grenada, Jamaica, Montserrat, St. Christopher-Nevis-Anguilla, St. Lucia, St. Vincent, and Trinidad and Tobago. The federation was dissolved in 1962 after Jamaica and Trinidad and Tobago became independent.

In the late 1960's, Antigua, Dominica, Grenada, St. Christopher-Nevis-Anguilla, St. Lucia, and St. Vincent became states associated with the United Kingdom. Together, the six states were called the West Indies Associated States. By the early 1980's, all of the West Indies Associated States except for St. Christopher-Nevis-Anguilla had become independent nations. In 1980, Anguilla officially became a separate British dependency (now known as an overseas territory). The rest of the state became independent in 1983 as a nation called St. Christopher and Nevis. This nation is now known as St. Kitts and Nevis.

In 2005, the Dutch government and the leaders of Bonaire, Curaçao, Saba, Saint Eustatius, and Saint Martin agreed to dissolve the Netherlands Antilles. The five islands became separate political units within the Kingdom of the Netherlands in 2010.

**The Caribbean Islands Today**

The Caribbean Islands today face a number of challenges, including limited economic opportunities, overcrowding, poverty, and few resources. Large numbers of people in
the Caribbean cannot find jobs or must work for low wages. Many people leave the islands in search of jobs. Caribbean governments are trying to develop new industries to lessen dependence on agriculture and tourism. Such regional economic organizations as the Caribbean Development Bank and CARICOM are also working to stimulate industrial growth.

In October 2012, Hurricane Sandy caused dozens of deaths and extensive crop and property damage in several Caribbean countries. Haiti and eastern Cuba were hit the hardest. Other places that reported deaths from the storm included the Bahamas, the Dominican Republic, Jamaica, and Puerto Rico.

Contributor: Stephen Small, Ph.D., Associate Professor of African American Studies, University of California, Berkeley.
The Caribbean

The Caribbean (also known as the West Indies) is a region of the Americas consisting of the Caribbean Sea, its islands, and the surrounding coasts. The region is located southeast of North America, east of Central America, and to the northwest of South America. The islands of the Caribbean are sorted into three main island groups: the Bahamas, the Greater Antilles and the Lesser Antilles. Situated largely on the Caribbean Plate, the area comprises more than seven thousand islands, islets, reefs, and cays. Geopolitically, the West Indies is usually regarded as a sub-region of North America and is organized into 28 territories including sovereign states, overseas departments, and dependencies.

The Caribbean is a favorite destination for vacationers because of its beautiful beaches and tropical climate, as well as the exceptionally diverse ecosystems, ranging from montane cloud forests to cactus scrublands.

History reveals the significant role these islands played in the colonial struggles of the European powers between the sixteenth and nineteenth centuries, as well as in the twentieth century Cold War era. Most islands at some point were, or still are, colonies of European nations.

Caribbean vs. West Indies

The name "Caribbean" is named after the Caribs, one of the dominant Amerindian groups in the region at the time of European contact during the late fifteenth century.

The term "West Indies" originates from Christopher Columbus's idea that he had landed in the Indies (then meaning all of southeast Asia, particularly India) when he had actually reached the Americas.

The Spanish term Antillas was commonly assigned to the newly discovered lands; stemming from this, "Sea of the Antilles" is a common alternate name for the Caribbean Sea in various European languages.

In the English-speaking Caribbean, someone from the Caribbean is usually referred to as a "West Indian," although the rather cumbersome phrase "Caribbean person" is sometimes used. The use of the words "Caribbean" and "Caribbeans" to refer to a West Indian or West Indians is largely known in the English-speaking Caribbean.

Spanish-speaking Caribbeans do not like to be called Hispanics or Latinos due to the significant differences between the South and Central American countries. Spanish-
speaking Caribbeans not only have different native origins but they also have different histories, (Spanish) dialects, cultures, traditions, food, and moral and religious beliefs. They relate more easily to fellow Spanish-speaking Caribbean countries, specifically Puerto Rico, the Dominican Republic and Cuba due to similar culture, history and Spanish dialect.

**Island Groupings**

The islands of the Caribbean are sorted into three main island groups: the Bahamas, the Greater Antilles and the Lesser Antilles. The Greater Antilles consists of Cuba, Jamaica, the island of Hispaniola (composed of Haiti on the west side and the Dominican Republic on the east side) and Puerto Rico. The Lesser Antilles consists of all the other islands in the Caribbean that are not a part of the Bahamas, the Greater...
Antilles or an island belonging to a continental nation. The Lesser Antilles are further grouped into the Windward and Leeward Islands.

The Leeward Islands are the northern portion of the Lesser Antilles and consist of The Virgin Islands, Anguilla, St. Martin, Saba (Netherlands Antilles), St. Eustatius (Netherlands Antilles), St. Barthélemy, Antigua and Barbuda, St. Kitts and Nevis, Montserrat, Guadeloupe, and Dominica. The Windward Islands are the Southern portion of the Lesser Antilles and consist of Martinique, St. Lucia, St. Vincent and the Grenadines, Grenada, Barbados, and Trinidad and Tobago.

**Geography and Climate**

The geography and climate in the Caribbean region varies from one place to another. Some islands in the region have relatively flat terrain of non-volcanic origin. Such islands include Aruba, Barbados, Bonaire, the Cayman Islands, and Anguilla. Others possess rugged, towering mountain ranges like the islands of Cuba, the British Virgin Islands, Dominica, Hispaniola, Jamaica, Montserrat, Puerto Rico, Saba, St. Kitts, St. Lucia, Antigua, and Trinidad.

The climate of the region mainly ranges between sub-tropical to tropical and depends a great deal upon location in proximity to the Tradewinds from the Atlantic. The Tradewinds blow towards the Eastern Caribbean Islands and head northwest up the chain of Windward Islands. There are no sharply marked changes between winter and summer in the West Indies. Average January temperatures range between 71°F to 77°F (22°C to 25°C), and average July temperatures range from 77°F to 84°F (25°C to 29°C).

Climate can vary widely, especially on larger islands, where high mountains can give rise to variations from coastal weather patterns. The main difference between seasons is the amount of rainfall.

