

## Columbus and a Taíno Person

This activity is adapted from a GLAD strategy where the teacher creates a large poster with important information overlaid on an image relevant to the unit or topic of study. Typically, in preparation for the activity, the teacher would lightly trace the image and the information on a large sheet of white butcher paper. When it was time to begin, the teacher would hang the white butcher paper on the board and begin coloring in parts of the image and tracing over the information she'd traced in, while presenting this information to the class. When used as part of a GLAD unit, this strategy is combined with the concept of 10:2 teaching—for every 10 minutes of direct instruction, students are given two minutes to discuss with the class, a partner, their table group etc. the information that has just been presented. It may take a few class periods to color in and trace the entire image and all the relevant information.

### **ACTIVITY ONE: PICTORIAL INPUT CHART**

The abovementioned approach can be used for this activity. Included below are two images, one of Columbus and one of a Taíno girl, that can be used as the basis for the image sketch (these do not have the information typed onto them). The images can be drawn freehand or traced by using an overhead or Promethean Board to project the image onto white butcher paper hanging on the wall. Another option is to use the provided images to create larger posters, skipping the step of sketching the image and just sketching the information on to the premade poster. Then, you would just trace over the words as you present the information to the students. You could also laminate the posters and write the information on using vis-à-vis marker which would allow you to use the posters multiple years or for multiple classes if you teach the same class multiple times a day. If you do not have time for either of these options, you can use the examples with the text below as handouts or create posters of them to post in the classroom.

Once you have completed making the posters with your class, keep them hanging somewhere in the room for the rest of the unit, so that the students can use them as informational resources. The information from this activity can be extended into the next activity where students will complete a Mind Map, Venn Diagram and a compare and contrast essay on Columbus and the Taíno people.

### **ACTIVITY TWO: MIND MAP**

Using the information from the pictorial input charts on Columbus and the Taíno people, students will fill out a Mind Map and then a Venn Diagram comparing and contrasting Columbus and the Taíno. This activity can be done in groups, partners or as individuals. A blank template and an example of the Mind Map are provided below.

The Mind Map has been created using the same chunking labels for the information provided on the pictorial input charts: timeline, accomplishments and impact, interesting facts, and other names. Students will use what they've learned to fill out the two mind maps—one for the Taíno and one for Columbus, writing the appropriate name in the blank center circle.

### **ACTIVITY THREE: VENN DIAGRAM**

Students can then use these two mind maps to fill out their Venn diagrams. Once students have completed the Venn Diagram, then they can begin writing a two paragraph compare and contrast essay—one paragraph on how the two are alike and one paragraph on how the two are different. This is a good activity to reinforce the role of a topic sentence, paragraph structure, and organization. Younger students may need to have topic sentences and appropriate contrasting sentences modeled for them. For example, “Columbus and the Taíno were similar in some (many) ways.” “While there were similarities, Columbus and the Taíno were very different.” “Columbus and the Taíno were very different.” “Both Columbus and the Taíno were accomplished sailors.” “Columbus spoke Spanish, but the Taíno spoke Arawak.” “The Taíno believed in bathing regularly, but the Spanish rarely bathed.”

# THE TAÍNO PEOPLE

## TIMELINE:

~13,000 BC: First human beings live in Caribbean

~800 BC: Taíno arrive in Caribbean region

1492: Columbus arrives, meets, captures, and enslaves first Taínos. When Columbus arrives estimates show that millions of Taínos live in the area

1492-1500: Taínos captured for slave trade, forced to work of Europeans farming or hunting for gold. Various revolts and fights break out between the Taínos and Europeans over abuse and mistreatment of Taino peoples

1542: Estimated Taíno population is 200, from the millions alive when Columbus arrived

## OTHER NAMES:

- Also referred to as Arawak
- Taíno means “men of good”

## INTERESTING FACTS:

- Historical records show that the Taíno liked to play sports and recite poetry for fun.
- They travelled from island to island to trade.
- They had ceremonial dances called *areitos*
- All records describe the Taínos as generous and kind.
- Columbus wrote in his diary that the Taínos were intelligent people
- They are highly skilled sea people—very talented at sailing and fishing
- They like to bathe often and Spain eventually passed a law prohibiting this because they believed it was unhealthy
- They kept ducks close to their homes for food. They also fished and harvested nuts, corn, cassava and other roots.

