

# The Growth of Caribbean Integration

## Lesson 1

**Lesson Title:** Stages of Caribbean Integration

**Grade/Age Level:** Form 5 (Ages 15-17)

**Subject Area:** Social Studies

**Time allotted for lesson:** Double Period: 80 minutes

**Description of lesson:**

In this lesson, the learners research and discuss the major integration movements that the English speaking Caribbean engaged in since the 1950's.

**Curriculum Standards:**

Regional Integration 1: Correctly use concepts and terms associated with regional integration.

Regional Integration 3.1: Outline the major stages of the integration movement.

**Instructional Objectives:**

Learners will be able to:

- a. Identify six integration movements (Federation, CARIFTA, CARICOM, OECS, ACS, CSME) involving the English speaking Caribbean.
- b. Present key facts on each movement, namely: start/end dates; Treaty name or where signed; signatory governments; logos.
- c. Briefly discuss the main differences between Federation and the other integration movements.

**Instructional Procedures**

**Lesson Set**

The instructor will pose the question “Why integration?” Learners will be invited to listen to Black Stalin’s perspective in his calypso [“Caribbean Unity”](#) which will be played through the teacher’s computer and speakers. With teacher interaction, learners will identify the main themes in the song (unity improves our lives, integration attempts, and hindrances), which will be highlighted as

areas of interest in the unit and topic. They will be invited to see how the calypso could be rewritten to be more accurate and up to date as they work through the unit.

### **Techniques and activities**

1. Examine the timeline graphic as a whole class activity. Learners use it to reference the movements and the order in which they will be studied.
2. Reading in class-text on Federation followed by teacher directed discussion on key points. These include start date, type of union, logo, Federal Prime Minister, Federal capital, at least 3 reasons for its break up, year of collapse.
3. In small groups, learners research key information on the formation of CARIFTA, CARICOM, OECS, ACS and CSME. Key points include start date, signatory governments, Treaty name/location, type of union, logos.  
Main resource materials [CARICOM website](#); [CARICOM handbook](#); class text.
4. Present information to class for whole class discussion to develop understanding.
5. Individual activity: Complete Timeline Worksheet within a set time.
6. Individual activity: Write a paragraph on the differences between Federation and the other integration movements.

### **Lesson Closure:**

There will be a whole class review of timeline worksheets to ensure each movement was summarized correctly. Learners will be advised they can use the worksheets in the next class as they study the member states in each movement.

### **Adaptations for special learners:**

- Copies of the [calypso lyrics](#) will be provided for learners with hearing difficulties. This also helps to understand variations in the dialect used by the singer and that of the learners.
- Persons with vision impairment can click on the images for a larger view of the visuals.
- Key points from discussions will be noted on the whiteboard for persons who have difficulty recalling information.

### **Supplemental Activities:**

Extension: If time allows, learners will listen to [Federation](#) by Sparrow. Based on what they have been studying, learners will decide if they think this view accurately reflects reasons for the breakup of the Federation.

They can also search for other songs promoting regionalism. They will use headphones to listen and can note what they think are the main messages. These activities can also be done at home.

Remediation: The instructor moves around the room, giving guidance to learners as they research and complete the individual activities.

**Assessment/Evaluation:**

- Learners complete a [worksheet](#) with a simplified timeline on which they must accurately place the name and start year of each integration movement studied. Other key facts must also be correctly associated with selected movements: logo, place or name of Treaty. This exercise will not be graded, but learners will self-correct based on classroom discussion of the timeline.
- Learners will respond to the statement: “The West Indies Federation differed from the other integration movements.” In a paragraph of about 75 words, they will discuss two differences. This will be formally evaluated by the instructor with feedback appended to each paragraph. Further clarification on the feedback can be provided at the next class if required.

Objective	Mastery (9-10 marks)	Competence (6-8 marks)	Inadequate (0-5 marks)
<p><b>Briefly discuss the main differences between Federation and the other integration movements.</b></p>	<p>Paragraph contains the following: Two differences stated; Supporting evidence is given for each difference; No errors in grammar and writing mechanics.</p>	<p>Paragraph contains a total of 3 to 4 errors in the following: Differences in the movements and supporting evidence; grammatical or mechanical errors in writing.</p>	<p>Paragraph contains more than 4 errors in the following: Differences in the movements and supporting evidence; grammatical or mechanical errors in writing.</p>

**Learner Products**

- Completed, corrected worksheet.
- Paragraph on the differences between Federation and the other integration movements.