Hurricane season plays a large role in bringing rainfall to the Caribbean. However, on the larger islands the mountains have a strong effect on weather patterns and causes relief rainfall.

The Puerto Rico Trench located on the fringe of the Atlantic Ocean and Caribbean Sea just to the north of the island of Puerto Rico is said to be the deepest point in the entire Atlantic Ocean. In the waters of the Caribbean Sea, coral reef formations and large migratory schools of fish and turtles can be found.
**Biodiversity**

The Caribbean Islands support exceptionally diverse ecosystems, ranging from montane cloud forests to cactus scrublands. These ecosystems have been devastated by deforestation and human encroachment. The hotspot has dozens of highly threatened species, including two species of solenodon (giant shrews) and the Cuban crocodile. The hotspot is also remarkable for the diminutive nature of much of its fauna.

The Caribbean is home to 6,550 native plants, 41 native mammals, 163 native birds, 469 native reptiles, 170 native amphibians and 65 native freshwater fish. Many islands are home to their own species of native plants and animals, particularly Cuba, which is home to more than half the region's native plants.

**History**

The history of the Caribbean reveals the significant role the region played in the colonial struggles of the European powers between the sixteenth and nineteenth centuries. In the twentieth century the Caribbean was again important during World War II, in the decolonization wave in the post-war period, and in the tension between Communist Cuba and the United States. Genocide, slavery, immigration, and rivalry between world powers have given Caribbean history an impact disproportionate to the size of this small region.

**The Caribbean Before European Contact**

The oldest evidence of humans in the Caribbean is in southern Trinidad at Banwari Trace, where remains have been found from seven thousand years ago. These pre-ceramic sites, which belong to the Archaic (pre-ceramic) age, have been termed Ortoiroid. The earliest archaeological evidence of human settlement in Hispaniola dates to about 3600 B.C.E., but the reliability of these finds is questioned. Consistent dates of 3100 B.C.E. appear in Cuba. The earliest dates in the Lesser Antilles are from 2000 B.C.E. in Antigua. A lack of pre-ceramic sites in the Windward Islands and differences in technology suggest that these Archaic settlers may have Central American origins. Whether an Ortoiroid colonization of the islands took place is uncertain, but there is little evidence of one.

Between 400 B.C.E. and 200 B.C.E. the first ceramic-using agriculturalists, the Saladoid culture, entered Trinidad from South America. They expanded up the Orinoco River to Trinidad, and then spread rapidly up the islands of the Caribbean. Sometime after 250 C.E. another group, the Barancoid, entered Trinidad. The Barancoid society collapsed along the Orinoco around 650 C.E. and another group, the Arauquinoid, expanded into these areas and up the Caribbean chain. Around 1300 C.E. a new group,
the Mayoid, entered Trinidad and remained the dominant culture until Spanish settlement.

At the time of the European discovery of most of the islands of the Caribbean, three major Amerindian indigenous peoples lived on the islands: the Taíno in the Greater Antilles, the Bahamas and the Leeward Islands, the Island Caribs and Galibi in the Windward Islands, and the Ciboney in western Cuba. The Taínos are subdivided into Classic Taínos, who occupied Hispaniola and Puerto Rico, Western Taínos, who occupied Cuba, Jamaica, and the Bahamian archipelago, and the Eastern Taínos, who occupied the Leeward Islands. Trinidad was inhabited by both Carib speaking and Arawak-speaking groups.

**The Colonial Era**

Soon after Columbus came to the Caribbean, both Portuguese and Spanish explorers began claiming territories in Central and South America. These early colonies brought gold to Europe; most specifically England, the Netherlands, and France. These nations hoped to establish profitable colonies in the Caribbean. Colonial rivalries made the Caribbean a cockpit for European wars for centuries.

**Spanish Conquest**

During the first voyage of the explorer Christopher Columbus (mandated by the Spanish crown), contact was made with the Lucayans in the Bahamas and the Taíno in Cuba and the northern coast of Hispaniola, and a few of the native people were taken back to Spain. Small amounts of gold were found in their personal ornaments and other objects such as masks and belts. The Spanish, who came seeking wealth, enslaved the native population and rapidly drove them to near-extinction. To supplement the Amerindian labor, the Spanish later began bringing African slaves to their colonies. Although Spain claimed the entire Caribbean, they settled only the larger islands of Hispaniola, Puerto Rico, Cuba, Jamaica, and Trinidad.

**Other European Powers**

After the Spanish Empire declined, in part due to the reduced native population of the area from diseases carried from Europe, to which the native peoples had no natural resistance, other European powers established a presence in the Caribbean.

- Francis Drake was an English privateer who attacked many Spanish ships and forts in the Caribbean, including San Juan harbor in 1595. His most celebrated Caribbean exploit was the capture of the Spanish Silver Train at Nombre de Dios in March 1573.
The English admiral William Penn seized Jamaica in 1655, and it remained under British rule for over three hundred years. The British eventually also held Barbados, St. Kitts and Nevis, Antigua, Montserrat, and Bermuda.

In 1697 the Spanish ceded the western third of Hispaniola (Haiti) to France. France also had control of Guadeloupe, Martinique, and Tortuga.

The Dutch took over Saba, St. Martin, St. Eustatius, Curacao, Bonaire, Aruba, Tobago, St. Croix, Tortola, Anegada, Virgin Gorda, Anguilla, and, for a short time, Puerto Rico, together called the Dutch West Indies, in the seventeenth century.

The Danish ruled the present U.S. Virgin Islands from 1672 to 1917, selling sovereignty over these Danish West Indies to the United States in 1917.

The Caribbean was known for pirates, especially between 1640 and 1680. The term "buccaneer" is often used to describe a pirate operating in this region.