## ACCOMPLISHMENTS AND IMPACT:

- Taíno feed a population of millions without harming the environment
- From remaining records we know that no one in the community ever went hungry
- They lived in small, clean villages close to the coast
- They could build a dwelling from a single tree
- From several trees they could build a canoe that would hold hundreds
- Traded throughout the islands with other villages
- Society based upon the idea that everyone would work, even important government and religious leaders
- Government and religious beliefs encouraged the importance of respecting and caring for the Earth

# CHRISTOPHER COLUMBUS

## TIMELINE:

1451: Columbus is born in Genoa, Italy

1484: Columbus presents his idea to sail to the Indies to the king of Portugal for funding. He is turned down

1492: Columbus finally receives approval from the King and Queen of Spain for his expedition to the Indies

1492: Columbus sets sail on his first voyage with three ships and 90 men. He reaches the Caribbean, but thinks that he is in the Indies and close to China. He claims all of the land for the king and queen of Spain

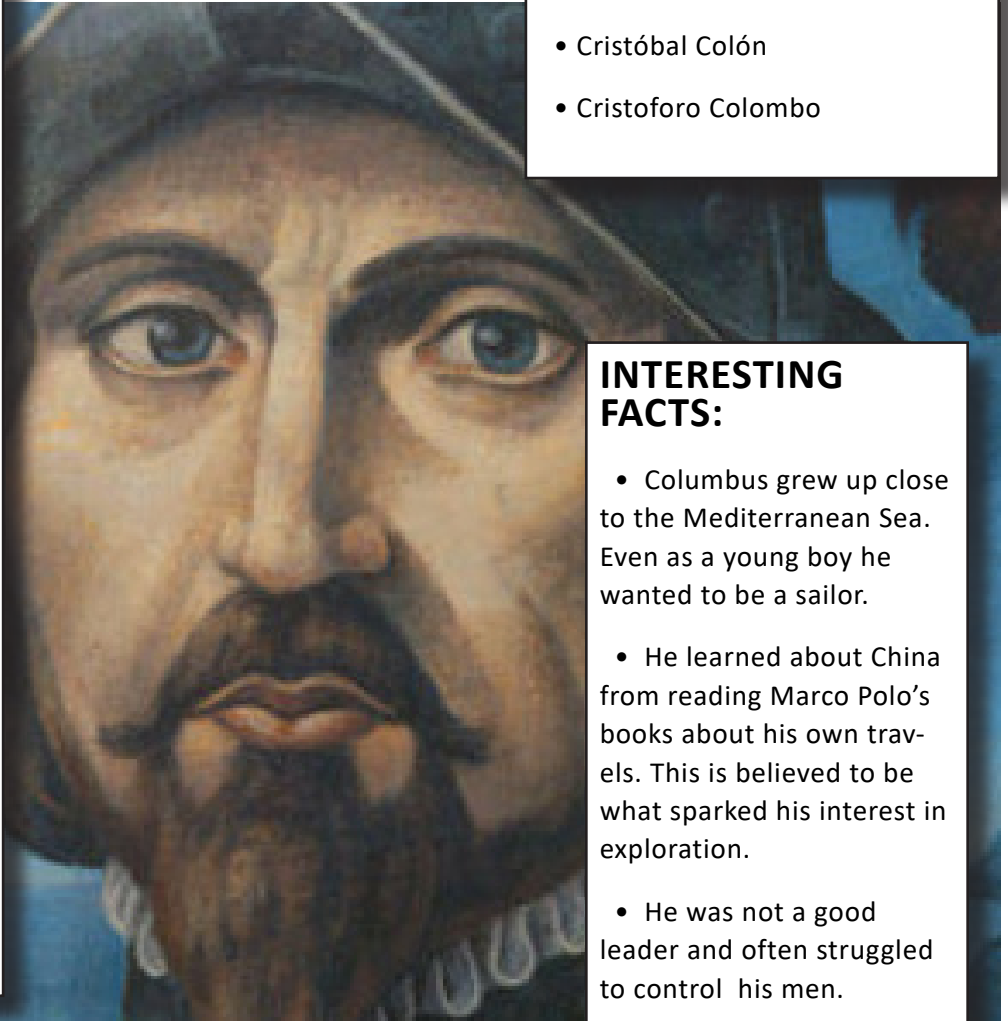
1493: Columbus takes his 2nd voyage to the Americas. This time he has 17 ships and 1200 men

1498: Takes 3rd voyage to the Americas

1506: Dies in Spain with little power, prestige or money.

