

National Caribbean-American Heritage Month



Artist: Joan Bristow, Trinidad

**Miami-Dade County Public Schools
June 2015**

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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**
- **SUGGESTED CLASSROOM ACTIVITIES**
- **INTERNET RESOURCES**

Background Information

- **History of Caribbean-American Heritage Month**
- **Presidential Proclamation - National Caribbean-American Heritage Month**
- **Caribbean Islands – An Article from World Book, Advanced**
- **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 10th Anniversary in 2015

In June 2005, the 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 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. This year marks the tenth anniversary of June as 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, we hope to ensure that America is reminded that its greatness lies in its diversity, with Caribbean immigrants from founding father Alexander Hamilton, to journalist Malcolm Gladwell, who have shaped the American dream.

Source: <http://www.caribbeanamericanmonth.org/>

Presidential Proclamation - National Caribbean-American Heritage Month

(Please note: The 2015 proclamation by President Obama had not been issued at the time this resource guide was compiled.)

NATIONAL CARIBBEAN-AMERICAN HERITAGE MONTH, 2014

BY THE PRESIDENT OF THE UNITED STATES OF AMERICA A PROCLAMATION

Caribbean Americans are part of a great national tradition, descendants of hopeful, striving people who journeyed to our lands in search of a better life. They were drawn by a belief in the power of opportunity, a belief that through hard work and sacrifice, they could provide their children with chances they had never known. Thanks to these opportunities and their talent and perseverance, Caribbean Americans have contributed to every aspect of our society -- from science and medicine to business and the arts. During National Caribbean-American Heritage Month, we honor their history, culture, and essential role in the American narrative.

It is also a time to renew our friendship with our Caribbean neighbors, with whom we share both an ocean and a history. To this end, the United States is expanding cooperation with our Caribbean partners as we promote social justice, grow prosperity throughout the Americas, and create new educational opportunities for young people across the Caribbean basin, as well as for Caribbean Americans in our own communities. We are also working to advance commonsense immigration reform that will allow future generations of Caribbean Americans to share their talents with our Nation.

As America celebrates our Caribbean heritage, let us hold fast to the spirit that makes our country a beacon to the world. This month, let us remember that we are always at our best when we focus not on what we can tear down, but on what we can build up. And together, let us strengthen the bonds that hold together the most diverse Nation on earth.

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 2014 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 thirtieth day of May, in the year of our Lord two thousand fourteen, and of the Independence of the United States of America the two hundred and thirty-eighth.

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 Papiamentu, 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, Soufriere 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.

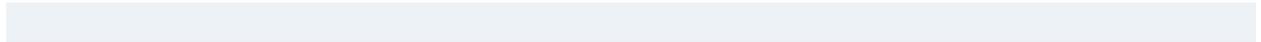
The Caribbean Islands Today

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.