Wars
The Caribbean region was war-torn throughout much of its colonial history, but the wars were often based in Europe, with only minor battles fought in the Caribbean. Some wars, however, were born of political turmoil in the Caribbean itself. The wars fought in the Caribbean included:

- The Thirty Years' War between the Netherlands and Spain.
- The First, Second, and Third Anglo-Dutch Wars.
- The Nine Years' War between the European powers.
- The War of Spanish Succession or Queen Anne's War, which spawned a generation of some of the most infamous pirates.
- The War of Jenkins' Ear or The War of Austrian Succession; Spain and Britain fought over trade rights; Britain invaded Spanish Florida and attacked the citadel of Cartagena de las Indias in present-day Colombia.
- The Seven Years' War or the French & Indian War, which was the first "world war" between France, her ally Spain, and Britain; France was defeated and was willing to give up all of Canada to keep a few highly profitable sugar-growing islands in the Caribbean. Britain seized Havana toward the end, and traded that single city for all of Florida at the Treaty of Paris in 1763.
- The American Revolution, which saw large British and French fleets battling in the Caribbean again. American independence was assured by French naval victories in the Caribbean.
- The French Revolution, which allowed for the creation of the Republic of Haiti.
- The Spanish-American War, which ended Spanish control of Cuba and Puerto Rico and heralded the period of American dominance of the islands.
Independence

Haiti, the former French colony of St. Domingue on Hispaniola, was the first Caribbean nation to gain independence from European powers when, in 1791, a slave rebellion of the Black Jacobins led by Toussaint l’Ouverture started the Haitian Revolution, establishing Haiti as a free, black republic by 1804. Haiti became the world’s oldest black republic, and the second-oldest republic in the Western Hemisphere, after the United States. The remaining two-thirds of Hispaniola were conquered by Haitian forces in 1821. In 1844, the newly-formed Dominican Republic declared its independence from Haiti.

Some Caribbean nations gained independence from European powers in the nineteenth century. Some smaller states are still dependencies of European powers today. Cuba remained a Spanish colony until the Spanish American War.

Between 1958 and 1962 most of the British-controlled Caribbean became the West Indies Federation before they separated into many separate nations.

American Influence

Since the Monroe Doctrine, the United States gained a major influence on most Caribbean nations. In the early part of the twentieth century this influence was extended by participation in The Banana Wars. Areas outside British or French control became known in Europe as "America’s tropical empire."

Victory in the Spanish-American War and the signing of the Platt Amendment in 1901 ensured that the United States would have the right to interfere in Cuban political and economic affairs, militarily if necessary. After the Communist-led Cuban Revolution of 1959, relations deteriorated rapidly leading to the Bay of Pigs, the Cuban Missile Crisis, and successive U.S. attempts to destabilize the island, based upon Cold War fears of communism and the Soviet threat. The U.S. invaded and occupied Hispaniola for 19 years (1915–1934), subsequently dominating the Haitian economy through aid and loan repayments. The U.S. invaded Haiti again in 1994 and in 2004 were accused by CARICOM of arranging a coup d'état to remove elected Haitian leader Jean-Bertrand Aristide.

In 1965 23,000 U.S. troops were sent to the Dominican Republic to quash a local uprising against military rule. President Lyndon Johnson had ordered the invasion to stem what he deemed to be a "Communist threat." However, the mission appeared ambiguous and was roundly condemned throughout the hemisphere as a return to gunboat diplomacy. In 1983 the U.S. invaded Grenada to remove populist left-wing
leader Maurice Bishop. The U.S. maintains a naval military base in Cuba at Guantanamo Bay.

**Historical Groupings**

Most islands at some point were, or still are, colonies of European nations:

- **Spanish West Indies:** Cuba, Hispaniola, Haiti until 1609, Puerto Rico, Jamaica until 1655, the Cayman Islands, Trinidad until 1797, and the Bay Islands until 1643.
- **French West Indies:** Anguilla, Antigua and Barbuda, Dominica, Dominican Republic, Grenada, Haiti, Montserrat, St. Lucia, St. Vincent and the Grenadines, St. Eustatius, St Kitts, Tobago, St. Croix, the current French overseas départements of Martinique and Guadeloupe (including Marie-Galante, La Désirade, and Les Saintes), and the current French overseas collectivities of St. Barthelemy and St. Martin.
- **British West Indies/Anglophone Caribbean:** Anguilla, Antigua and Barbuda, Bahamas, Barbados, Belize, the Bay Islands, the British Virgin Islands, the Cayman Islands, Dominica, Grenada, Guyana, Jamaica after 1655, Montserrat, St. Croix, Saint Kitts and Nevis, St. Lucia, St. Vincent and the Grenadines, Trinidad and Tobago after 1797, and the Turks and Caicos Islands.
- **Danish West Indies:** present-day United States Virgin Islands.
- **Dutch West Indies:** present-day Netherlands Antilles and Aruba, Virgin Islands, St. Croix, Tobago, and the Bay Islands.
- **Swedish West Indies:** present-day French St. Barthélemy.
- **Portuguese West Indies:** present-day Barbados, known as Los Barbados in the 1500s, when the Portuguese occupied the island during the same time as Brazil. However, the Portuguese abandoned Barbados in 1533, nearly a century prior to the British arrival on the island.

The British West Indies were formerly united by the United Kingdom into a West Indies Federation. The independent countries which were once a part of the British West Indies still have a unified composite cricket team that successfully competes in test matches and one-day internationals. The West Indian cricket team includes the South American nation of Guyana, the only former British colony on that continent.

In addition, these countries share the University of the West Indies as a regional entity. The university consists of three main campuses in Jamaica, Barbados, and Trinidad and Tobago, a smaller campus in the Bahamas, and resident tutors in other contributing territories.
The nations of Belize and Guyana, although on the mainland of Central America and South America respectively, are former British colonies and maintain many cultural ties to the Caribbean and are members of CARICOM (Caribbean Community). Guyana participates in West Indies cricket tournaments and many players from Guyana have been in the West Indies Test cricket team. The Turneffe Islands (and many other islands and reefs) are part of Belize and lie in the Caribbean Sea. The nation of Suriname, on the mainland of South America, is a former Dutch colony and also a member of CARICOM.

