

# The Growth of Caribbean Integration

## Lesson 2

**Lesson Title:** Membership in Regional Integration Movements

**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 examine the member states in the major integration movements. Comparisons are made among the movements to determine why there are small but noteworthy differences in membership.

**Curriculum Standards met in this lesson:**

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

Regional Integration 3.2: Outline the member states in the integration movements from 1958 onwards.

**Instructional Objectives:**

Learners will be able to:

- a. Locate member states in the Federation, CARICOM and OECS on a regional map.
- b. Identify at least 5 non-CARICOM members of ACS.
- c. Account for the differences in membership in CARICOM, OECS, and ACS.
- d. Discuss the status of the territories aligned to CARICOM.
- e. List the signatory governments to CARICOM and dates of entry to the grouping.

## **Instructional Procedures**

### **Lesson Set**

Learners review their timeline worksheets from the previous lesson to recap the integration movements. Reference will be made to the song *Caribbean Unity* from Lesson 1 and the question asked: “Are we truly one race, who made the same trip on the same ship?” A few responses will be encouraged where the accuracy of the statement should be challenged. The teacher will invite learners to find out about the diversity among members in the lesson.

### **Techniques and activities:**

1. Discovery activity: Using visuals, links, and class text to identify the member states in each of the integration movements. Learners will work collaboratively to research the data.
2. Individual Activity: Fill in a regional outline map with an appropriate key to show membership in the Federation, CARICOM, and OECS.
3. Whole class discussion point: Account for differences in membership in CARICOM, OECS, and ACS.
4. Individual Activity: Write a short paragraph on the differences in membership.
5. Using the lesson resources, learners draft a presentation on four members of CARICOM which will be completed as homework.

### **Lesson Closure:**

Students will be invited to recap the different types of status in CARICOM and the conditions for membership in OECS and ACS. They will be reminded that each country decides if membership will be beneficial to them. The next lesson examines the objectives which help a country decide the merits of joining a particular grouping.

### **Adaptations for special 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: Learners who complete lesson activities early can start exploring presentation tools that they might use for that activity.
- Remediation: The instructor moves around the room, giving guidance to learners as they research and complete the individual activities. Learners can request a meeting with the instructor outside class time for help with their selected presentation tool.

**Assessment/Evaluation:**

- Complete an outline map of the region to show membership in the West Indies Federation, CARICOM, and OECS. A suitable key for the map must be added. This will be initially reviewed in class and learners will make adjustments as needed. The instructor will also review the maps, but a grade will not be assigned. Additional improvements will be suggested if needed.
- Presentation on four CARICOM members which includes:
  - 1 More Developed Country (MDC)
  - 1 Less Developed Country (LDC)
  - 1 Associate member
  - 1 Non-English speaking memberThe [presentation rubric](#) is included.
- A short paragraph explaining why membership in the OECS differs from membership in CARICOM. This will be formally evaluated using the paragraph writing rubric. Feedback will be appended to each paragraph.

Objectives	Mastery (9-10 marks)	Competence (6-8 marks)	Inadequate (0-5 marks)
Account for the differences in membership in OECS and CARICOM	Paragraph contains the following:  Reason is clearly explained; supporting evidence is given; no errors in grammar, spelling, sentence structure.	Paragraph contains 3 to 4 errors in the following:  Differences in the movements; supporting evidence; grammar, spelling and sentence structure.	Paragraph contains more than 4 errors in the following:  Differences in the movements; supporting evidence; grammar, spelling and sentence structure.

**Learner Products:**

- Completed map of the member territories.
- Presentation using student's choice of tool (e.g. Glogster, PowerPoint, SlideRocket, or paper-based product).
- Paragraph on differences in membership.

## Key Facts on Selected CARICOM Member States Presentation Rubric

Name of Learner: \_\_\_\_\_

	Criteria			Points
<b>CONTENT</b>	4 points	2-3 points	0-2 points	
	Member states include one of EACH: MDC; LDC, Associate member; non-English speaking member.	Missing 1-2 of following: MDC; LDC, Associate member; non-English speaking member.	Missing 3-4 elements of the following: MDC; LDC, Associate member; non-English speaking member.	
<b>Other Information</b>	Date of entry in CARICOM; membership in other movements; Capital; Head of Government.	Missing 1-2 of: Date of entry in CARICOM; membership in other movements; Capital; Head of Government.	Missing 3-4 of: Date of entry in CARICOM; membership in other movements; Capital; Head of Government.	
<b>APPEARANCE</b>	Presentation is appealing; easy to read; well organized; graphics are appropriate.	Errors in 1-2 of: Presentation is appealing; easy to read; well organized; graphics are appropriate	Errors in 3-4 of: Presentation is appealing; easy to read; well organized; graphics are appropriate	
<b>MECHANICS/ GRAMMAR</b>	No spelling or grammatical errors.	1-2 errors in spelling/ grammar.	3-4 errors in spelling/grammar.	

**Reviewer's Comments:**

*\* Note for learners: This lesson plan template is adapted from the model that is recommended in the book *Preparing to Use Technology: A Practical Guide for Technology Integration*.*