

The Growth of Caribbean Integration

Unit Plan

Fiona Springer
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Unit Goals

The main goal is for students to discuss with accuracy the history, membership, and main objectives of specific regional integration movements in the Caribbean.

On completion of the unit, the learners will be able to:

- Identify six integration movements involving the English-speaking Caribbean.
- Briefly discuss the main differences between Federation and the other integration movements.
- Identify member states in the Federation, CARICOM, OECS and ACS.
- Account for the differences in membership in CARICOM, OECS, and ACS.
- Explain the objectives of CARICOM.
- State examples of functional cooperation and harmonized foreign policy.
- Discuss three main objectives of the CSM.
- Examine how CSM objectives can contribute to development.
- Discuss why countries are fearful of CSM.

Curriculum Standards

The course uses Caribbean Examinations Council (CXC) CSEC objectives for the regional integration unit in the Social Studies syllabus:

- **Regional Integration 1.** Explain and correctly use concepts and terms associated with regional integration.
- **Regional Integration 3.1** Outline the major stages of the integration movement.
- **Regional Integration 3.2** Outline the membership of the integration movements from 1958 onwards.
- **Regional Integration 5.1** Outline the objectives of CARICOM.
- **Regional Integration 5.2** Outline the objectives of the CARICOM Single Market (CSM).

Student Characteristics

Students for this unit are between 15 and 17 years and in their final year of the CSEC program which usually runs over the course of two years. Some lack confidence in their abilities to perform, but are capable in a stimulating and supportive classroom. However, they tend to struggle with more abstract concepts such as integration since it is not a regular part of their day-to-day experience. Additionally, students often echo a lot of negatives about integration heard from others in the society and this may impact on their approach to the concept. Students will help each other with their work, but tend not to opt for group work where the final result is based on a joint effort. There are no known physical limitations that might hinder access in this lesson.

Present Level of Student Performance and Knowledge

Students already are familiar with some of the countries involved in the integration process, and the concept has been mentioned but not discussed in depth in prior sections of the syllabus. Integration and cooperation are two unifying concepts of the Social Studies syllabus. Most students have satisfactory writing and comprehension skills, with about 90% already having passes in English Language at CSEC level. Students are familiar with computer based activities such as navigating, using hyperlinked content, and creating content using applications.

Classroom Layout and Student Groups

The classroom has wireless internet access, with five hexagonal tables which will facilitate peer assistance, individual, and whole group activities as the lessons demand. Students can easily see the whiteboard at the front of the room. The layout allows the instructor easy movement around the class and student work areas.

Introductory procedures

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.

Materials and media

- School issued laptops to access web based resources.
- YouTube videos of calypsos on Caribbean integration: [Federation](#) by Slinger “Mighty Sparrow” Francisco; [Sea Water and Sand](#) by Hollis “Chalkdust” Liverpool; [Caribbean Unity](#) by Leroy “Black Stalin” Calliste. Alternatively, instructor owned CDs of the songs can be used. The videos or CDs will be played via the instructor’s computer, multimedia projector, speakers, and the whiteboard as a whole class activity.
- Handouts of the lyrics of the calypsos. Students listen to the songs and follow the lyrics. Calypso is sung in local vernacular. These are all sung by Trinidadians, which may present

minor difficulties for Barbadian learners. Having the printed lyrics will facilitate understanding. *Caribbean Unity* identifies integration movements and learners can add any that are missing, given that the song was composed years ago before CSM and the Association of Caribbean States (ACS) were formed. *Federation* presents perceptions on why this experiment failed, while *Seawater and Sand* highlights the need for, and hindrances to integration.

- [CARICOM website](#) where students will be directed to specific sections for information on membership, history, institutions, and the CARICOM standard.
(Links are found at: [Federation](#), [CARIFTA](#), [OECS also](#), [ACS](#), [CARICOM](#) handbook)
- Textbook: Sandy M. & Grayson S. (2000) *Social Studies Essentials*. Carlong Publishers. The text will be available as a back up and as a complementary source of information.
- A handout with a simplified timeline to assess if students can outline the stages accurately.
- Outline maps of the Caribbean region, which students will complete to show their understanding of membership in selected movements.
- CARICOM Youth Ambassadors: Christa Soleyn or Jamonn Roberts will be resource persons for Lesson 3 on Objectives. They are near the age of the learners, and as they present content and answer questions, they might influence learners to see integration as a more relevant concept in the life of young people. The [CYA program](#) promotes advocacy among youth on regional priorities, one of which is the CSM.