**Indigenous Tribes of the Caribbean**

- Arawak
- Kalinago
- Ciboney
- Galibi
- Garifuna
- Igneri
- Lucayan
- Taino

**Regional Institutions**

Some of the bodies that several islands share in collaboration include:

- Caribbean Community (CARICOM), Guyana
- Caribbean Examinations Council (CXC), Barbados and Jamaica
- Association of Caribbean States (ACS), Trinidad and Tobago
- Organization of Eastern Caribbean States (OECS), St. Lucia
- Caribbean Development Bank (CDB), Barbados
- Caribbean Disaster Emergency Response Agency (CDERA), Barbados
- Caribbean Program for Economic Competitiveness (CPEC), St. Lucia
- Caribbean Tourism Organization (CTO), Barbados
- Inter-American Economic Council (IAEC), Washington, D.C.
- United Nations - Economic Commission for Latin America and the Caribbean (ECLAC), Chile and Trinidad and Tobago
- Caribbean Association of Industry and Commerce (CAIC), Trinidad and Tobago
- Caribbean Association of National Telecommunication Organizations (CANTO), Trinidad and Tobago
- Caribbean Electric Utility Services Corporation (CARILEC), St. Lucia
- Caribbean Hotel Association (CHA), Puerto Rico
- Caribbean Regional Environmental Program (CREP), Barbados
- Caribbean Regional Fisheries Mechanism (CRFM), Belize
• Caribbean Telecommunications Union (CTU), Trinidad and Tobago
• West Indies Cricket Board (WICB), Antigua and Barbuda

Adapted from: New World Encyclopedia,
http://www.newworldencyclopedia.org/entry/Caribbean
Caribbean History Timeline

200s - 1300s
- Most of the Caribbean inhabited by Carib, Taino, and Arawak Indians

1400s
- (1492 - 1493) Christopher Columbus made his first voyage to the New World

1500s
- (1500s) The Spanish Empire claimed the entire Caribbean and most of Latin America. Hispanola, Puerto Rico, Cuba, Jamaica, and Trinidad were settled.
- (1522) Taino Indian leader, Enriquillo, led a successful rebellion against the Spanish granting his people freedoms and rights
- (1524) The Council of the Indies was created by the Spanish as a governing body over Caribbean and Latin American territories
- (1590s) English privateer, Sir Francis Drake, waged war on Spanish ships and ports

1600s
- (1600s) British, French and Dutch forces seized Caribbean territories from failing Spanish Empire. Illegal "piracy" and legal "privateering" began throughout the Caribbean
- (1612) British colonized Bermuda
- (1623) British colonized St. Kitts
- (1627 - 1635) British colonized Barbados, Nevis, Antigua, Montserrat, Anguilla, Tortola and Windward Islands
- (1635) French contested colonization of St. Kitts. French colonized Guadeloupe and Martinique
- (1650 - 1730) The Golden Age of Piracy began in the Caribbean
- (1655) English conquered Jamaica
- (1650 - 1680) Dutch colonized Saba, St. Eustatius, Saint Martin, Curacao, Bonaire, Aruba, Tobago, St. Croix, Tortola, Anegada, Virgin Gorda, Anguilla, and the U.S. Virgin Islands
- (1664 - 1674) St. Eustatius changed hands ten times in British - Dutch disputes over the island
- (1697) Spain ceded Haiti to France. France controlled Tortuga

1700s
- (1700 - 1750s) Caribbean colonies prospered in sugar, tobacco, and rice farming. Trade between colonies and nations prevalent
- (1750s) Turks and Caicos captured by the British
(1761 - 1778) British captured Dominica from France
(1763) Britain captured Havana during the Seven Years War. Britain traded that one city for a large area of land in Florida, including St. Augustine.
(1778 - 1783) French forces recaptured Dominica
(1762 - 1783) British and French forces contested Saint Vincent and the Grenadines
(1775 - 1783) French Caribbean naval victories over the British aided revolutionary war efforts for the Americans. American Revolutionary War weakened British power.
(1791) A slave rebellion against French forces, dubbed the Haitian Revolution, established Haiti as the world's oldest free, black republic. It was also the second oldest republic in the western hemisphere

1800s
(1821) Haitian forces conquered the rest of Hispanola
(1825) France recognized Haiti as a free nation
(1834) Slavery was abolished in the British Empire and in all of their Caribbean colonies
(1844) Dominican Republic declared its independence from Haiti
(1863) Dutch empire abolished slavery in its Caribbean colonies
(1896) Captain-General Valeriano Weyler forced peasants into concentration camps

1900s
(1906) Cuba placed under U.S. occupation
(1915 - 1934) U.S. occupied Haiti
(1916 - 1924) U.S. occupied Dominican Republic
(1917) Danes sold U.S. Virgin Islands to the U.S. for $25 million
(1940) General Batista elected Cuba’s president
(1958 - 1962) The Federation of the West Indies was created - included many Caribbean colonies
(1959) Communist leader Fidel Castro overthrows Batista government in Cuba
(1962) Dissolution of the Federation of the West Indies inspired Jamaica and Trinidad and Tobago to declare independence
(1962) U-2 spy plane discovered evidence of Russian nuclear missiles in Cuba. Cuban Missile Crisis ensued. Russians eventually dismantled Cuban missile bases
(1966) Barbados declared their independence from Britain
(1971) "Baby Doc" Jean-Claude Duvalier succeeded his father as head of Haiti
(1973) The Bahamas declared independence from Britain
- (1974) Grenada declared independence from Britain
- (1986) "Baby-Doc" and wife fled Haiti under protests over corruption

2000s
- (2004) Excessive rain caused flooding in Haiti - claimed 3300 lives
- (2008) Raul Castro replaces Fidel Castor as the leader of Cuba
- (2008) Hurricanes killed 800 people in Haiti during a strong hurricane season
- (2010) A magnitude 7.0 earthquake hit Haiti, an estimated 316,000 people died. Over 1,000,000 people made homeless
- (2010) Deepwater Horizon oil well exploded, leaked hundreds of thousands of barrels of oil into the Gulf of Mexico. Threatened Caribbean marine life and beaches
- (2014) Hurricane Matthew strikes Haiti leaving over 1,000 dead, 200,000 homes destroyed, and 1.4 million people in need of humanitarian aid.
- (2017) Jovenel Moise is sworn in to office as the President of Haiti.

