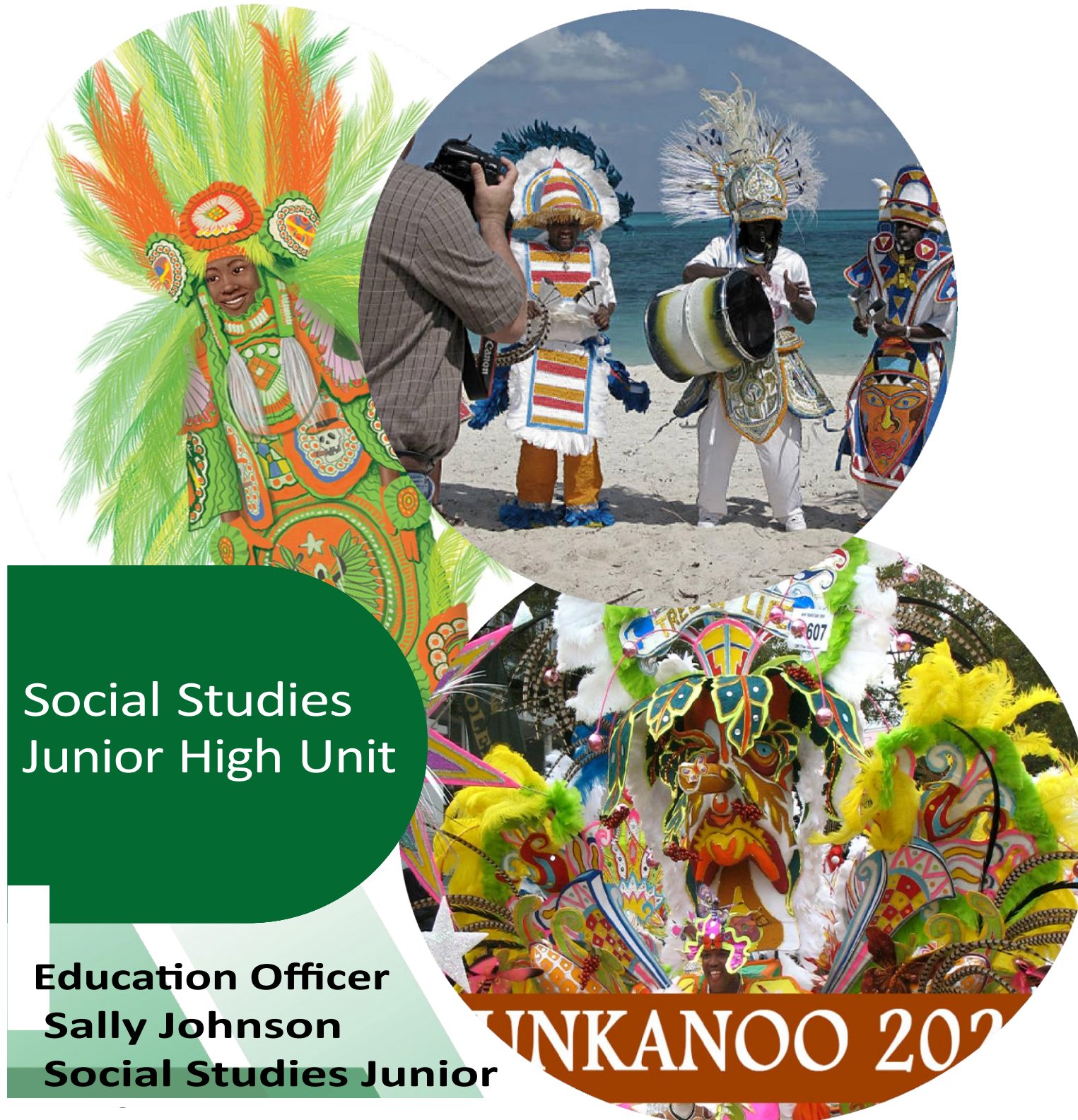




Ministry of Education Technical And
Vocational Training
JUNKANOO INTERGRATION
Teacher's Guide



