Layering Caribbean Texts and Modalities: Pedagogical Approaches for Secondary Language Arts Classrooms

Grounding Theory

These slides exemplify only a portion of recommended activities and resources embedded in the full article from the *archipelagos* journal. We recommend that teachers iteratively review these slides alongside the article as they plan their instruction. Click here to access the "**Layering Caribbean Texts and Modalities: Relational Pedagogies for Secondary Language Arts Classrooms**" Essay.

Establishing Purpose

Teach Caribbean diasporic young adult (YA) novels through digital projects focusing specifically on:

- *American Street* by Ibi Zoboi (Haiti and Detroit)
- *Clap When You Land* by Elizabeth Acevedo (Dominican Republic and New York City)
- *Never Look Back* by Lilliam Rivera (Puerto Rico, Tampa, and New York City)
- Archival materials from the Digital Library of the Caribbean (dLOC) and related collections

By reading these texts alongside each other and exploring digital collections, teachers and students will layer texts, modalities, histories, languages, and sounds to reveal and represent the narrative depth and diasporic trajectories of the novels' protagonists beyond the written word.

Remembering Context

The following slides include suggested starting points for educators as they generate ideas for instruction, but are not intended to be all-encompassing nor prescriptive. We encourage teachers to modify the activities based on their own backgrounds and identities as well as their student, classroom, and community contexts.

Suggesting a Plan

Pre-Reading	Reading	Post-Reading
Digital Project Part 1: U.S. Intervention, Caribbean Migrations, and Black Diasporic (Im)mobilities	Students are divided in at least three groups with one novel assigned to each group.	Digital Project Part 2: Placemaking as Diasporic Practice

Slides adapted from Hamm-Rodríguez, M., & Ortiz, L. (2022). Layering Caribbean Texts and Modalities: Relational Pedagogies for Secondary Language Arts Classrooms. *archipelagos journal*, 6, 1-22. https://doi.org/10.7916/archipelagos-7srx-rp29.

Pre-Reading

Digital Project Part 1:
U.S. Intervention, Caribbean Migrations, and Black Diasporic (Im)mobilities

Digital Project Part 1 (Pre-Reading): U.S. Intervention, Caribbean Migrations, and Black Diasporic (Im)mobilities

- The purpose of this part of the project is to explore the intersections of U.S. imperialism, Caribbean migrations, and African American history using archival resources.

Digital Project Part 1: Pre-Reading

Prior to reading the novels, students can:
1. Define key terms
2. Explore the dLOC website
3. Identify an example of U.S. intervention by choosing one source for small- and large group exercises
4. Identify examples of Black Diasporic (Im)mobilities
5. Work on African American Migration to the Caribbean: Case Study of Samaná Bay

Digital Project Part 1: Pre-Reading
Defining Key Terms

- Caribbean
- Imperialism
- Colonialism
- Migration
- Immigration

- Displacement
- Archive
- Primary source
- Secondary source

Digital Project Part 1: Pre-Reading
Exploring the dLOC Website

Have students work either independently or in pairs to familiarize themselves with dLOC's website. One possibility might be:

1. Students browse options such as "Caribbean Maps" or "Caribbean Newspapers" and look through available materials on the website
2. Students conduct a search for terms such as:
    a. Haiti
    b. Dominican Republic
    c. Puerto Rico
    d. U.S. intervention
3. Students document and share with each other what they found in their searches.

Digital Project Part 1: Pre-Reading
Identifying an Example of U.S. Intervention

- Choose one of the sources found in the notes section of this slide to use as an example of U.S. intervention in the Caribbean

- Part of the goal here is for students to deepen their understanding of the relationship between the Caribbean and the U.S. in order to contextualize future discussions of migration. For the purposes of offering a model of one possible activity, we chose Goff's historical map of the Spanish-American War in the West Indies, 1898, shown on the following slide.

Goff's Historical Map of the Spanish-American War in the West Indies, 1898

Digital Project Part 1: Pre-Reading
Identifying Examples of Black Diasporic (Im)mobilities

- Choose from the sources found in the notes section of this slide to use as examples of Black Diasporic (Im)mobilities

- Part of the goal here is for students to consider Caribbean and African American migrations separately and then together to synthesize their understanding of imperialism, migrations, and freedom. For the purposes of offering a model, we chose the following resources:

  1. Caribbean Sea Migration
  2. The African American Migration Experience
  3. African American Migration to the Caribbean: Case Study of Samaná Bay