<table>
<thead>
<tr>
<th>Name</th>
<th>Area in mi²</th>
<th>Area in km²</th>
<th>Population¹</th>
<th>Capital</th>
<th>Official language</th>
<th>Date of independence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Antigua and Barbuda</td>
<td>171</td>
<td>442</td>
<td>93,000</td>
<td>Saint John's</td>
<td>English</td>
<td>1981</td>
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<td>Bahamas</td>
<td>5,382</td>
<td>13,939</td>
<td>359,000</td>
<td>Nassau</td>
<td>English</td>
<td>1973</td>
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<tr>
<td>Barbados</td>
<td>166</td>
<td>430</td>
<td>277,000</td>
<td>Bridgetown</td>
<td>English</td>
<td>1966</td>
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<tr>
<td>Cuba</td>
<td>42,427</td>
<td>109,886</td>
<td>11,189,000</td>
<td>Havana</td>
<td>Spanish</td>
<td>1898</td>
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<tr>
<td>Dominica</td>
<td>290</td>
<td>751</td>
<td>71,000</td>
<td>Roseau</td>
<td>English</td>
<td>1978</td>
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<tr>
<td>Dominican Republic</td>
<td>18,792</td>
<td>48,671</td>
<td>10,429,000</td>
<td>Santo Domingo</td>
<td>Spanish</td>
<td>1844</td>
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<tr>
<td>Grenada</td>
<td>133</td>
<td>344</td>
<td>106,000</td>
<td>Saint George's</td>
<td>English</td>
<td>1974</td>
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<tr>
<td>Haiti</td>
<td>10,714</td>
<td>27,750</td>
<td>10,518,000</td>
<td>Port-au-Prince</td>
<td>French</td>
<td>1804</td>
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<tr>
<td>Jamaica</td>
<td>4,244</td>
<td>10,991</td>
<td>2,780,000</td>
<td>Kingston</td>
<td>English</td>
<td>1962</td>
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<tr>
<td>Saint Kitts and Nevis</td>
<td>101</td>
<td>261</td>
<td>54,000</td>
<td>Basseterre</td>
<td>English</td>
<td>1983</td>
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<tr>
<td>Saint Lucia</td>
<td>238</td>
<td>616</td>
<td>180,000</td>
<td>Castries</td>
<td>English</td>
<td>1979</td>
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<tr>
<td>Saint Vincent and the Grenadines</td>
<td>150</td>
<td>389</td>
<td>109,000</td>
<td>Kingstown</td>
<td>English</td>
<td>1979</td>
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<tr>
<td>Trinidad and Tobago</td>
<td>1,981</td>
<td>5,130</td>
<td>1,335,000</td>
<td>Port-of-Spain</td>
<td>English</td>
<td>1962</td>
</tr>
</tbody>
</table>

¹Populations are current estimates based on the latest figures from official government, United Nations, and other sources.

Source: World Book (Advanced), 2015
### Dependencies in the Caribbean Islands

<table>
<thead>
<tr>
<th>Name</th>
<th>Area in mi²</th>
<th>Area in km²</th>
<th>Population¹</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anguilla</td>
<td>37</td>
<td>96</td>
<td>17,000</td>
<td>British overseas territory; some self-government</td>
</tr>
<tr>
<td>Aruba</td>
<td>69</td>
<td>180</td>
<td>109,000</td>
<td>Self-governing part of the Netherlands</td>
</tr>
<tr>
<td>Bonaire</td>
<td>111</td>
<td>288</td>
<td>16,000</td>
<td>Overseas municipality of the Netherlands</td>
</tr>
<tr>
<td>Cayman Islands</td>
<td>101</td>
<td>262</td>
<td>58,000</td>
<td>British overseas territory</td>
</tr>
<tr>
<td>Curaçao</td>
<td>171</td>
<td>444</td>
<td>148,000</td>
<td>Self-governing part of the Netherlands</td>
</tr>
<tr>
<td>Guadeloupe</td>
<td>658</td>
<td>1,705</td>
<td>469,000</td>
<td>Overseas region and department of France</td>
</tr>
<tr>
<td>Martinique</td>
<td>436</td>
<td>1,128</td>
<td>410,000</td>
<td>Overseas region and department of France</td>
</tr>
<tr>
<td>Montserrat</td>
<td>39</td>
<td>102</td>
<td>5,000</td>
<td>British overseas territory</td>
</tr>
<tr>
<td>Puerto Rico</td>
<td>3,425</td>
<td>8,870</td>
<td>3,770,000</td>
<td>United States commonwealth</td>
</tr>
<tr>
<td>Saba</td>
<td>5</td>
<td>13</td>
<td>2,000</td>
<td>Overseas municipality of the Netherlands</td>
</tr>
<tr>
<td>St.-Barthélemy</td>
<td>8</td>
<td>21</td>
<td>7,000</td>
<td>Overseas collectivity of France</td>
</tr>
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<td>Saint Eustatius</td>
<td>8</td>
<td>21</td>
<td>4,000</td>
<td>Overseas municipality of the Netherlands</td>
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<tr>
<td>St. Maarten</td>
<td>13</td>
<td>34</td>
<td>40,000</td>
<td>Self-governing part of the Netherlands</td>
</tr>
<tr>
<td>St.-Martin</td>
<td>21</td>
<td>54</td>
<td>32,000</td>
<td>Overseas collectivity of France on St. Martin</td>
</tr>
<tr>
<td>Turks and Caicos Islands</td>
<td>366</td>
<td>948</td>
<td>45,000</td>
<td>British overseas territory</td>
</tr>
<tr>
<td>Virgin Islands, British</td>
<td>58</td>
<td>151</td>
<td>30,000</td>
<td>British overseas territory; some self-government</td>
</tr>
<tr>
<td>Virgin Islands, United States</td>
<td>134</td>
<td>347</td>
<td>108,000</td>
<td>U.S. organized unincorporated territory</td>
</tr>
</tbody>
</table>

Source: World Book (Advanced), 2015
Map of the Caribbean

Source: http://www.lonelyplanet.com/maps/caribbean/map_of_caribbean.jpg
Map of the Caribbean

Source: http://www.welcome-dominican-republic.com/images/carribean-map.gif
Map of the Caribbean

Source: http://www.sheppardsoftware.com/images/Caribbean/caribbeanblank.gif
Suggested Classroom Activities for Elementary Students
Suggested Elementary Classroom Activities

TEACHER'S NOTE: Given the brief time available to celebrate Caribbean-American Heritage Month before school closes, lesson ideas, rather than full lesson plans, are included in this instructional resource guide. The activity sheets required to complete the activities outlined below are included. Teachers are encouraged to re-visit these activities during the course of the next school year, as appropriate.

