

OUR ANCESTORS

A web-quest designed by
Mrs. Brown



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Jamaica celebrated 47 years of independence on August 6, 2009. Our motto states “Out of many one people”. Our Island of land, wood and water has a rich and diverse culture. Have you ever wondered why we are so united even with our variations of ethnic groups?

Well you will take a journey into the past and explore the history of our ancestors who came to this beautiful country. As you explore you will be like in-service archaeologists and will be responsible for sharing your information on our ancestors with the class as well as your parents on parents’ night. Have fun on your journey and Good Luck? Once you have completed all your task then my objectives would have been achieved.





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Our Ancestors



Task

Your discovery should include.

1. Using sticks, bits of cloth and other material from home, each student will make a Taino doll, plan this with your group to make a Taino family. Also make a Taino house for them.

2. Create a presentation to share with the class and your parents on Parents ' Night. Include a Power Point on the following.

- Why they came to Jamaica.
- Route of travel.
- Their contributions to Jamaica ; -Food - Religion-House- Language -Dress.

•Click on your assigned ethnic group to continue. The Tainos , The English, The Africans ,The East Indians , The Chinese, The Syrians and Lebanese are some of our ancestors.

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Task

Tanios / Arawaks

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1. What the Arawaks or the Tanios were like?
2. How the Tanios got their food and what did they eat?
3. Arawak settlements and houses.
4. How the Arawaks were governed?
5. The religious beliefs of the Arawaks.
6. How the Arawaks amused themselves?
7. Download and print the map of Jamaica given, shade the areas
8. Where most of the Tanio's villages were located.





Task Zone

Below is a list of the ancestors you will be visiting on your journey. Click on your assigned group to begin your discovery.

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Process

Click on your assigned group to begin your discovery.

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Task

The Spaniards

Introduction On a map of the world:

Task

1. Locate the continents and shade each using a different colour.
2. Locate and write down in the names of the countries from which our ancestral groups came to Jamaica.

Process

3. Trace with a pencil the routes that each group took to come to Jamaica.

Evaluation

4. Draw up a Key to the bottom left of the map.

5. Draw in the compass direction.

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Task

The English

Introduction

1. Why did the British /English come and stayed in Jamaica?

Task

2. The hierarchical structure of the system of government set up by the British between 1865 and 1938.

Process

3. What else did the British bring to Jamaica apart from plants

Evaluation

4. Includes some of these pictures in your presentation?

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Task

Our Ancestors

The Africans

1. Describe how our African Ancestors built their houses in West Africa. Name at least one .

2. Occupations our African ancestors did for a living.

Describe the religious practices of the West Africans.

The route on which the slaves were shipped across the Atlantic Ocean is known as the “Middle Passage”. Briefly describe the conditions aboard the slave ship (look on the movie ‘Roots’ by Aliex Haley)

Life on the plantation for the Africans .

Ending of slavery.

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Task

Our Ancestors



The East Indians

The first Indians came to Jamaica in 1845.

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1. From which country did they come ?
2. Name the continent that the Indians came from?
3. How many years have pass since this historic landing?
4. What were the pull factors that influenced the Indians to come to Jamaica?
5. Name two religious groups to which the Indians belong.
6. Name three fruits grown in Jamaica that came originally from India.
7. Collect a number of Indian recipes and places in a scrapbook.



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Task

The Chinese

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1. List the pull factors that influenced the Chinese people to migrate to Jamaica.
2. Describe briefly the religious practices carried out by the Chinese.
3. Describe the terms under which the Chinese came to Jamaica?
4. Describe the conditions that the Chinese faced in Jamaica.
5. Describe the three jobs that the Chinese did at the end of their contract.



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Objectives



This Web quest is built for students in a grade 7 Social Studies class in Jamaica

Introduction

At the end of the quest students should be able to:

Task

1. Define and use correctly the following concepts; ancestors, descendant, migration, immigrant, ethnic group, artifacts, push and pull factors.