## OTHER NAMES:

- Cristóbal Colón
- Cristoforo Colombo



## INTERESTING FACTS:

- Columbus grew up close to the Mediterranean Sea. Even as a young boy he wanted to be a sailor.

- He learned about China from reading Marco Polo's books about his own travels. This is believed to be what sparked his interest in exploration.

- He was not a good leader and often struggled to control his men.

- Europeans didn't bathe often. Native Americans often thought they smelled bad.

- He was in search of gold and spices. He was motivated by God, glory and gold.

- He died thinking that he had found the Indies.

- Columbus was one of the best sailors of his time. He used the astrolabe and stars to guide him.

## ACCOMPLISHMENTS AND IMPACT:

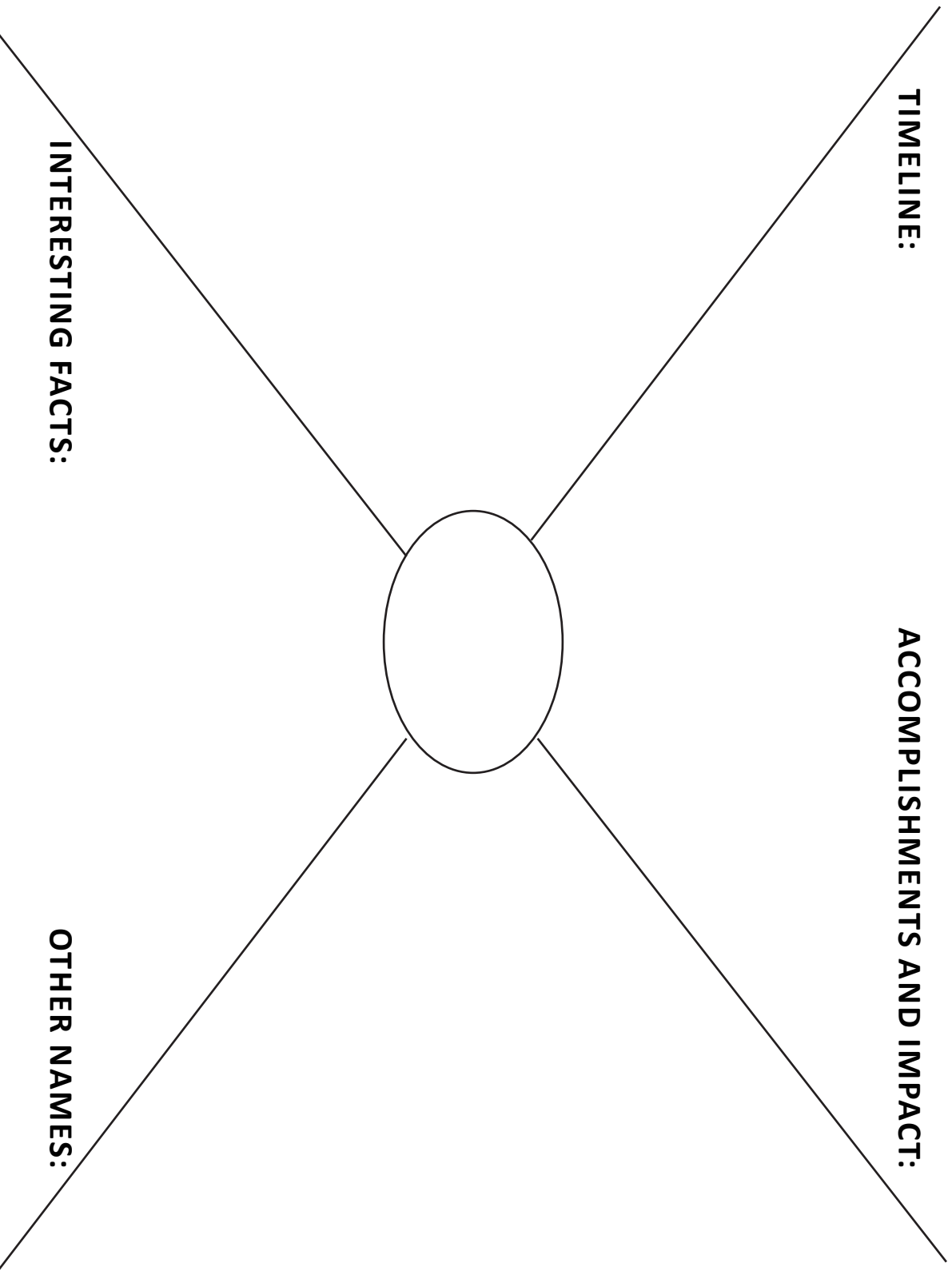
- Columbus made four trips to the Americas in all.
- He names the Native Americans he encounters Indians because he believes he is in the Indies. He is the reason we still use that name today.
- He never realizes that the riches of the Americas lie in the crops that Europeans will grow there like sugar, tobacco, and cotton. Instead he spends all of his energy searching for gold.
- Columbus is one of the first Europeans to see tobacco.
- Columbus' first settlement, Hispaniola, fails when he returns to Spain.
- Columbus is the first European to sail to the Caribbean
- He initiates the trans-Atlantic slave trade.