Social Studies
Junior High Unit

Education Officer
Sally Johnson
Social Studies Junior

JUNKANOO 202



Summary

The Junkanoo Integration Initiative is a strategic approach to embedding Bahamian cultural heritage into the Junior High Social Studies curriculum. Targeting students in Grades 7-9, this initiative uses interactive, interdisciplinary lessons to deepen cultural appreciation and foster engagement. Over four weeks, students will explore Junkanoo's historical, artistic, and social significance, culminating in a celebratory Mini Junkanoo Rush-Out. Notably, the festival's recent induction as a National Heritage by UNESCO further highlights its importance, making its integration into the curriculum a timely and impactful endeavour.

By aligning with national educational goals, this initiative not only promotes pride in Bahamian identity but also equips students with critical thinking, collaboration, and creative skills through hands-on learning experiences. The inclusion of Junkanoo as a National Heritage underscores the importance of preserving and celebrating this cultural treasure while fostering a deeper connection between students and their cultural roots. Your paragraph text

Objectives of the Initiative

By the end of the program, students will:

- Explore and analyze Junkanoo's historical origins and evolution.
- Analyze the cultural importance of Junkanoo in shaping Bahamian identity.
- Develop artistic and musical skills by creating Junkanoo themed projects.
- Demonstrate leadership and teamwork during the Mini Junkanoo Rush-Out.

Why Integrate Junkanoo?

Junkanoo is a vibrant representation of Bahamian culture. By incorporating it into the curriculum, students connect classroom learning to their heritage, fostering pride and identity while meeting the Ministry of Education's goals of cultural preservation and interdisciplinary education



How It Will Be Implemented?

The implementation plan involves three key phases:

1

Preparation Phase:

- Education Officer and Subject Coordinators meet to discuss and designed the four-week Junkanoo Integration unit
- Teachers will review four weeks Scope of Work detailed lesson plans and gather instructional materials.
- Partnerships with community groups, such as local Junkanoo troupes, will be established to provide demonstrations and workshops.

2

Instructional Phase

- Teachers will deliver four weekly lessons, progressing from historical exploration to practical application.
- Activities will include creating timelines, designing costumes, and practicing Junkanoo rhythms.
- Exceptional learners will be supported through scaffolded materials and one-on-one guidance.



3

Culminating Phase

- Students will showcase their work in a Mini Junkanoo Rush-Out, performing music, dance routines, and presenting costumes.
- Teachers will facilitate reflective discussions and journaling activities to solidify learning.



Junkanoo Rush-Out

Scope of Work



| Week | Grade 7 | Grade 8 | Grade 9 |
|------|----------------------------------|------------------------------------------|-------------------------------------------------|
| 1 | Explore the history of Junkanoo. | Evaluate Junkanoo as art and culture. | Analyze Junkanoo's evolution and modern impact. |
| 2 | Learn about Junkanoo music. | Perform Junkanoo rhythms in groups. | Compose and lead advanced Junkanoo rhythms. |
| 3 | Design Junkanoo costumes. | Create symbolic Junkanoo costume pieces. | Design advanced Junkanoo costumes. |
| 4 | Prepare for the Rush-Out. | Take on leadership roles for the event. | Organize and execute the Rush-Out. |

Timeline for Implementation

| Phase | Date | Activity |
|-------------------|-----------------------------------|----------------------------------------------------------------------------------------------------------------|
| Planning Phase | November 27th December 6th , 2024 | Gather resource, meeting with Subject Coordinators and finalize proposal template and Junkanoo Teacher's Guide |
| Instruction Phase | January 6-24,2025 | Deliver weekly lessons and monitor student progress. |

Each week Teachers will follow a structured approach to guide students through understanding and creating elements of Junkanoo. As this is a unit thought in Grade 7, then reinforce in grades 8 and 9 Social Studies Coordinators decide that its best to use the thematic approach and engaged students all at the same time.



