

Cape Verdean Connection



Betsy Lambert
Miscoe Hill School
Grades 6-8

Unit Overview

This unit highlights the long-standing relationship between the people of the Blackstone Valley and greater New England area and the Cape Verdean people. Carefully selected documentation demonstrates some of the ways in which the Cape Verdean people, as they moved beyond their original geographic borders, have impacted the Blackstone Valley region. The varied learning experiences activate and utilize students different multiple intelligences, while providing intellectual challenges at multiple levels of cognitive complexity. Modifications for language or special needs are included with each lesson, as are links to historical background, additional resources and reference materials.

Standards

Standards addressed in this unit:

- Rhode Island Grade Span Expectations for Civics & Government and Historical Perspectives
5 (5-6)-1, 5 (7-8)-1, 5 (5-6)-2, 5(7-8)-2

Also check RI ELA standards and Art

- Massachusetts History and Social Science Curriculum Framework 6.1, 6.2, 6.3, 6.4,.6.5, Mass
United States History Themes: #3

Also check ELA standards and US History 1 standards and Art

Objectives

- The documents and activities contained in this unit are intended to help students better understand the historic relationship that exists between the people of New England and Cape Verdes, and appreciate the varied contributions of Cape Verdean people to the Blackstone Valley and region.
- Students will be able to relate ways in which the Cape Verdean people, as they moved beyond their original geographic borders, have impacted the economic, political, religious, and cultural ideas of the Blackstone Valley and our region.

Index of lessons

- 1. Cape Verdes Geography
- 2. Saying Goodbye (Tavares)
- 3. Immigration – Cape Verdeans come to the US
- 4. Textile Industry (NE Knitting) writing – setting, mood
- 5. Culminating Project
- Length of lesson including, length of period (minutes)

Lesson/Activity #1: Cape Verdean Geography

Standards: Massachusetts Social Studies Standards Grade 6.2 6.3, 6.4, 6.5
Rhode Island C&G 5 (5-6) – 1

Performance Objective: Students will demonstrate knowledge of the location, climate and demographics of the Cape Verdean Islands and Providence, RI.

Materials: white paper 8 1/2X 11, chart paper, markers, world maps, world atlases.

Time Needed: 60 minute class period

Detailed Procedure:

- Step 1 Students draw a world map on a blank 8 ½ x 11 piece of paper without using any reference materials. Include and label: 7 continents, 4 oceans, equator, prime meridian, tropic of cancer, tropic of Capricorn, 4 hemispheres, compass rose, Providence, Rhode Island, and Cape Verdes.
- Step 2a Students draw a world map on a blank 8 ½ x 11 piece of paper using reference material. Include and label: 7 continents, 4 oceans, equator, prime meridian, tropic of cancer, tropic of Capricorn, 4 hemispheres, compass rose, Providence, RI, and Cape Verdes.
- 2b Students use reference materials to create a comparative chart that displays the demographics (population, religion, linguistic group), location (longitude and latitude), and climate data (average rainfall, temperature) for the two locations.
- Step 3 Students work with a partner to create a colorful world map on chart paper without using reference materials. Include and label: 7 continents, 4 oceans, equator, prime meridian, tropic of cancer, tropic of Capricorn, 4 hemispheres, compass rose, Providence, RI, and Cape Verdes.
- Step 4 Students draw a world map on a blank 8 ½ x 11 piece of paper without using any reference materials. They are given the checklist below to use as a guide as they include and label: 7 continents, 4 oceans, equator, prime meridian, tropic of cancer, tropic of Capricorn, 4 hemispheres, compass rose, Providence, RI, and Cape Verdes. Students use the chart created in step 2b to incorporate color or symbols to indicate average rainfall, temperature, population, and the dominant ethnic group, linguistic group and religious group of Providence and Cape Verde.

