

Unit/Topic: Tai: el pequeño tayno

Lesson # 4: Influencia taína

Grade Level: High School

Proficiency Level: Novice – Mid

Standards: NJ World Languages Standards- 7.1

7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in [culturally authentic materials](#) using [electronic information sources](#) related to targeted themes.

7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.

7.1.NM.A.3 Recognize a few common gestures and [cultural practices](#) associated with the target culture(s).

7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.

7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, [culturally authentic materials](#) on familiar topics.

7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.

7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.

7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.

7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.

7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.

7.1.NM.C.4 Present information from age- and level-appropriate, [culturally authentic materials](#) orally or in writing.

7.1.NM.C.5 Name and label tangible [cultural products](#) and imitate [cultural practices](#) from the target culture(s).

ACTFL-

Communication - Interpretive/Interpersonal/Presentational

Standard 1.1 Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions.

Standard 1.2 Students understand and interpret written and spoken language on a variety of topics.

Standard 1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Cultures

Standard 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

Standard 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

Connections- Social Studies, Language Art, Art, Music, Geography, Technology, History

Standard 3.1 Students reinforce and further their knowledge of other disciplines through the foreign language.

Standard 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

Comparisons

Standard 4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

Standard 4.2 Students demonstrate understanding of the concept of culture through comparisons of the culture studied and their own.

Communities

Standard 5.1: Students use the language both within and beyond the school setting.

Objectives:

Student will be able to....

1. Locate places on a map.
2. State the *taíno* origen of some Spanish words.
3. Use proper names.
4. Indicate the order of events.
5. Summarize the story.
6. Use of reflexive verbs.
7. Use of transitions words.
8. Use of the expressions: *antes de & después de*.
9. Infer which English words have a *taíno* origen.
10. Interpret an authentic painting.
11. Interpret an authentic song.
12. Use cognates to infer the meaning of statements and questions.

New Vocabulary:

antes de

después de

Boriquén

Agüeybaná

*Recycle of vocabulary from previous lessons.

Materials/Resources:

Activity sheets

Radio

Tony Croatto's CD: *15 Temas de Campo Adentro*

Transparency of the painting: *Agüeybana Saluda a Juan Ponce de León*

Projector

Procedure**Warm-up**

Students will receive a map of the *Yucayeques de Boriquén y sus Caciques* [Activity 14]. They will also receive a chart for them to complete. The first column of the chart has names of towns of Puerto Rico. They will look at the map to decide if the names come from the *yucayeque* or the *cacique* names used by the *taínos*. They will write either name down. Then, they will circle those names that practically have not changed after 500 hundreds years of history [Appendix 3]. The teacher will ask the students if they know of any state or town in the United States that has a Native American name.

Introduction of New Material

We will read the book again but this time the students will have a copy of the book. They can share a book if there are not enough copies. The teacher will be the main reader. She will stop every time that there is a word that students should be familiar with. The students will be reading the familiar words. This activity need to be practiced before starting the actual reading.

The students will read a statement with two actions stated with the expressions *antes de* and *después de*. They will have to decide which action happened first and which happened second [Activity 15]. They can improvise situations using the expressions.

Practice

Students will be writing a paragraph that summarizes the daily routine of Tai. They can use the events that they put in order in the previous lesson. They can also use the activity that we just finalized (*antes de & después de*). As a requirement, students have to include:

- transition words: *primero, segundo, tercero, luego & finalmente*
- the expressions *antes de & después de*
- additional details

*It is important to mention that this thematic unit was made to complement the Thematic Unit "My Daily Routine". It is expected that students will have some previous knowledge and some practice doing this type of work.

Assessment

After finishing their paragraphs, the students will exchange them with their partners so it can be edited. The teacher will collect and correct their work. It is not going to be graded because it will be a practice for their final project.

Closure

The teacher will have a transparency with the painting of the Puerto Rican artist Agustín Anavitate, *Agüeybaná Saluda a Juan Ponce de León*. The students will have their own copy with some interpretative questions [Activity 16]. They will answer the questions while listening to the song *Agüeybaná* interpreted by Tony Croatto and written by him and Axel Anderson [Appendix 5]. The last question of the activity sheet asks the students to infer the main idea of the song. The students will be encouraged to sing the chorus which it is written as part of the last question. The teacher has the option of presenting to the students the video of Tony Croato singing the song with the group *Haciendo Punto en Otro son*:

<http://il.youtube.com/watch?v=wsKbGxb27NI>

*This video starts with a prelude.