Lesson Overview



Grade : 7

| Pacing Guide Week | Theme/ Topic | Objectives | Integration Strategy (Activities) | Resources Needed |
|--------------------------------------|------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|
| Week_1__ January 6-9, 2025 | Grade 7: Exploring Junkanoo | Analyze the history of Junkanoo and explain its cultural significance in shaping Bahamian identity and traditions. | Create a timeline of Junkanoo's historical evolution | Junkanoo documentaries. Timeline templates. |
| Week_2__ January 13- 17 , 2025 | Grade 7: Junkanoo Music | Identify and replicate basic rhythms and sounds of Junkanoo instruments, demonstrating their understanding of musical elements in Junkanoo. | Create simple instruments like whistles or rattles. | Junkanoo sound clips. Craft materials for instruments (cardboard, glue, paint). Rhythm practice space |
| Week_3__ January 20- 24 , 2025 | Grade 7: Costume Exploration | Analyze and interpret the symbolism of Junkanoo costumes, creating designs that reflect cultural meanings and traditions. | Design a Junkanoo headpiece using paper and other craft materials. | Craft supplies (paper, fabric, glue, paint). Videos on Junkanoo costumes. Presentation space. |
| Week_4__ January 27- 31 2025 | Grade 7: Event Preparation | Actively participate in the Mini Junkanoo Rush-Out, showcasing their collaborative skills through music, dance, and costume presentations. | Create a simple dance routine. | Completed headpieces and costumes. Dance practice space. Rehearsal time slots. |



Lesson Overview



Grade 8

| Pacing Guide Week | Theme/ Topic | Objectives | Integration Strategy (Activities) | Resources Needed |
|------------------------------------|--------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|
| Week_1____ January 6-9, 2025 | Grade 8: Junkanoo as Art and Culture | Evaluate Junkanoo as a reflection of Bahamian culture and identity, demonstrating an understanding of its historical and social significance. | Write an essay on the significance of Junkanoo to national pride. | Research materials (books, articles). Essay writing materials. Presentation tools (charts, slides). |
| Week_2____ January 13-17 , 2025 | Grade 8: Junkanoo Music | Explore and perform Junkanoo rhythms, applying teamwork skills to create synchronized musical performances. | Practice creating rhythms using goat-skin drums and cowbells. Work in groups to synchronize beats. | Goat-skin drums, cowbells, whistles. Recording devices. Group practice space. |
| Week_3____ January 20-24 , 2025 | Grade 8: Costume Design | Design and create symbolic Junkanoo costumes that incorporate cultural themes and meaningful representations. | Design full-body costume sketches based on a Bahamian theme. | Craft supplies. Recycled materials. Writing materials for explanations. |
| Week_4____ January 27-31 2025 | Grade 8: Event Preparation | Collaborate effectively to execute their assigned roles in the Mini Junkanoo Rush-Out, demonstrating organizational and performance skills. | Serve as team leaders for music or costume groups. Refine dance routines in collaboration with Grade 7 | Leadership assignments. Final costume elements. Event setup tools. |

Lesson Overview





Grade 9



| Pacing Guide Week | Theme/ Topic | Objectives | Integration Strategy (Activities) | Resources Needed |
|--------------------------------------------|------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|
| Week_1__ January 6-9, 2025 | Grade 9: Leadership in Junkanoo | Analyze Junkanoo's evolution and its significance in modern-day Bahamian culture, connecting historical trends to current practices. | Research and create a presentation on the impact of Junkanoo on Bahamian society. | Research materials. Debate guidelines. Essay writing tools. |
| Week_2__ January 13-17 , 2025 | Grade 9: Advanced Junkanoo Music | Lead the creation and synchronization of Junkanoo music, demonstrating advanced rhythmic and organizational skills.. | Compose complex rhythms for group performance. | Advanced instruments (drums, cowbells). Rehearsal space. Peer mentoring guidelines. |
| Week_3__ January 20-24 , 2025 | Grade 9: Advanced Costume Creation | Design and create elaborate and thematic Junkanoo costumes, showcasing creativity and cultural awareness through intricate designs. | Create wearable Junkanoo costumes for the Mini Rush-Out. Incorporate advanced techniques like layering and 3D effects. | Fabric, 3D crafting supplies. Writing tools for group reports. |
| Week_4__ January 27-31 2025 | Grade 9: Event Preparation | Take on leadership roles in organizing the Mini Junkanoo Rush-Out, effectively coordinating performances and ensuring smooth execution of the event. | Deliver opening remarks or narrate the event program. | Event coordination materials (checklists, schedules). Rehearsal space. Narration scripts. |