This will be graded using the checklist below:

Requirements	Total Possible Points	Points Earned
7 continents	7	
4 oceans	4	
Equator and Prime meridian	2	
2 Tropics	2	
4 hemispheres	4	
Compass rose	1	
Providence, Rhode Island - longitude and latitude	10	
Cape Verdes - longitude and latitude	10	
Average rainfall Providence, Cape Verdes	10	
Average temperature Providence, Cape Verdes	10	
Total population of Providence, Cape Verdes	10	
Primary language spoken Providence, Cape Verdes	10	
Largest religious group Providence, Cape Verdes	10	
Color or Symbols	10	

Step 5: Using think-pair-share, students will individually create a compare and contrast graphic organizer to describe the location, climate and demographics of Providence, RI and Cape Verdes. Next, each student will work with a partner to create a joint graphic organizer. Finally, the class will create a graphic organizer that includes everyone's input. Students copy the class graphic organizer.

Homework: Using the class generated graphic organizer, students will compose a paragraph which compares and contrasts the location, climate and demographics of Providence and Cape Verde.

Reference materials: <http://www.mapsofworld.com/>

Extensions:

1. Include New Bedford, MA, as that was another destination point for many Cape Verdean immigrants.
2. Add trade winds and shipping lanes to the world map
3. Investigate climate extremes of both places: what seasonal changes did each location face?
4. Investigate the hurricane history of each location.
5. Investigate the geological history of each location.

6. Learn more about the demographics of each area: ethnic groups, educational level, income level, other languages spoken, etc.

Modifications are intentionally broad for you to adapt to your individual students' needs:

1. Permit the use of reference materials when creating each map.
2. Simplify the requirements for the final product.
3. Simplify the requirements for the homework assignment.

Lesson/Activity 2: Departure

Standards: Massachusetts State General Standard: Poetry 14.3, 14.4
Rhode Island C&G 5 (5-6)- 1, C&G 5 (7-8) -1

Performance Objective(s): Students will demonstrate knowledge of the impact of trade on immigration and culture, specifically as expressed through the ballad of Eugenio Tavares.

Materials needed: copy of ballad and translation, BBC radio broadcast, paper, highlighters, pencils
Link to BBC radio program website:
<http://www.bbc.co.uk/programmes/b00mm08f#p0071mmz>
Link to Eugenio Tavares Morna of Farewell:
<http://dare.uva.nl/document/131464>

Time Needed: One or two class periods

Detailed Procedure:

Step 1 – Copy the translation of the ‘Morna of Farewell’ on the board, instruct students to copy the text onto the left side of a sheet of lined paper, leaving the right column for their annotations.

Step 2a – Play BBC Radio program, the key segments are Chapter 4 (7.08) Morna, Batuque and Eugenio Tavares and the first section of Chapter 5. Pass out copies of the ‘Morna of Farewell’ as originally written along with the translation. Read along as it is sung on the BBC broadcast.

Step 2b - Discuss: How does the music echo the writer’s sentiments?

Step 2c Read the English translation of the ‘Morna of Farewell’ aloud.

Step 2d -Instruct students to use the right side of their paper for annotations. Since we will be working with a translation, we will not analyze sound devices or rhyme scheme. Instruct students to identify and note symbols and figurative language. In addition they are to circle parts of the poem that are confusing and write their questions in the notation column.

Step 2e – Instruct students to determine the poem's theme and highlight the lines that illustrate and support the theme.

Step 3 – Whole Class Annotations: Students add one of their annotations to the board, then pass the marker to another student.

(Morna is copied below and reformatted from website)

Morna de Despedida (Morna of Farewell), by Euge'nio Tavares:

Hora de bai,	Departure time,
Hora de dor,	Time of pain,
Ja'n q're'	I wish that
Pa el ca manche^!	Daylight would never come
De cada bez	Each time
Que 'n ta lembra^,	That I remember her
Ma'n q're'	I prefer
Fica^ 'n morre^!	To stay and die!

