Morning Girl and the Early Explorers

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Title: Morning Girl and the Early Explorers; point of view and perspective

Overview: Students will study the exploration and colonization of the New World from varying perspectives. The novel to be read in conjunction is Morning Girl, the story of a Taíno child experiencing life before the arrival of the explorers. The disciplines incorporated into the lesson are Language Arts, Social Studies, World Languages and Fine Arts.

Time Required: 2 weeks

Target Audiences:

SS: 8th Grade U.S. History
LA: 8th and 9th Grade Language Arts
WL: Spanish I & II
Fine Arts: Middle and Senior Art Students

Materials required:

SS: internet access, Old World maps, textbook, Columbus’ online diary
LA: Morning Girl by Michael Dorris
WL: Internet access and art supplies
Fine Arts: internet access, www.haititec.com, Juan Luis Guerra y 440 CD.

Cross-curricular connections:

SS: early explorers, geography, beginnings of slavery, timeline
LA: point of view, perspective, author’s purpose
WL: vocabulary, cultural awareness, diversity
Lesson objectives and SSS:

SS: SS.8.A.1.7: View historic events through the eyes of those who were there as shown in their art, writings, music, and artifacts.

SS.8.A.2.1: Compare the relationships among the British, French, Spanish, and Dutch in their struggle for colonization of North America.

SS.8.A.1.3: Analyze current events relevant to American History topics through a variety of electronic and print media resources.

LA: LA. 8.2.2.3 The student will organize information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, or comparing/contrastng);

LA.8.2.2.4: The student will identify and analyze the characteristics of a variety of types of text (e.g., reference works, reports, technical manuals, newspapers, magazines, biographies, periodicals, procedures, instructions, practical and functional texts)

LA8.2.1.3: The student will locate various literary devices (e.g., sound, meter, figurative and descriptive language), graphics, and structure and analyze how they contribute to mood and meaning in poetry;

LA8.2.1.4: The student will identify and analyze universal themes and symbols across genres and historical periods, and explain their significance;

WL: FL.C.1.3: the student reinforces and furthers knowledge of other disciplines through foreign language

FL.C.2.3: the student acquires information in perspectives that are available only through the foreign language and within the target culture

Fine Arts:

VA.C.1.4: Understand how social, cultural, ecological, economic, religious and political conditions influence the function, meaning, and execution of works of art.

VA.C.1.4: Understands how recognized artists recorded, affected, or influenced change in a historical, cultural or religious context.

Teaching activities:
SS: students will utilize the textbook and various online resources to complete a beginning mini unit on geography in preparation for the introduction of the unit on the Early Explorers. Students will use timelines, Old World maps, explorer’s navigational maps, online Christopher Columbus journal entries, online resources for indigenous peoples/culture specific to the Taíno and Caribbean cultures. Students use www.TimeRime.com to create timelines as well as www.earth.google.com to look at the geography of the Caribbean.

LA: students will read *Morning Girl* in exploration of the point of view of the conquered indigenous peoples. Students will write journals from multiple perspectives using RAFT strategies. Students will create an alternate ending to the story post studies in US History. This alternative ending could be shared through a Wiki (www.wikispaces.com) or through TypeWithme (www.typewithme.com) or Google Docs (www.docs.google.com).

WL: Students will create a simple picture book utilizing appropriate vocabulary words from the unit. Students will also create a diary from the perspective of one of the characters from Morning Girl in the target language. Students will listen to Spanish language music relating to the struggle of the island peoples and write a summary of what the song is about.

FA: students will view and respond to the work of a local Haitian painter using the “you ought to be in pictures” strategy. Students will have the opportunity to speak with the artist and hear first-hand about his experiences in Haiti and subsequent immigration to the US. A podcast of the interview could be created or a VoiceThread page could be created for comment.

Assessments:

SS: students will create a VoiceThread presentation depicting the events that took place beginning with Columbus’ arrival in the Bahamas through the colonization of the Caribbean Islands. Timelines, maps and primary source documents are required components.

LA: students will create social networking “pages” for each of the characters in the novel demonstrating each one’s perspective on the events that transpired throughout novel.

WL: students will create an imaginary autobiography in the target language from the point of view of a Taíno person.

FA: students will create questions for the artist about his experiences, life in Haiti, reasons for immigration and how his art expresses his heritage.
Additional comments and/or instructions:

For background information on Taíno culture for either reading *Morning Girl* for LA or for the SS timeline:

http://pdfse.com/taíno


http://www.raceandhistory.com/taíno/

http://history-world.org/christopherdocs.htm (Columbus’ diary entries)

For Spanish:

Juan Luis Guerra - *Areito* is his sixth album and was released on 1992. The last track on the album, "Naboria daca, mayanimacaná," is sung in Arawak, the language of the Taínos.

Taíno language site: http://www.cariblanguage.org/Taino.html
http://www.Taino-tribe.org/tedict.html