Resources Needed

1. Instructional Materials

- PowerPoint presentations on Junkanoo history and symbolism.
- Junkanoo sound clips and videos of parades.
- Handouts with historical timelines and costume design templates

2. Art and Music Supplies:

- Craft materials: paper, fabric, glue, markers, and paint.
- Musical instruments: goat-skin drums, cowbells, and whistles.

3. Partnerships:

- Collaborate with local Junkanoo groups for demonstrations, workshops, and expert guidance.

Books:

- Saunders, Gail. History of Junkanoo in The Bahamas.
- Craton, Michael. A History of The Bahamas.
- Arlene Nash Ferguson , John Beadle Jim Laroda &, Pamela Burnside | COME TO GET ME

2 . Websites

- Bahamas Cultural Festival Committee: www.bahamasculture.gov
- Junkanoo World Museum and Arts Centre: www.junkanooworld.org

3. Multimedia

- National Archives of The Bahamas: Historical photographs and videos of Junkanoo.
- Local radio stations with Junkanoo music playlists.



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Appendices

TIMELINE

START

END



DEPARTMENT OF EDUCATION
CURRICULUM AND INSTRUCTION DIVISION
JUNKANOO INTEGRATION TEMPLATE

SUBJECT: SOCIAL STUDIES

GRADE: 7

| Pacing Guide Week # | Topic (As displayed on the Pacing Guide) | Objectives (As outlined in the Curriculum) | Integration Strategy (Activities) | Resources |
|--------------------------------------------|---------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|
| Week____ January 6-9, 2025 | Grade 7: Exploring Junkanoo | Analyze the history of Junkanoo and explain its cultural significance in shaping Bahamian identity and traditions. | Create a timeline of Junkanoo's historical evolution | Junkanoo documentaries. Timeline templates. |
| Week_____ January 13-17, 2025 | Grade 7: Junkanoo Music | Identify and replicate basic rhythms and sounds of Junkanoo instruments, demonstrating their understanding of musical elements in Junkanoo. | Create simple instruments like whistles or rattles. | Junkanoo sound clips. Craft materials for instruments (cardboard, glue, paint). Rhythm practice space |
| Week_____ January 20-24, 2025 | Grade 7: Costume Exploration | Analyze and interpret the symbolism of Junkanoo costumes, creating designs that reflect cultural meanings and traditions. | Design a Junkanoo headpiece using paper and other craft materials. | Craft supplies (paper, fabric, glue, paint). Videos on Junkanoo costumes. Presentation space. |
| Week_____ January 27-31, 2025 | Grade 7: Event Preparation | Actively participate in the Mini Junkanoo Rush-Out, showcasing their collaborative skills through music, dance, and costume presentations. | Create a simple dance routine. | Completed headpieces and costumes. Dance practice space. Rehearsal time slots. |

