

Unit/Topic: Tai: el pequeño tayno

Lesson # 5: Tai en el siglo XXI

Grade Level: High School

Proficiency Level: Novice-Mid

Standards: NJ World Languages Standards- 7.1

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.1 Use [digital tools](#) to exchange basic information at the word and memorized-phrase level related to self and targeted themes.

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.1 Use basic information at the word and memorized-phrase level to create a [multimedia-rich presentation](#) on targeted themes to be shared virtually with a target language audience.

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, Math, Technology, Physical Education, Music, 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.

Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Objectives:

Student will be able to....

1. Describe forms of entertainment.
2. Express differences between work and entertainment.
3. Compare and contrast entertainment forms: then vs now.
4. Use cognates to infer the meaning of statements and questions.
5. Infer the life of Tai in the XXI Century.
6. Use technology to make a presentation.

New Vocabulary:

*Recycle of vocabulary from previous lessons.

Materials/Resources:

Movie, *Tai: el pequeño tayno*

LCD Projector

Computer lab
Pictures of the *El Tibe & El Caguana*

Procedure

Warm-up

We will review the homework: *Palabras taínas*
¿Qué palabras en inglés tienen un origen taíno?
¿Lo sabías o no?

The students will decide which of the activities listed are considered work and which ones are ways of entertainment – *tarea vs recreación* [Activity 18]. Then, they will match the statements with some pictures of the book.

Introduction of New Material

As a class, we will discuss some entertainment forms of the *taínos*, *el batá* & *el areyto*. Which statement is part of the *areyto* and which one is part of the *batá*? [Activity 19] What would be their equivalents in this century? Have they changed? How? The teacher will present a mini Power Point of some of her personal pictures of the two ceremonial parks in Puerto Rico, El Tibe & El Caguana, used to play *el batá* and to celebrate *el areyto* by the *taínos*.

As part of the entertainment theme, we will watch the movie, *Tai: el pequeño tayno*.

Practice

The students will go to the computer lab. They will take the pre-test but this time it will work as post test. Then, they will work on their final project. They have to create an electronic presentation of their choice of how would be Tai's life in the XXI century. Their presentations can reflect their own personal life. Their presentations have to include the areas that we discussed in class:

1. Food
2. Entertainment
3. Housing and/or town (yucayeque)
4. Occupations
5. Socio-political structures
6. Transitions words
7. *Antes de & después de*
8. Verbs: *necesitar, poder, traer, haber*

Although it is an electronic presentation, the students can be encouraged to bring props for their presentations.

*These presentations can be used next year during the first Thematic Unit: “My Daily Routine” of Spanish I. The students can come as guests to present their work to the new students.

Assessment

Novice-Mid Presentational Rubric [\[Appendix 6\]](#)

Closure

*We will discuss the results of the pre/post test. We will compare and contrast the results using the graphics. *¿Hay una diferencia?*

Nombre _____ Apellido _____
Fecha _____ Período _____

Tarea vs Recreación

Part I. Decide which of the activities are considered work and which ones are ways of entertainment. Write either “tarea” or “recreación” next to it.

- _____ 1. Tai ayuda a preparar el desayuno.
- _____ 2. Tai recoge y limpia los platos.
- _____ 3. Tai ayuda a preparar el casabe.
- _____ 4. Tai va al río.
- _____ 5. Tai reparte el casabe.
- _____ 6. Tai descarga las canoas.
- _____ 7. Tai juega el batá.
- _____ 8. Tai canta y baila.
- _____ 9. Tai escucha la historia del pueblo taíno.
- _____ 10. Tai construye su arco y flecha.

Part II. Write the number that represents the statements in Part I under each picture.



a. _____



b. _____



c. _____



d. _____



e. _____



f. _____



g. _____

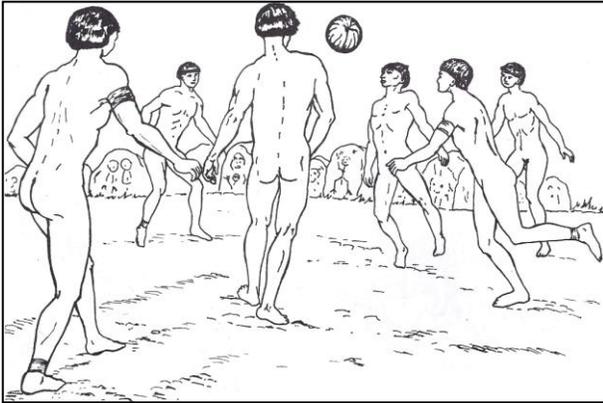


h. _____

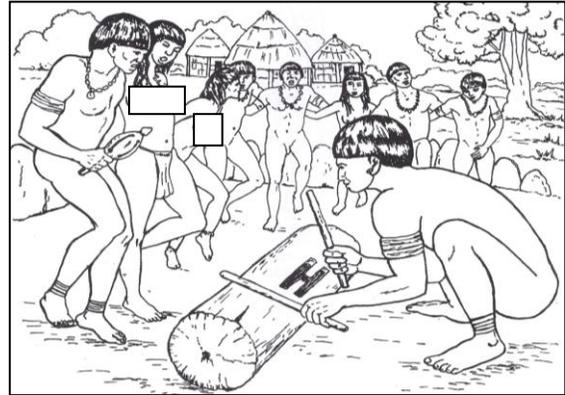
Nombre _____ Apellido _____
Fecha _____ Período _____

Recreación: el batá y el areyto

Part I. The *taínos* used to entertain themselves by practicing the *batá* and by celebrating the *areyto*. Read each description and decide if it belongs to the *areyto*, to the *batá* or to both. (Pictures taken from the book: *Los Taínos de Boriquén*.)



A. el batá



B. el areyto

- _____ 1. Era practicado en el batey.
- _____ 2. Necesitaba una pelota.
- _____ 3. Se bailaba y se cantaba.
- _____ 4. Se narraba la historia del pueblo taíno.
- _____ 5. Era un evento para socializar.
- _____ 6. Tocaban el tambor, las maracas, el güiro, el guamo y las flautas.
- _____ 7. No se podía usar las manos.
- _____ 8. Era un tipo de fiesta.
- _____ 9. Se usaba la cabeza, los hombros, los codos y las caderas.
- _____ 10. Forma de preservar las leyendas, mitos y tradiciones.
- _____ 11. Era una ceremonia religiosa.
- _____ 12. No se podía dejar que la pelota tocara el piso.

Part II. Identify the musical instruments.