

Title: The Caribbean-A Geographic Perspective**Lesson #2**

Teaching Thesis and Guiding Questions: What is the geography of the Caribbean and the British Atlantic World?

Time Frame: one (60-minute) classes

Learning Objectives-

The student will:

- use absolute and relative location to find Barbados
- describe the climate of the Caribbean
- define the Caribbean
- describe African and European influences in the islands
- draw relationships between islands colonized by the Spanish, English, French, and Dutch people.

Materials: Materials are accessible through www.portaportal.com (Guest Access: whysugar)

Topic: Lesson #2A The Caribbean-A Geographic Perspective

(Note: Discovery Education requires activation through a school's technology department.)

1. Internet with access to Discovery Education
2. Map of Caribbean
3. Wall map of the Western Hemisphere, with detail of the Caribbean
4. Atlas with grid system to locate relative and absolute location

Video segment: *The Caribbean*, a segment of "World Geography North America: Canada, Mexico and Central America, and the Caribbean" (approx. 15 minutes in length.)

1. Prepare students for the lesson by asking for ideas/details regarding the Caribbean.
2. Ask students to describe African and European influences in the islands
3. Draw relationships between colonized islands through group discussion

Teach: This short video segment, approximately 15 minutes in length, is a regional overview of the Caribbean. Music, urban and rural Puerto Rico as well as the island of Haiti is covered. Students benefit from multiple visuals of African and European influences. It is useful to draw relationships between islands colonized by the Spanish, English, French, and Dutch people. Identify the relationship between climate and vegetation, specifically sugar cane.

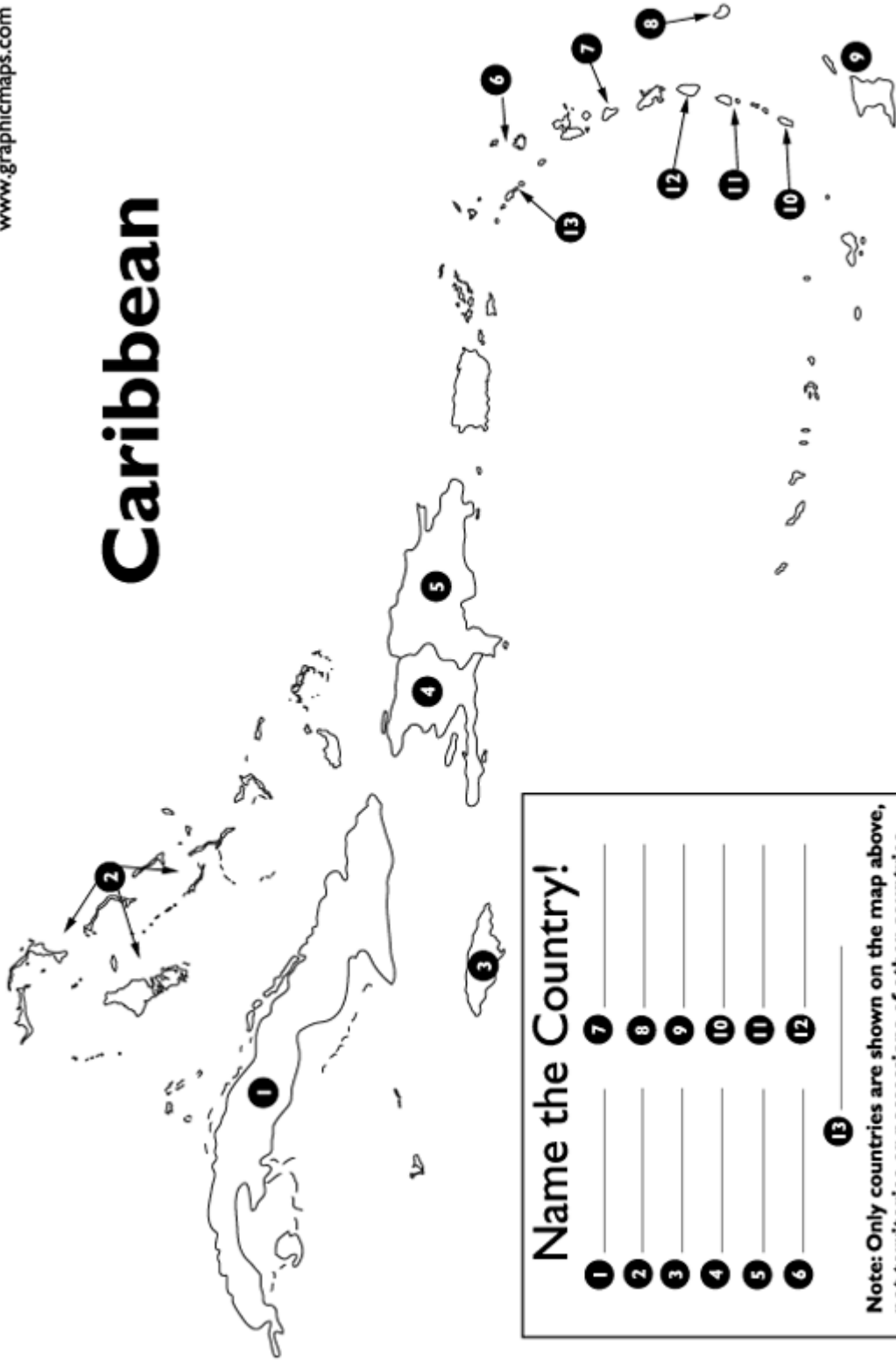
Activity:

Prior Knowledge: Students will find the global address of a geographic point using longitude and latitude.

Allow Students will use an atlas to label the islands in the Caribbean and identify those that were part of the British West Indies. Tape this map into the Historian's Toolbox. (Time Frame: 15 minutes)

Closure: "Pair and Share" Students should collaborate with another student to share conclusions regarding how the climate supports the growth of sugar cane. Revisit Anticipation Bags from the introductory lesson to isolate those items that relate to this topic of discussion.

Caribbean



Name the Country!

- | | | | |
|---|-------|----|-------|
| 1 | _____ | 7 | _____ |
| 2 | _____ | 8 | _____ |
| 3 | _____ | 9 | _____ |
| 4 | _____ | 10 | _____ |
| 5 | _____ | 11 | _____ |
| 6 | _____ | 12 | _____ |
| | | 13 | _____ |

Note: Only countries are shown on the map above, not territories or possessions of other countries.