DEPARTMENT OF EDUCATION

CURRICULUM AND INSTRUCTION DIVISION
JUNKANOO INTEGRATION TEMPLATE

SUBJECT: SOCIAL STUDIES

GRADE: 8

| Pacing Guide Week # | Topic (As displayed on the Pacing Guide) | Objectives (As outlined in the Curriculum) | Integration Strategy (Activities) | Resources |
|--------------------------------------------|---------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|
| Week____ January 6-9, 2025 | Grade 8: Exploring Junkanoo | Analyze the history of Junkanoo and explain its cultural significance in shaping Bahamian identity and traditions. | Create a timeline of Junkanoo’s historical evolution | Junkanoo documentaries. Timeline templates. |
| Week_____ January 13-17, 2025 | Grade 8: Junkanoo Music | Identify and replicate basic rhythms and sounds of Junkanoo instruments, demonstrating their understanding of musical elements in Junkanoo. | Create simple instruments like whistles or rattles. | Junkanoo sound clips. Craft materials for instruments (cardboard, glue, paint). Rhythm practice space |
| Week_____ January 20-24, 2025 | Grade 8: Costume Exploration | Analyze and interpret the symbolism of Junkanoo costumes, creating designs that reflect cultural meanings and traditions. | Design a Junkanoo headpiece using paper and other craft materials. | Craft supplies (paper, fabric, glue, paint). Videos on Junkanoo costumes. Presentation space. |
| Week_____ January 27-31, 2025 | Grade8 : Event Preparation | Actively participate in the Mini Junkanoo Rush-Out, showcasing their collaborative skills through music, dance, and costume presentations. | Create a simple dance routine. . | Completed headpieces and costumes. Dance practice space. Rehearsal time slots. |

DEPARTMENT OF EDUCATION

CURRICULUM AND INSTRUCTION DIVISION

JUNKANOO INTEGRATION TEMPLATE

SUBJECT: SOCIAL STUDIES

GRADE: 9

| Pacing Guide Week # | Topic (As displayed on the Pacing Guide) | Objectives (As outlined in the Curriculum) | Integration Strategy (Activities) | Resources |
|--------------------------------------------|---------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|
| Week____ January 6-9, 2025 | Grade 9_Exploring Junkanoo | Analyse the history of Junkanoo and explain its cultural significance in shaping Bahamian identity and traditions. | Create a timeline of Junkanoo's historical evolution | Junkanoo documentaries. Timeline templates. |
| Week_____ January 13-17, 2025 | Grade 9: Junkanoo Music | Identify and replicate basic rhythms and sounds of Junkanoo instruments, demonstrating their understanding of musical elements in Junkanoo. | Create simple instruments like whistles or rattles. | Junkanoo sound clips. Craft materials for instruments (cardboard, glue, paint). Rhythm practice space |
| Week_____ January 20-24, 2025 | Grade 9: Costume Exploration | Analyse and interpret the symbolism of Junkanoo costumes, creating designs that reflect cultural meanings and traditions. | Design a Junkanoo headpiece using paper and other craft materials. | Craft supplies (paper, fabric, glue, paint). Videos on Junkanoo costumes. Presentation space. |
| Week_____ January 27-31, 2025 | Grade 9: Event Preparation | Actively participate in the Mini Junkanoo Rush-Out, showcasing their collaborative skills through music, dance, and costume presentations. | Create a simple dance routine. | Completed headpieces and costumes. Dance practice space. Rehearsal time slots. |



Option Two

DEPARTMENT OF EDUCATION CURRICULUM AND INSTRUCTION DIVISION JUNKANOO INTEGRATION TEMPLATE

SUBJECT: SOCIAL STUDIES

GRADE: 7

| Pacing Guide Week # | Topic (As displayed on the Pacing Guide) | Objectives (As outlined in the Curriculum) | Integration Strategy (Activities) | Resources |
|---------------------------------------------|-------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| Week _____ January 6-9, 2025 | Introduction to the Solar System and Junkanoo Symbols | <ul style="list-style-type: none">Identify the planets and celestial bodies in the solar system.Relate Junkanoo symbolism to the celestial bodiesDesign a concept sketch of a Junkanoo costume inspired by the solar system. | Students sketch Junkanoo costumes inspired by planets. | Videos and images of the solar system, Junkanoo parades, worksheets with planetary details, art supplies for sketching. |
| Week _____ January 13-17, 2025 | Junkanoo Music and Planetary Rhythms | <ul style="list-style-type: none">Explore the concept of planetary orbits and relate them to rhythms in music.Create a Junkanoo rhythm inspired by planetary movements | Students create rhythms mimicking planetary orbits. | Resources: Junkanoo music clips, rhythm tools (drums, cowbells, whistles), videos demonstrating rhythm patterns. |
| Week _____ January 20-24, 2025 | Costumes and the Solar System | <ul style="list-style-type: none">Design Junkanoo costumes inspired by the solar system's celestial bodies | Students design costumes reflecting celestial bodies. | Craft supplies (fabric, glue, paint), multimedia examples of Junkanoo |