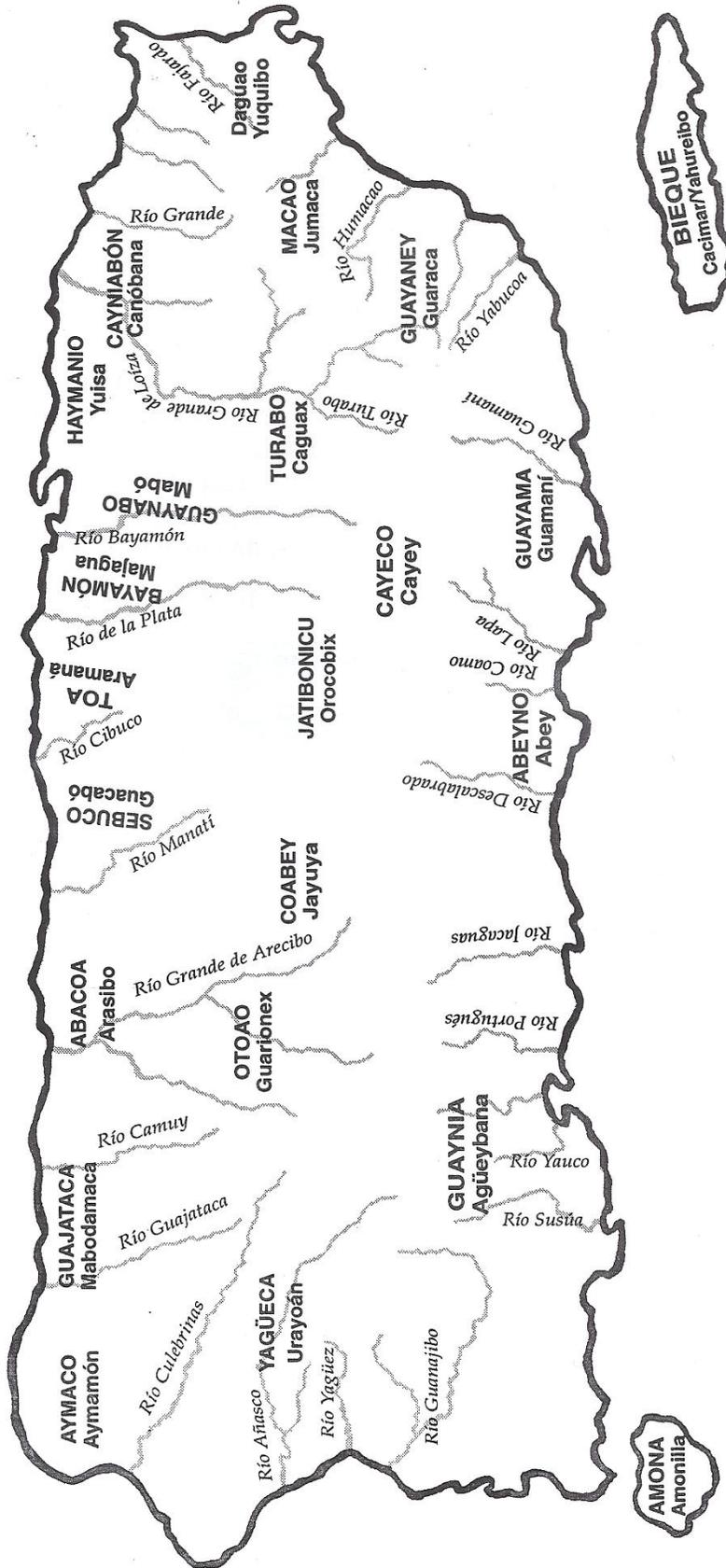
*Tony Croato is the one dressed in white playing the guitar.