1. Have the students label and color an outline map of the Caribbean. (Maps are included in the Background section of this instructional resource guide.) Determine which are countries, territories, or dependencies utilizing the charts also found in the Background section of this instructional resource guide.

2. Have the students read the History Channel article about pirate strongholds in the Caribbean. Have them plot on the map where these strongholds were located. Discuss why these strongholds were strategic. (The article may be found at http://www.history.com/news/history-lists/6-famous-pirate-strongholds)

3. Have the students select a country from the Caribbean region to research. Have students complete the “Country Profile” activity that is provided in this instructional resource guide.

4. To illustrate the influences of Caribbean culture in the local community, have the students work at home to complete the “Caribbean Heritage Treasure Hunt” activity. The activity sheet is provided in this instructional resource guide.

5. Have the students compile research on a notable person from the Caribbean. A list of notable actors, authors, artists, athletes, singers, musicians, and government leaders may be found at http://caribbean.halloffame.tripod.com/. Students may summarize their findings on the “Biography Profile” provided in this instructional resource guide.
Country Profile - Caribbean Heritage - Elementary Activity

Your Name: __________________________    Date: ____________

1. What is the name of the country you are studying?
   ______________________________________________________

2. Find the country on the map and color it. Label the capital of the country.

3. Draw and color the flag of the country on the worksheet. What do the colors and the symbols on the flag represent?

4. What foods are enjoyed by the people in the country?
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________

5. What holidays and traditions are celebrated in the country?
   ______________________________________________________
6. What kind of dances and music are enjoyed in the country?

7. What 3 interesting facts can you find about the country you are studying?
Flag of

What do the colors and symbols on the flag represent?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Caribbean Heritage Treasure Hunt – Elementary Activity

Your Name: _______________________  Date: ______________

How many Caribbean influences can you find in your neighborhood and community? Work with your family to see how many you can find.

1. Find three people who have come to our community from different Caribbean countries. Write their names and countries here.

_________________________________________________________

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2. Identify three Caribbean customs or traditions celebrated in our community. Write the traditions here.

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_________________________________________________________
3. Identify three foods that are enjoyed in the Caribbean that we also enjoy in our community.

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4. Find a picture of a famous person from a Caribbean country who lives in our community. Paste the picture on the back of this worksheet.

5. Find a magazine or newspaper article about a person from a Caribbean country or an event in a Caribbean country. Paste the article to the back of this worksheet.

6. What do you feel is the most important Caribbean influence in our community? Why?

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_________________________________________________________
**Biography Profile (Elementary)**

Your Name: ______________________________ Date: ______________________

Name of the history maker you researched: ______________________________

<table>
<thead>
<tr>
<th>Picture of the Person (if available)</th>
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<tbody>
<tr>
<td><img src="image_url" alt="Picture" /></td>
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<table>
<thead>
<tr>
<th>Topic</th>
<th>Notes</th>
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<tr>
<td><strong>Early Life</strong></td>
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<td>• Childhood</td>
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<td>Topic</td>
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<tr>
<td>Education or Training</td>
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<td>Interesting Facts</td>
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<tr>
<td>Topic</td>
<td>Notes</td>
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<tr>
<td>Career or what contributions this person made</td>
<td>__________________________</td>
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</tbody>
</table>
Biography Profile (continued)

Write an essay below summarizing what you have learned about the person you researched. Include a description of the contributions made by the person. Also include a description of the positive characteristics you feel this person demonstrated during his or her life.

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Suggested Classroom Activities for Secondary Students
Suggested Secondary Classroom Activities

TEACHER’S NOTE: Given the brief time available to celebrate Caribbean-American Heritage Month before school closes, lesson ideas, rather than full lesson plans, are included in this instructional resource guide. The activity sheets required to complete the activities outlined below are included. Teachers are encouraged to re-visit these activities during the course of the next school year, as appropriate.

1. Have the students label and color an outline map of the Caribbean. (Maps are included in the Background section of this instructional resource guide.) Determine which are countries, territories, or dependencies utilizing the charts found in the Background section of this instructional resource guide. Discuss the differences in these designations.

2. Have students access travel information about the Caribbean from the Lonely Planet’s website at: https://www.lonelyplanet.com/caribbean Have them select a Caribbean nation and develop a travel brochure about points of interest located in the country. Have students write a journal entry imagining what a trip would be like to their selected Caribbean nation.

3. Have the students interview a neighbor or family friend from a Caribbean island nation about growing up in that nation. The student should ask questions related to what life was like growing up there, why they immigrated to the United States, etc. Have students prepare an oral report with their findings.

4. Have the students select a country from the Caribbean region to research. Have students complete the “Caribbean History and Culture” activity that is provided in this instructional resource guide.

5. Have the students compile research on a notable person from the Caribbean. A list of notable actors, authors, artists, athletes, singers, musicians, and government leaders may be found at http://caribbean.halloffame.tripod.com/ Students may summarize their findings on the “Biography Profile” provided in this instructional resource guide.
Suggested Secondary Classroom Activities (continued)

6. Have the students access the U.S. Department of State “Learn about Your Destination” website at: http://travel.state.gov/content/passports/english/country.html. This website provides up-to-date travel information for U.S. residents/citizens traveling to other countries. **NOTE:** Not all Caribbean nations are included on the site.

Search for information about a Caribbean nation and prepare a multi-media presentation about the information the State Department has posted on their website. Now, compare that information with facts and suggestions found on the Lonely Planet’s website at https://www.lonelyplanet.com/caribbean. Have students compare and contrast these two sources of information. Are there stark differences?

7. Have students conduct a Facebook search among their Facebook friends asking for suggestions regarding which Caribbean nation they should visit. Have students design a promotional multimedia presentation about the country that their Facebook friends suggested to visit and share the information with the class.
Caribbean History and Culture (Secondary)

Directions: Complete the research on the assigned country, territory, or dependency and answer all questions on your own paper.

1. Name of the country, territory, or dependency you are researching:

2. Draw or locate a blank map of the country, territory, or dependency and complete the following:
   - Label the capital city and 3 other major cities.
   - Label the bodies of water that border the country, territory, or dependency.
   - Draw and label the major rivers and lakes or landforms, such as mountains.