Hora de bai,	Departure time,
Hora de dor!	Time of pain,
Amor,	Love,
Dixa'n chora^!	Let me cry!
Corpo catibo,	Captive body,
Ba' bo que e' escrabo!	You go, since you are a slave!
O'	
alma bibo,	Oh living soul,
Quem que al lebabo?	Who shall take you?

Se bem e' doce,	Although the arrival is sweet,
Bai e' maguado;	The departure is sour;
Mas, se ca bado,	But those who won't leave
Ca ta birado!	Cannot return
Se no morre^	If we die
Na despedida,	In saying good-bye
Nhor Des na volta	God, upon our return,
Ta dano bida.	Will give us life.

Homework: Students write a reflection on Tavares message as it relates to the rhythm of departure/arrival and death/life.

Resources and Historical Background:

1. Cape Verde Packet Trade, article by Ray Almeida
<http://www1.umassd.edu/specialprograms/caboverde/cvpacket.html>
2. Tavares article
<http://archive.southcoasttoday.com/daily/10-06/10-06-06/01living.htm>
3. Eugenio Tavares website (in Portuguese)
<http://www.eugeniotavares.org/>

Extensions:

1. Listen to the entire BBC broadcast

2. Compare and Contrast with John Denver's "Leaving on a jet plane".
<http://www.youtube.com/watch?v=vLBKOCUbHR0&feature=related>
3. Compare and contrast with Bing Crosby's "Now is the Hour"
<http://www.mp3lyrics.org/b/bing-crosby/now-is-the-hour/>
4. Research the Ernestina schooner and Charles Morgan whale ship and their connections to Cape Verdeans.
5. Compose a farewell poem that includes anticipation of reunion.
6. Explore the Claridade literary movement
7. Research other Cape Verdean musicians: the Tavares Brothers, Ivo Pires, Norberto Tavares
8. Research the Morna and the impact of Tavares music
9. Research Tavares' reference to slavery and the history of Cape Verde
10. Write poem incorporating sensory impressions as song sung at Furna dock in calm waters of harbor in Brava, while loved ones boarded ships for America, provide: dock images, music sounds, ship pictures, fiddle and guitar, couples dancing, dawn, last dance before departure.

Modifications:

1. Provide students with a figurative language chart
2. Provide students with

Lesson/Activity 3: Characteristics of Cape Verdean Immigrants

Standards:

Performance Objectives: Students will be able to relate ways in which the character traits of the Cape Verdean people, as they moved beyond their original geographic borders, has impacted the economic, political, religious, and cultural ideas of the Blackstone Valley and our region.

Materials: print out the Cape Verdean Museum Exhibit, Hall of Fame Inductees 2005, 2006, 2008. There are 23 total; select a sample which includes Captain Antone Coelho (2006) and Captain John Theophilo Gonsalves (2008) whose lives at sea fit well with the emphasis on immigration for this unit. <http://www.capeverdeanmuseum.org/2006halloffame.html>

Step 1 – As a class, define character traits as descriptive adjectives that denote qualities of a person. In literature, these may be stated directly or seen through a characters' actions.

Step 2a– Students work singly or in pairs to create action/character trait chart for five inductees. The inductee's name is listed at the top; the left hand column is labeled, 'actions', and the right hand column, 'traits the actions reveal'.

Step 2b - They read over each biography and make notations on their chart. They include every action described in the biography and the character traits revealed by those actions. Think specifically of attitudes toward, separation, risk, work, family, home, others, sacrifice, etc.

Step 2c – Students circle the three character traits that appear the most frequently on each chart.

Step 3 – Students repeat this process for four more inductees.

Step 4 – Post a sheet of chart paper with each inductees name. Under each inductees name, students list the three most frequent character traits revealed by their actions.

Step 5- Create a tally of the top five character traits that may have led to the inductees inclusion in the Hall of Fame.

Homework reflection: How does character impact community? Give examples from this exercise.