Digital Project Part 1: Pre-Reading
Work on Caribbean Sea Migrations
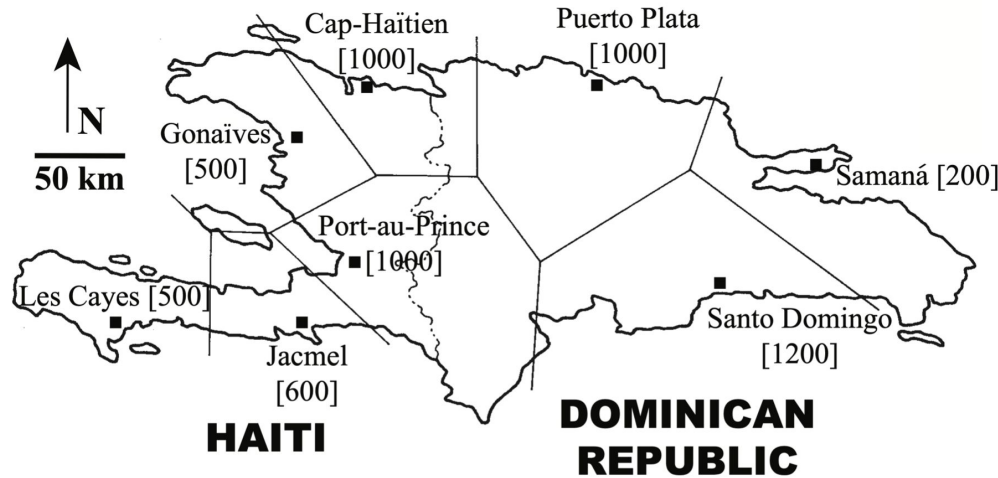
Digital Project Part 1: Pre-Reading
Work on The African American Migration Experience

Slides adapted from Hamm-Rodríguez, M., & Ortiz, L. (2022). Layering Caribbean Texts and Modalities: Relational Pedagogies for Secondary Language Arts Classrooms. *archipelagos journal*, 6, 1-22. https://doi.org/10.7916/archipelagos-7srx-rp29.

Digital Project Part 1: Pre-Reading
Work on African American Migration to the Caribbean: Case Study of Samaná Bay

The island of Hispaniola, showing ports of disembarkation with projected numbers of African-American settlers by region.
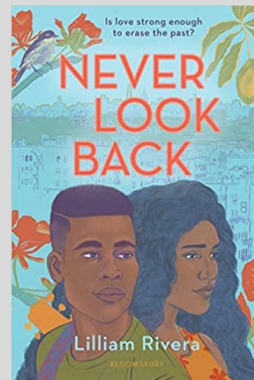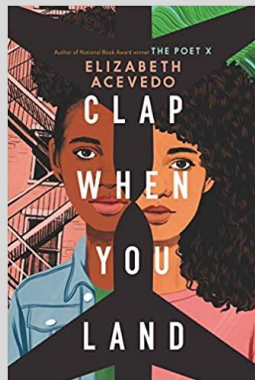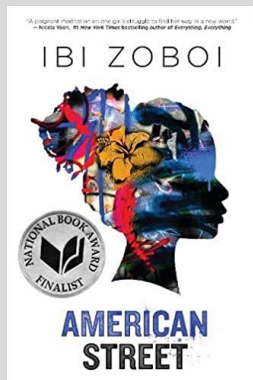
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Pre-Reading Wrap-Up

Reflections from Digital Project Part 1 and preparation for reading the novels

Reading

Students are divided in at least three groups, with one novel assigned to each group.

Post-Reading

Digital Project Part 2:
Placemaking as Diasporic Practice

Digital Project Part 2 (Post-Reading): Placemaking as Diasporic Practice

- This part of the digital project encourages students to explore the placemaking practices of young Afro-Caribbean protagonists as they navigate the lingering effects of (un)natural disasters across time and space, drawing on different ancestral and cultural sources of strength to build new visions for the future and enact new meanings across daily life.

- This section requires students to embark on independent archival research (using dLOC and other sources) guided by their selection of key quotes from the three novels. Because the project is student-led, the prepared slides are minimal for this part of the project.

Digital Project Part 2: Post-Reading
One example: Carnival & Never Look Back

"All around the room, the tables are occupied with lechones, piglet devils with long, curved snouts and tall horns covered in tiny spikes. During Carnaval de Santiago in Santo Domingo, people dress as lechones in silk clothes adorned in sequins with their faces concealed under papier-maché masks. But these lechones are not wearing masks. They are real" (233).

Digital Project Part 2: Post-Reading
One example: Carnival & Never Look Back

"The congueros bang with their eyes closed in ecstasy. Blood covers the skin of the congas. Down on the dance floor, lechones huddle close to women. They twirl and twirl their patterns to the rhythm of the demented bachata" (233).

"You are either
a step away from your
home
or
a step toward it."

Lilliam Rivera
Never Look Back

"I am at a crossroads
again."

Ibi Zoboi
American Street

"You can find the island
stamped all over me,
but what would the island
find if I was there?"

Elizabeth Acevedo
Clap When You Land

For questions about these slides and/or the article, email
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