3. How did the country, territory, or dependency get its name? Who named it?

4. Briefly describe the history of the nation from its earliest settlement to today.
   - What country first explored and settled the country, territory, or dependency? What was the purpose of the early exploration?
   - Were there any native people living there at the time of exploration? Who were these people and how were they treated by the early explorers? How are they treated now?
   - What conflicts or problems occurred during the history of the country, territory, or dependency?
   - When and how did the nation become independent? (if applicable)

5. Research the cultural traditions of the country, territory, or dependency and answer the following:
   - What foods are enjoyed by the people?
   - What holidays and traditions are celebrated by the people?
   - What kind of dances and music are enjoyed by the people?

6. What type of government does the country, territory, or dependency have? What is its relationship with other countries in the Caribbean and the United States?
7. What is the economy based upon? (e.g., industry, manufacturing, farming)

8. What political, social or economic problems does the country, territory, or dependency face today?

9. Write a 1-2 page encyclopedia-style article summarizing what you learned about the country, territory, or dependency.
Biography Profile (Secondary)

Name of the person you researched: __________________________________________________

<table>
<thead>
<tr>
<th>Topic</th>
<th>Notes</th>
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<td>Early Life</td>
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<td>Challenges Faced</td>
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</table>
Biography Profile (continued)

Write 1-2 page encyclopedia-style article on your own paper summarizing what you have learned about the person you researched. Include a description of the contributions made by the person. Also include a description of the positive characteristics you feel this person demonstrated during his or her life.
Internet Resources
Internet Resources Related to Caribbean Studies and Caribbean-American Heritage Month

Caribbean Country Maps
http://www.worldatlas.com/webimage/countrys/namerica/caribb/caribmaps.htm#page

Caribbean Hall of Fame: A partial list of notable actors, authors, artists, athletes, singers, musicians, and government leaders.
http://caribbean.halloffame.tripod.com/

History Channel: Article about pirate strongholds in the Caribbean.
http://www.history.com/news/history-lists/6-famous-pirate-strongholds

History of the Caribbean for Kids
http://www.mrdowling.com/710caribbean.html

Institute of Caribbean Studies
http://www.icsdc.org/

Lonely Planet’s Caribbean website
https://www.lonelyplanet.com/caribbean

National Caribbean American Heritage Month Official Website
http://www.caribbeanamericanmonth.org/

U.S. Department of State “Learn about Your Destination” website
http://travel.state.gov/content/passports/english/country.html

http://www.worldatlas.com/webimage/countrys/carib.htm
Character Education Activities to Support
Caribbean-American Heritage Month

Core Value: Review of the Nine Core Values

Miami-Dade County Public Schools (M-DCPS) is committed to helping all students develop the values and strength of character needed for them to become caring, responsible citizens at home, school, and in the community. To support this goal, character education has been an instructional requirement, grades K-12, since 1995.

The foundation of the District’s character education requirement is the nine core values adopted by The School Board of Miami-Dade County, Florida in 1995. The District’s nine core values are: citizenship, cooperation, fairness, honesty, integrity, kindness, pursuit of excellence, respect, and responsibility. Each month a different core value has been designated for emphasis in all classrooms throughout the District.

In June, students should reflect on their commitment to the nine core values and how these values help them become better citizens and more caring individuals.

Elementary Character Education Review Activities

- As a review of the nine core values, have students match the examples below to the core values.

<table>
<thead>
<tr>
<th>Core Values:</th>
<th>Examples of the values:</th>
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<tbody>
<tr>
<td>1. Citizenship</td>
<td>a. Students work well with others on a class project.</td>
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<tr>
<td>2. Cooperation</td>
<td>b. Students call a sick friend at home.</td>
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<tr>
<td>3. Fairness</td>
<td>c. Students play the game by the rules.</td>
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<td>4. Honesty</td>
<td>d. Students sign a pledge never to cheat.</td>
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<td>5. Integrity</td>
<td>e. Students turn in their homework on time.</td>
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<td>6. Kindness</td>
<td>f. Students tell the truth to their teacher.</td>
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<td>7. Pursuit of Excellence</td>
<td>g. Students organize a classroom student council.</td>
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<td>8. Respect</td>
<td>h. Students do not tease or bully other classmates.</td>
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<td>9. Responsibility</td>
<td>i. Students work hard to get the best possible grade.</td>
</tr>
</tbody>
</table>

(Answers: 1. g  2. a  3. c  4. f  5. d  6. b  7. i  8. h  9. e )

Also have students create their own examples to illustrate each of the nine core values.
• Using magazines, newspapers and the Internet, have students create a “Character in Action” poster illustrating each of the nine core values.

• Have students create scenarios in which someone’s character is being tested. Have students decide what value(s) is being tested and what they would do in each situation. Consider having the student’s role play the scenarios for the class. Examples:
  
  o A new boy named Jameson arrives at school from another country. He is shy and does not speak English. Many children tease Jameson about his accent. He is bullied on the playground. (Values: Kindness, respect, fairness)
  
  o Jose took a math test early in the school day and copied his answers down. At lunch, he shared his answers with James and other friends so that they could score better on the test. Should James use Jose’s answers on the test? (Values: integrity, honesty, fairness)

• Discuss the following quotations about character:
  
  o Character cannot be developed in ease and quiet. Only through experience of trial and suffering can the soul be strengthened, vision cleared, ambition inspired, and success achieved. Helen Keller
  
  o Character is doing the right thing when nobody's looking. There are too many people who think that the only thing that's right is to get by, and the only thing that's wrong is to get caught. J. C. Watts
  
  o Character, in the long run, is the decisive factor in the life of an individual and of nations alike. Theodore Roosevelt
  
  o Character - the willingness to accept responsibility for one’s own life - is the source from which self-respect springs. Joan Didion
  
  o Character isn't something you were born with and can't change, like your fingerprints. It's something you weren't born with and must take responsibility for forming. Jim Rohn
  
  o Character, not circumstance, makes the person. Booker T. Washington
  
  o No change of circumstances can repair a defect of character. Ralph Waldo Emerson
Parents can only give good advice or put them on the right paths, but the final forming of a person's character lies in their own hands.   Anne Frank

People grow through experience if they meet life honestly and courageously. This is how character is built.   Eleanor Roosevelt

Personality can open doors, but only character can keep them open.   Elmer G. Letterman

The best index to a person's character is (a) how he treats people who can't do him any good, and (b) how he treats people who can't fight back.   Abigail Van Buren

The measure of a man's real character is what he would do if he knew he would never be found out.   Thomas Babington Macaulay

The true test of character is not how much we know how to do, but how we behave when we don't know what to do.   John W. Holt, Jr.