Resources:

1. Character Traits list:
http://www.readwritethink.org/files/resources/lesson_images/lesson175/traits.pdf

Extensions:

Modifications:

Lesson/Activity #4 Focus on Ongoing Cape Verdean Contributions: Knitting Mill

Standards: Rhode Island C&G 5 (5-6) 2, (7-8) 2

Performance Objective(s): Students will demonstrate knowledge of working conditions in turn of the century mills in Pawtucket, RI and contemporary standards at the Northeast Knitting Mill. They will consider the competing interests of mill workers and mill owners and governmental interest

Materials: photographs of interior of two mills, photo analysis sheets,

Time Needed:

Detailed Procedure:

1. Compare two images for mood, setting. Use photo analysis sheets photo analysis titles, study color, comp., main idea, character, detail, audience, message.
2. Introduce legal issues and conflict of interest Changes in regulations, products, advertising; international via websites versus broadsides and newspaper ads.
3. Question How are some issues (social, technological, geographical, economical, cultural) beneficial to some people and harmful to others?
Image and audience: LOC image of mill interior with dust and child labor compare to pristine, colorful image of Northeast Knitting

Extensions:

1. Research cotton mills in Pawtucket – can the mill be identified?
2. Compare the Northeast Knitting Mills Website design to old mill ads.

Modifications:

Resources:

1. Photo analysis worksheet from the National Archives:
http://www.archives.gov/education/lessons/worksheets/photo_analysis_worksheet.pdf
2. Discussion of Child Labor regulations
<http://eh.net/encyclopedia/article/whaples.childlabor>
3. Factory inspection legislation:
<http://www.dol.gov/oasam/programs/history/mono-regsafepart02.htm>

Panel 8 *Going to Work* Images Rosalie DeRosa Northeast Knitting Mill







<http://lth3.k12.il.us/rhampton/mi/lessonplanideas.htm> check this out
http://projects.coe.uga.edu/epltt/index.php?title=Bloom%27s_Taxonomy this too

Rhode Island

<p>C&G 5 (5-6) -2 Students demonstrate an understanding of the benefits and challenges of an interconnected world by...</p>	<p>C&G 5 (7-8)-2 Students demonstrate an understanding of the benefits and challenges of an interconnected world by...</p>	<p>How are cultural identities maintained in a global society? (e.g., <i>La Survivance</i>, Italian pride in Mussolini)</p>
<p>a. <u>identifying and discussing factors that lead to the breakdown of order among societies</u> (e.g., natural disasters, wars, plagues, population shifts, natural resources)</p>	<p>a. identifying and discussing factors that lead to the breakdown of order among societies <u>and the resulting consequences</u> (e.g., abolition of slavery, terrorism, Fall of Roman Empire, civil war)</p>	<p>What are positive and negative effects of actions?</p>
<p>b. <u>citing a social, technological, geographical, economical, or cultural issue that provides an example of both benefits and challenges</u></p>	<p>b. <u>considering competing interests on issues that benefit some people and cause other people to suffer</u> (e.g. slavery, whaling, oil exploration)</p>	<p>How are some issues (social, technological, geographical, economical, cultural) beneficial to some people and harmful to others?</p>

Unit Assessment:

Include a copy of the assessment instrument and a rubric that specifies the minimum threshold a student must meet to receive a passing grade.

Resources/References:

Primary and secondary sources should be listed. Please cite fully.



(For Child Welfare Exhibit 1912-13.) View in a Pawtucket, R.I., cotton mill showing accumulation of lint on floor. The air is full of it too, but photo doesn't show it. Location: Pawtucket, Rhode Island.

- **Digital ID:** (color digital file from b&w original print) nclc 02732
<http://hdl.loc.gov/loc.pnp/nclc.02732>
- **Reproduction Number:** LC-DIG-nclc-02732 (color digital file from b&w original print)
- **Repository:** Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA

<http://www.loc.gov/pictures/resource/nclc.02732/?co=nclc>