Independent Countries of the Caribbean Islands

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

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

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

Source: World Book (Advanced), 2015

Map of the Caribbean



Source: <http://www.worldatlas.com/webimage/country/carib.htm>

Map of the Caribbean



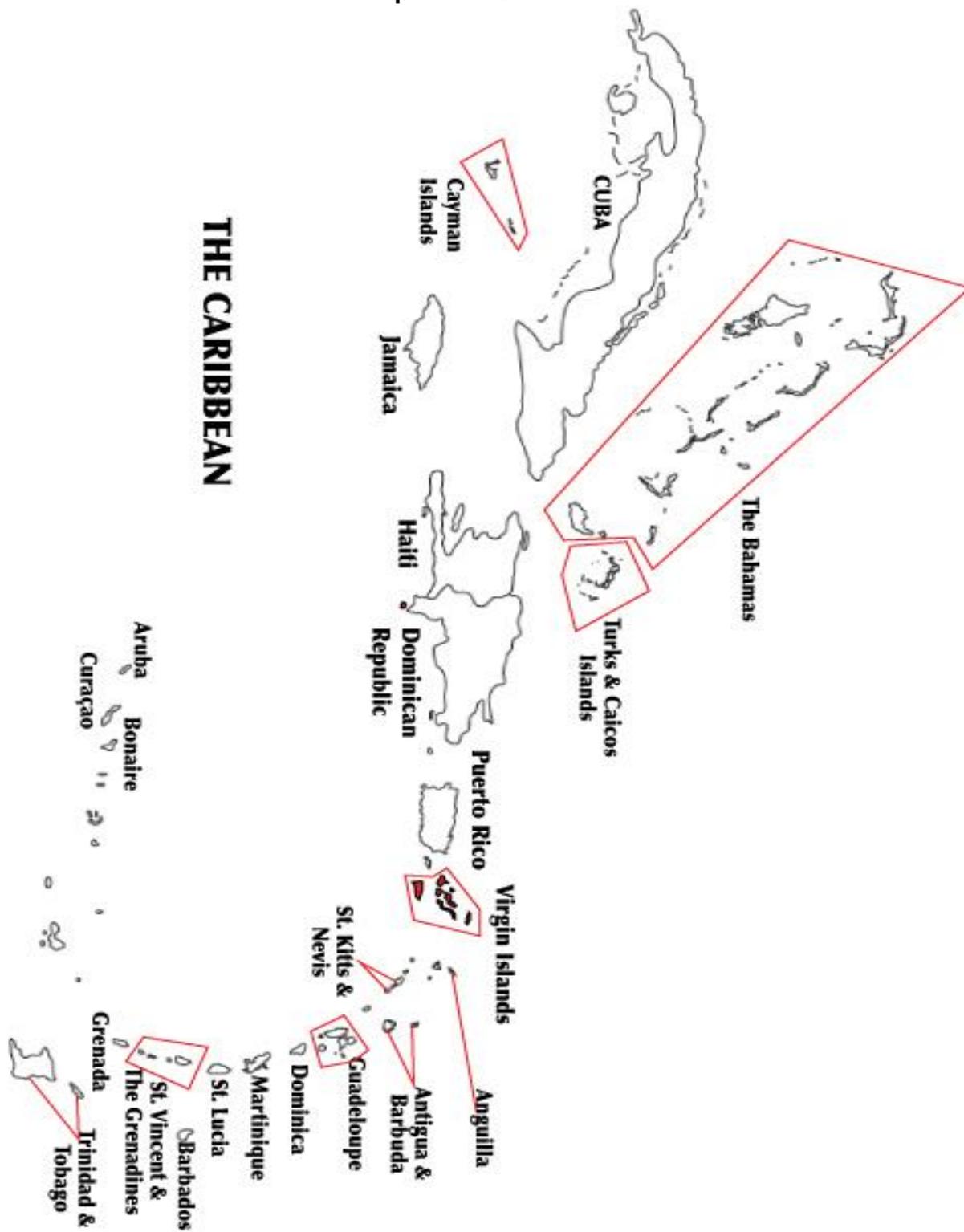
Source: http://www.lonelyplanet.com/maps/caribbean/map_of_caribbean.jpg