Watch your thoughts, for they become words.
Watch your words, for they become actions.
Watch your actions, for they become habits.
Watch your habits, for they become character.
Watch your character, for it becomes your destiny.   Author Unknown

- Local, national, and world events reported by newspapers, television, and the Internet often provide excellent examples of character being demonstrated, both good and bad. Have students look for evidence of the nine core values being demonstrated in a positive way. Create space on a bulletin board or a large poster where students can post these stories.

- Have students identify individuals who best demonstrate each of the nine core values. Complete the following questions for each person identified.

  o Person's Name:

  o Core Value:

  o Write a brief description of how the person demonstrates the value in their personal life:
• Have students reflect on the core values they feel are their strengths and those they need to work harder on achieving. Have students then select one strength and one challenge and have them answer the following:

  o Which core value is the most important in your life? How have you demonstrated this value at home and at school?

  o Which core value do you need to strengthen? How do you plan to make a stronger effort to demonstrate this value at home and school?

**Secondary Character Education Review Activities**

• Working in groups of three, have students create a “Character in Action” poster or multimedia presentation illustrating each of the nine core values. Each student will be responsible for three of the nine core values. Students should define each of the values they are assigned and find at least two examples of the value in action using print and non-print resources as references.

• Have students create scenarios in which someone’s character is being tested. Have students decide what value(s) is being tested and what they would do in each situation. Consider having the student’s role play the scenarios for the class. **Examples:**

  o A new student named Jameson arrives at school from another country. He does not speak English. Jameson is excluded from school activities and teased about his accent and clothing. (Values being tested: kindness, respect, fairness)

  o Jose took an Algebra II math test early in the school day and copied his answers down. At lunch, he shared his answers with Miguel and other friends so that they could score better on the test. (Values being tested: integrity, honesty, fairness)

  o Maria and her boyfriend James broke up after an argument over the weekend. In his anger, James is posting untrue things about Maria on social media. Janet, Maria’s sister, discovered the untrue statements and confronted James. (Values being tested: respect, honesty, fairness)

• Discuss the following quotations about character. Ask each student to select one quote to research and analyze. Answer the following questions about the quote and its author.

  • Briefly describe the contributions made by the author of the quote to society.
Paraphrase the quotation.

What caused you to select this quote from the list?

Character cannot be developed in ease and quiet. Only through experience of trial and suffering can the soul be strengthened, vision cleared, ambition inspired, and success achieved. Helen Keller

Character is doing the right thing when nobody's looking. There are too many people who think that the only thing that's right is to get by, and the only thing that's wrong is to get caught. J. C. Watts

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- Local, national, and world events reported by the print media, television, and the Internet often provide excellent examples of character being demonstrated, both good and bad. Have students look for evidence of individuals who demonstrate character in a positive way. Complete the following questions for each person identified.

  - Person’s Name and profession:

  - Core Value(s) Being Demonstrated:

  - Write a brief description of how the person demonstrates the value(s) in their professional or personal life:

- Have students reflect on the core values they feel are their strengths and those they need to work harder on achieving. Have students then select one strength and one challenge and have them answer the following:

  - Which core value is the most important in your life?  Why? How have you demonstrated this value at home and at school?

  - Which core value do you need to strengthen?  Why? How do you plan to make a stronger effort to demonstrate this value?
Anti-Discrimination Policy
Federal and State Laws

The School Board of Miami-Dade County, Florida adheres to a policy of nondiscrimination in employment and educational programs/activities and strives affirmatively to provide equal opportunity for all as required by:

**Title VI of the Civil Rights Act of 1964** - prohibits discrimination on the basis of race, color, religion, or national origin.

**Title VII of the Civil Rights Act of 1964 as amended** - prohibits discrimination in employment on the basis of race, color, religion, gender, or national origin.

**Title IX of the Education Amendments of 1972** - prohibits discrimination on the basis of gender.

**Age Discrimination in Employment Act of 1967 (ADEA) as amended** - prohibits discrimination on the basis of age with respect to individuals who are at least 40.

**The Equal Pay Act of 1963 as amended** - prohibits gender discrimination in payment of wages to women and men performing substantially equal work in the same establishment.

**Section 504 of the Rehabilitation Act of 1973** - prohibits discrimination against the disabled.

**Americans with Disabilities Act of 1990 (ADA)** - prohibits discrimination against individuals with disabilities in employment, public service, public accommodations and telecommunications.

**The Family and Medical Leave Act of 1993 (FMLA)** - requires covered employers to provide up to 12 weeks of unpaid, job-protected leave to "eligible" employees for certain family and medical reasons.


**Florida Educational Equity Act (FEEA)** - prohibits discrimination on the basis of race, gender, national origin, marital status, or handicap against a student or employee.

**Florida Civil Rights Act of 1992** - secures for all individuals within the state freedom from discrimination because of race, color, religion, sex, national origin, age, handicap, or marital status.

**Title II of the Genetic Information Nondiscrimination Act of 2008 (GINA)** - Prohibits discrimination against employees or applicants because of genetic information.

*Veterans are provided re-employment rights in accordance with P.L. 93-508 (Federal Law) and Section 295.07 (Florida Statutes), which stipulate categorical preferences for employment.*

**In Addition: School Board Policies 1362, 3362, 4362, and 5517** - Prohibit harassment and/or discrimination against students, employees, or applicants on the basis of sex, race, color, ethnic or national origin, religion, marital status, disability, genetic information, age, political beliefs, sexual orientation, gender, gender identification, social and family background, linguistic preference, pregnancy, and any other legally prohibited basis. Retaliation for engaging in a protected activity is also prohibited. 

Rev. (05-12)