The image above is provided courtesy of the SeavisTours Museum in Mano Juan (Saona).



The image above is provided courtesy of the Christopher Columbus Portrait Gallery at the Medieval History Site.



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**ACCOMPLISHMENTS AND IMPACT:**

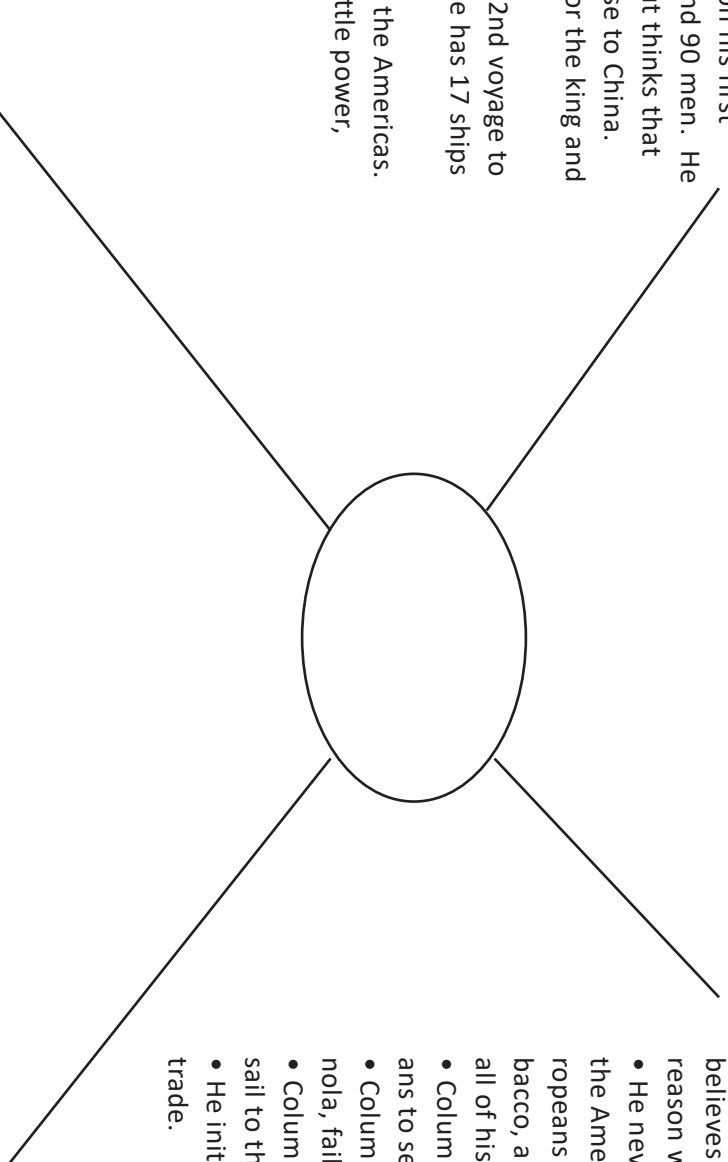
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- Europeans didn't bathe often and Native Americans often thought they smelled bad.
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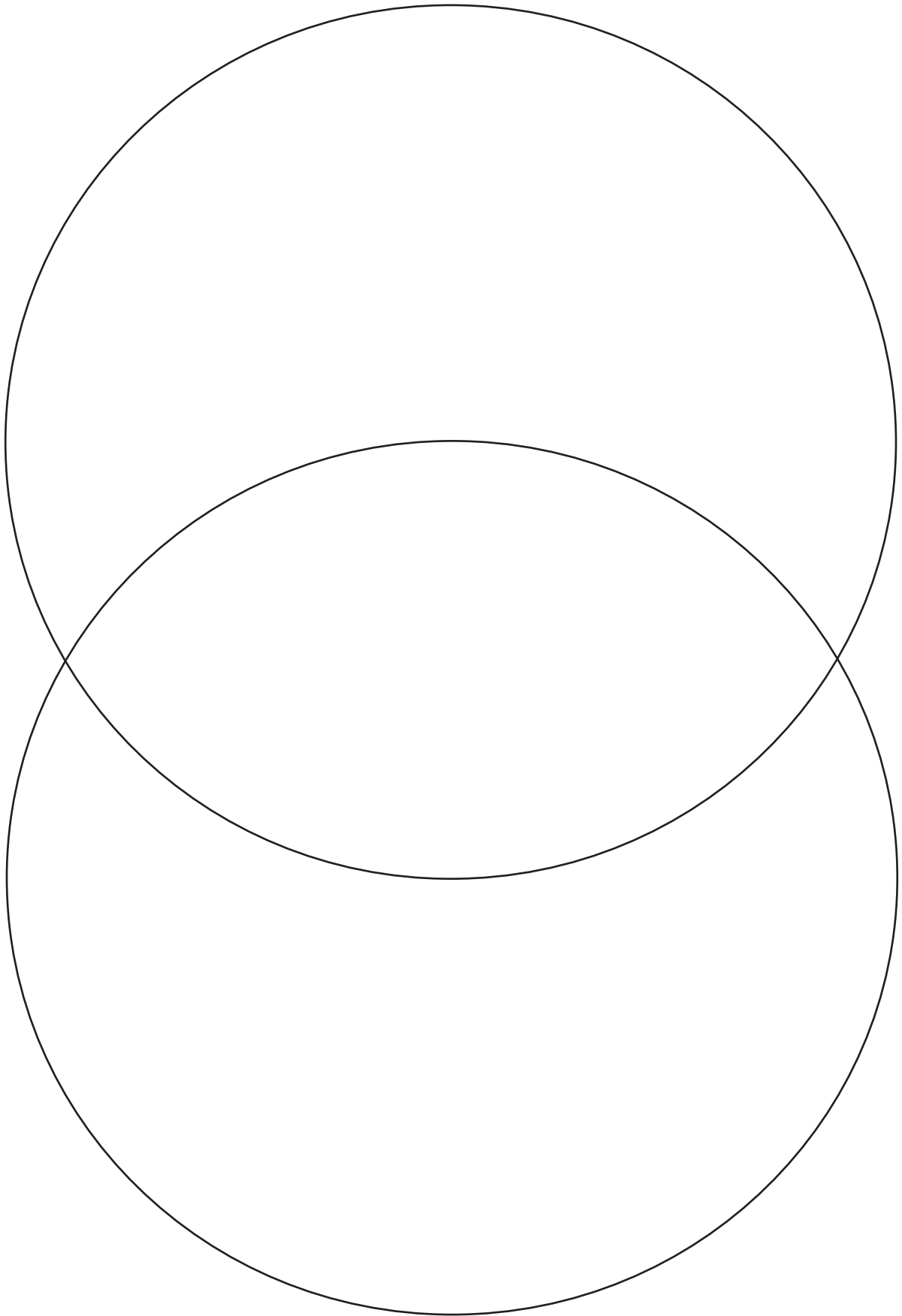
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## Taino

- Were living in Caribbean Island region when they encountered the Spanish.
- Government and religious beliefs encouraged the importance of respecting and caring for the Earth.
- Bathed often.
- Talented sailors and fishermen. They could build a canoe that would hold hundreds out of a few trees.
- Lived in small clean villages close to the coast.
- Did not have steel weapons-used spears, bow and arrow for hunting, fishing.

## Both

- Lived close to the ocean.
- Were skilled sailors.
- Traveled in order to trade.

## Columbus

- Originally from Italy, grew up close to the Mediterranean Sea.
- Government and religious beliefs encouraged exploring and claiming land for the king and the Church.
  - Did not bathe often.
- Talented sailor inspired by Marco Polo. He used the astrolabe and stars to guide him.
- Eventually moved to Spain where, like in many European countries, cities were growing and developing.
- Was supported by the king and queen of Spain in his explorations.
  - Used swords as weapons.