Process

2. Classify reasons for migration under the heading “push factors” and “pull factors”.

Evaluation

3. Locate on a world map the countries from which the ancestors came.

Conclusion

4. Locate on a map and name the places and parishes in which our ancestors settled.

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Task

Our Ancestors

The Syrians and Lebanese

1. Why did they come to Jamaica.
2. What did they contribute to Jamaica.

Introduction

3. The Poem “Jamaican is our name” by Alma Norman

Task

4. Which ethnic group can you identify in the poem?
In your own words can you describe what the poet is saying about each ethnic group.

Process

5. What message is the poem trying to convey?

Evaluation

6. In defining the term Jamaican, who would you say is a Jamaican?

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Process

The Tainos

Introduction

<http://hubpages.com/hub/Native-American-Nations-Part-XV>

<http://www.paradise-inn-carriacou.com/arawaks.php>

Task

<http://www.stjohnbeachguide.com/taino%20of%20food%20and%20agriculture.htm>

Process

<http://welcome.topuertorico.org/reference/taino.shtml>

Evaluation

http://www.jis.gov.jm/information/html/2008110t100000-0500_17324_jis_remembering_the_tainos.asp

Conclusion

http://www.jis.gov.jm/information/html/20080506t100000-0500_15069_jis_students_to_participate_in_taino_day_celebration_on_may_5.asp

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Process

The Spaniards

1. http://www.oldejamaicatours.com/historical_tours.html
2. <http://www.jamaica-gleaner.com/pages/history/story0078.html>
3. <http://www.jamaica-gleaner.com/pages/history/story0049.htm>

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The Africans

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1. <http://www.jamaica-gleaner.com/pages/history/story0059.htm>
2. <http://debate.uvm.edu/dreadlibrary/mclean.html>

Process

The English

Evaluation

1. <http://www.jamaicanfamilysearch.com/Samples2/slavery.htm>
2. <http://www.hmsf.org/exhibits/port-royal/piracy.htm>
3. <http://www.jamaica-gleaner.com/pages/history/story0063.html>

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Process

The East Indians

1. <http://www.jamaica-gleaner.com/pages/history/story0057.htm>
2. <http://www.jamaica-gleaner.com/gleaner/20090517/focus/focus4.html>

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The Chinese

<http://www.jamaica-gleaner.com/pages/history/story0055.htm>

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The Syrians and Lebanese

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<http://www.jamaica-gleaner.com/pages/history/story0056.htm>

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<http://www.jamaica-gleaner.com/pages/history/story0054.htm>

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<http://www.jamaica-gleaner.com/pages/history/story0058.htm>

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Evaluation

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3	2	1
All tasks are completed.	Most tasks are complete.	Some tasks are complete.
Work is very neat	Work is somewhat neat	Neatness needs to be improved
Student clearly and completely explains 4-5 ways that families are the same and different.	Student explains 3 ways that families are the same and different.	Student explains 1 or 2 ways that families are the same and different.

Rubrics

A= 91-100

B= 75-89

C= 65-74

D= 56-64

E= 51-55

F= 0-50



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Introduction

This Web quest was designed as a partial fulfillment of an E-learning course that I am doing . The Web quest is to enhance the students' knowledge of our ancestors who settled on our island, Jamaica. I strongly believe in and support the passing on of traditions to our younger generations. View the [objectives](#).

Task

Process

With the incorporation and adoption of other cultures, our students need to remember what our ancestors have done to help us reach where we are today.

Evaluation

Conclusion

This assignment in the form of a power point presentation is a good idea and students will be able to present what they have learnt.

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Conclusion

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Welcome back from your voyage. You are now experts on at least one of our ancestors. You have learned about the contributions each group made to the Caribbean and Jamaica. I hope you enjoyed your journey into the past.

To learn more of our African and European ancestors be sure to watch the movie "ROOTS" and read more on the internet on the others.

Review the [objectives](#) to see if you met any of them during your journey.