Map of the Caribbean



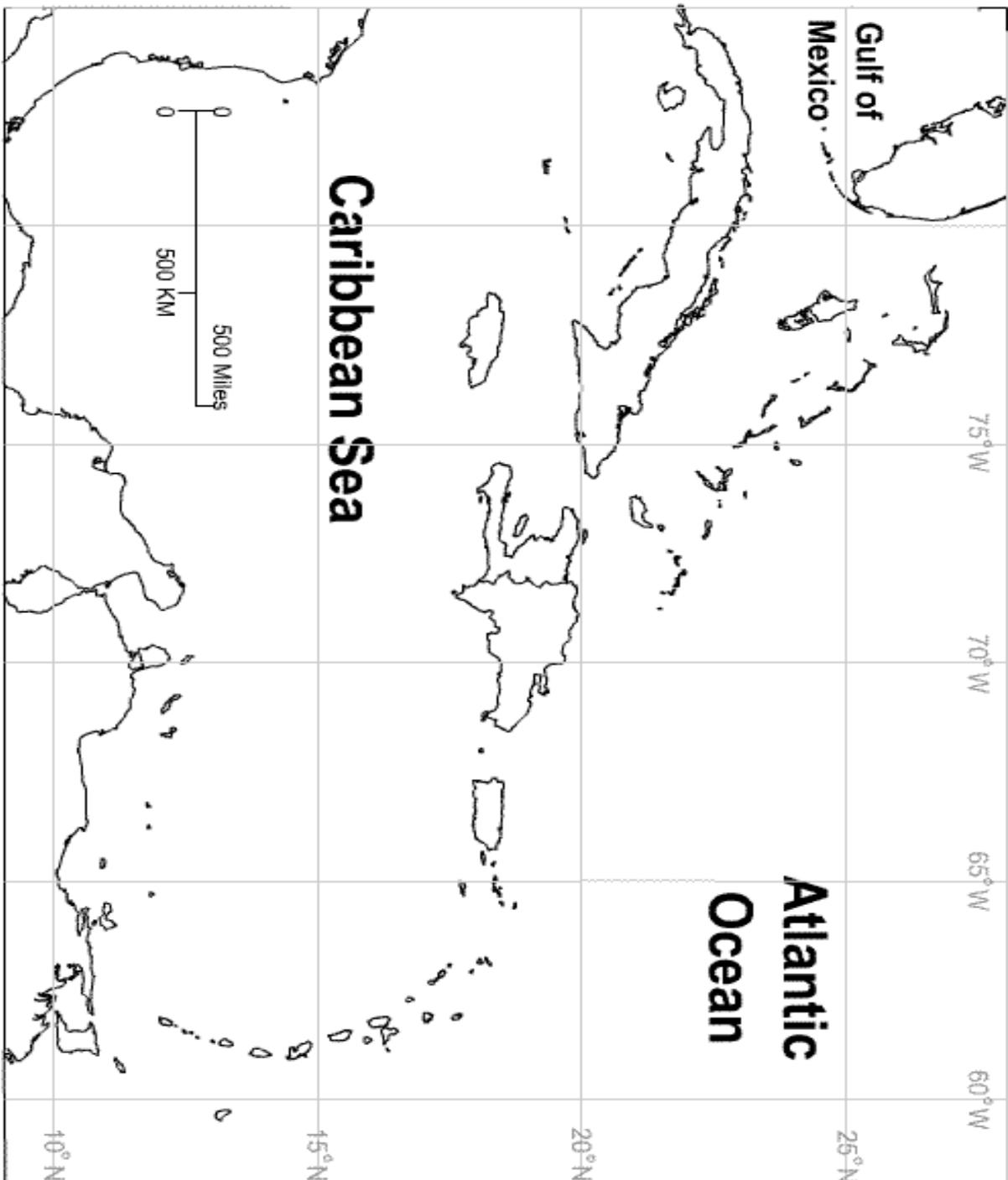
Source: <http://www.welcome-dominican-republic.com/images/carribbean-map.gif>

Map of the Caribbean



Source: <https://humanvarietiesdotorg.files.wordpress.com/2014/05/virgin.jpg?w=723&h=475>

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 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.

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

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

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?

Biography Profile (continued)

Topic	Notes
Education or Training	<hr/>

Topic	Notes
Interesting Facts	<hr/>

**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 the students access travel information about the Caribbean from the Lonely Planet's website at <http://www.lonelyplanet.com>. Have them select a Caribbean nation and develop a travel brochure about points of interest in the country. Have students write a journal entry imagining what a trip would be like traveling 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.

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 <http://www.lonelyplanet.com>. 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 (continued)

Topic	Notes
Education or Training	

Biography Profile (continued)

Topic	Notes
Challenges Faced	

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

Useful Internet Resources Related to Caribbean Studies and Caribbean-American Heritage Month

Caribbean Country Maps

<http://maps.caribseek.com/>

Caribbean Hall of Fame: A 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 website

<http://www.lonelyplanet.com>

National Caribbean American Heritage Month Official Website

<http://www.caribbeanamericanmonth.org/>

Smithsonian Folkways: Explore the rich music traditions of the Caribbean through the Smithsonian's interactive online magazine, Folkways

<http://www.folkways.si.edu/search/genre/caribbean>

U.S. Department of State "Learn about Your Destination" website

<http://travel.state.gov/content/passports/english/country.html>

World Atlas: Explore maps, fast facts, flags, geographic statistics, famous natives, timelines, and other pertinent information related to the Caribbean.

<http://www.worldatlas.com/webimage/countrys/carib.htm>

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.

The Pregnancy Discrimination Act of 1978 - prohibits discrimination in employment on the basis of pregnancy, childbirth, or related medical conditions.

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)