Visuals.

- A timeline graphic which will indicate a failed integration attempt, the current movement and the three stages of its evolution. It will also include two other movements (OECS and ACS) which are separate from CARICOM.
- An outline map of the Caribbean using color to distinguish aspects of membership in CARICOM (original members; non-English speaking members; Associate members)
- A table showing membership status and date of entry into CARICOM.
- The logos of the integration movements will be used to highlight related information.
- An interpretive graphic to understand the Common Market principles. I will represent three countries in a circle (the common market) and one outside. Then I will use arrows to suggest exchange among the three inside and how the outside country interacts differently with them.
- “Free movement of goods” graphic will not interpret this CSM objective but in association with the next two graphics will invite learners to create their own interpretation. It will use a question mark to encourage them to think. They will do this activity after discussion of the concept.
- “Free movement of capital” graphic will demonstrate that Caribbean nationals can travel without restriction on money for business. This should help learners understand the CSM objective.
- “Free movement of skilled labor” graphic. The 3rd CSM objective will help learners understand that CSM nationals can work in other member countries without restrictions.

Assessment and evaluation

This will assess how well students recall certain facts and events, and how well they analyze and synthesize content from various sources.

Lesson 1: Stages in Regional Integration

1. At the end of Lesson 1, students will arrange the integration stages on the simplified timeline. They will also arrange key facts next to the appropriate stage (e.g. logo, main signatories, where signed).
2. Write a short answer response on the difference between Federation and the successive integration movements.

Lesson 2: Membership

3. Complete a regional outline map to show membership in the West Indies Federation, CARICOM, and OECS. Students will devise a suitable key for the map.
4. As a lesson activity, students will research information indicated below. They will create a presentation (their choice of tool- e.g. [Glogster](#), [SlideRocket](#), PowerPoint, paper-based brochure) with key facts on four CARICOM members which must include:
 - a. 1 More Developed Country (MDC)
 - b. 1 Less Developed Country (LDC)
 - c. 1 Associate member
 - d. 1 Non-English Speaking member

A rubric, given to the students, will be used to assess the presentations.

5. Write a short paragraph explaining why membership in OECS differs from membership in CARICOM.

Lesson 3 Understanding CARICOM and CSM Objectives

6. In class discussion, identify examples of **functional cooperation** in selected areas (e.g. education, sport, health, disaster management.) They will supplement responses with information from resource person(s), web-based, and text-based resources. They will do the same for **coordinated foreign policy**.
7. During class, create a cartoon, short comic strip, or poster highlighting one CARICOM or CSM objective.
8. Quiz on objectives at the end of the lesson.

Relate assessment instruments to the outcomes stated in the goals.

The goals and the instruments are aligned in the table below. The numbers in brackets refer to the assessment and evaluation exercises.

GOALS/OBJECTIVES	ASSESSMENT METHOD
Identify six integration movements involving the English speaking Caribbean.	Timeline of stages (1).
Briefly discuss the main differences between Federation and the other integration movements.	Paragraph on the difference between Federation and other movements (2).
Identify member states in the Federation, CARICOM, OECS and ACS.	Outline map of members (3). Presentation of key facts on four member states (4). Paragraph on OECS and CARICOM membership (5).
Account for the difference in membership in CARICOM, OECS, and ACS.	Paragraph on OECS and CARICOM membership (5).
Explain the objectives of CARICOM and the CARICOM Single Market (CSM).	Examples of functional cooperation and harmonized foreign policy (6). Cartoon of CARICOM/CSM objective (7). Quiz on objectives (8).
State examples of functional cooperation and harmonized foreign policy.	Examples of functional cooperation and harmonized foreign policy (6).
Discuss three main objectives of the CSM.	Cartoon of CARICOM/CSM objective (7). Quiz on objectives (8).
Examine how CSM objectives can contribute to development.	Cartoon of CARICOM/CSM objective (7).
Discuss why countries are fearful of CSM.	Cartoon of CARICOM/CSM objective (7).

* Adapted from Unit Plan at http://edtech.tennessee.edu/~bobannon/unit_plans.html