As homework, they will receive a list of *taíno* words that exist in the English language [Activity 17]. The instructions ask them to decide which ones made it but the reality is that all of them are part of the English language. They can be warned that none, some or all of them are *taíno* words. Their job will be to “decide” which ones are and to translate them to English. They can research this information. Were they aware of the *taíno* influence in their language? [Appendix 5]

Yucayeques de Boriquén y sus Caciques

Mapa de Puerto Rico

(Map taken from the book: *Los Taínos de Puerto Rico*)



LEYENDA:
 YUCAYEQUE = en mayúsculas
 Cacique = en minúsculas

Boriquén contaba con más de una veintena de yucayeques con sus caciques a la llegada de los españoles. Arriba vemos su representación geográfica aproximada. Había también una gran cantidad de caciques menores. Agüeybaña era el cacique de Guaynía, el cacicazgo de mayor extensión. Sin embargo, no era jefe de los demás caciques.

Nombre _____ Apellido _____
 Fecha _____ Período _____

Mapa Yucayeqes de Boriquén y sus Caciques

On the first column of this chart, you will find names of towns from Puerto Rico. Look at the map: Yucayeqes de Boriquén y sus Caciques. Decide if the name came from the *yucayeqe* or the *cacique* and write it down. Then, circle the ones that practically have not changed after 500 hundreds years of history.

Pueblos de Puerto Rico	Nombre del Yucayeqe	Nombre del Cacique
1. Vieques		
2. Mona		
3. Toa Alta y Toa Baja		
4. Bayamón		
5. Guaynabo		
6. Loíza		
7. Canóvanas		
8. Luquillo		
9. Humacao		
10. Caguas		
11. Guayama		
12. Cayey		
13. Aibonito		
14. Orocovis		
15. Jayuya		
16. Utuado		
17. Guayanilla		
18. Mayagüez		
19. Guajataca		
20. Arecibo		

Nombre _____ Apellido _____
Fecha _____ Período _____

Activity 15

Antes de ... vs Después de...

Write what happened first in the first space and what happened second in the second space. The first one is done for you.

1. Antes de comer, se despierta.

1. <i>se despierta</i>	2. <i>antes de comer</i>
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2. Tai reparte el casabe después de preparar el casabe.

1.	2.
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3. Después de preparar el desayuno, come.

1.	2.
----	----

4. Busca el barro antes de hacer los platos, vasos y ollas.

1.	2.
----	----

5. Después de pescar, descarga la canoa.

1.	2.
----	----

6. Antes de recrearse, trabaja.

1.	2.
----	----

7. Después de jugar el batá, se duerme.

1.	2.
----	----

8. Después de ayudar con la pesca, va al río.

1.	2.
----	----

9. Antes de dormir, escucha la historia del pueblo taíno.

1.	2.
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Nombre _____ Apellido _____
Fecha _____ Hora _____

Activity 16

Agüeybaná

Answer the following questions about the painting of the Puerto Rican artist Agustín Anavitate while you listen to the song *Agüeybaná* interpreted by Tony Croatto.



1. ¿Quiénes son los personajes principales?
2. ¿Son amigos o enemigos?
3. ¿Dónde están?
4. ¿En que parte de Puerto Rico están? (norte, sur, este, oeste) Use the map of the *yucayeques* as a reference.
5. This is the chorus of the song *Agüeybaná* that you have been listening. What is the main idea of the song?

*Agüeybaná, cacique Borincano,
Tu nombre está grabado en la eternidad
Agüeybana, por siempre en nuestra historia
cubierto estás de Gloria, Agüeybaná
Agüeybaná*

Nombre _____ Apellido _____
Fecha _____ Período _____

Activity 17

Palabras taínas

Which ones of these *taíno* words have made it into the English language? Translate them into English if you need to. After you have translated them, verify your answers with your partner.

1. Ana =
2. Arepa =
3. Barbacoa =
4. Caimán =
5. Canoa =
6. Caribe =
7. Casabe =
8. Guayaba =
9. Haití =
10. Hamaca =
11. Huracán =
12. Iguana =
13. Maíz =
14. Manatí =
15. Maraca =
16. Papaya =
17. Batata =
18. Sabana =
19. Yautía =
20. Yuca =
21. Tabaco =