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|---------------------------------------------|----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|
| | | <ul style="list-style-type: none"> • Explain the scientific inspiration behind costume designs. | | costumes, design templates. |
| Week _____ January 27-31, 2025 | Mini Junkanoo Space Parade | <ul style="list-style-type: none"> • Showcase costumes, rhythms, and storytelling skills in a space-themed Junkanoo parade. • Reflect on the integration of science and culture. | Students rehearse and perform in a Mini Junkanoo Space Parade. - | Completed costumes, instruments (drums, whistles), rehearsal space, event coordination checklist |

Option Two

DEPARTMENT OF EDUCATION
CURRICULUM AND INSTRUCTION DIVISION
JUNKANOO INTEGRATION TEMPLATE

SUBJECT: SOCIAL STUDIES

GRADE: 8

| Pacing Guide Week # | Topic (As displayed on the Pacing Guide) | Objectives (As outlined in the Curriculum) | Integration Strategy (Activities) | Resources |
|---------------------------------------------|-------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|
| Week _____ January 6-9, 2025 | Grade 8: African Enslavement | Explore the origins of Junkanoo in the era of enslavement Examine music as a form of resistance. | <ul style="list-style-type: none"> • Introduce the history of Junkanoo during African enslavement • Practice creating simple Junkanoo rhythms inspired by African music. | Drums, whistles, cowbells. Videos on African music and Junkanoo origins. |
| Week _____ January 13-17, 2025 | | Connect Junkanoo to African heritage. Analyze the significance of symbols in African and Junkanoo art. | Design costumes incorporating African patterns and symbols. Create a short chant or song reflecting freedom and resilience. | Fabric, paper, glue, and markers for costumes. Junkanoo costume design templates. |
| Week _____ January 20-24, 2025 | | Finalize costume designs. Rehearse Junkanoo music routines with African rhythms. | <ul style="list-style-type: none"> • Complete costumes. • Practice Junkanoo rhythms in groups, incorporating chants or songs. | Drums, whistles, and other instruments. Completed costumes. |

| | | | | |
|---------------------------------------------|------------------|--------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|
| Week _____ January 27-31, 2025 | Grade 8: Slavery | Perform as the "Freedom Legacy Group," showcasing African influences in music and costume. | Present Junkanoo rhythms and chants. Perform in African-inspired costumes during the Mini Junkanoo Rush-Out • | Completed costumes. Coordinated music performance. |
|---------------------------------------------|------------------|--------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|

Option Two
DEPARTMENT OF EDUCATION
CURRICULUM AND INSTRUCTION DIVISION
JUNKANOO INTEGRATION TEMPLATE

SUBJECT: SOCIAL STUDIES

GRADE: 9

| Pacing Guide Week # | Topic (As displayed on the Pacing Guide) | Objectives (As outlined in the Curriculum) | Integration Strategy (Activities) | Resources |
|---------------------------------------------|---------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|
| Week _____ January 6-9, 2025 | Grade 9: Law Enforcement Agencies | Examine law enforcement's role in cultural events. Analyze the organizational structure in Junkanoo groups.. | Discuss the role of law enforcement in managing Junkanoo parades. Research ranks in Junkanoo and law enforcement | Articles or videos on law enforcement in Junkanoo. Chart paper for group research. |
| Week _____ January 13-17, 2025 | Grade 9: Law Enforcement Agencies | Examine symbols of authority and their meaning. Design Junkanoo costumes inspired by law enforcement. | Research symbols of law enforcement agencies. Begin designing costumes for the Mini Junkanoo Rush-Out. | Uniform pictures from law enforcement agencies. Craft supplies (paint, fabric, glue). |
| Week _____ January 20-24, 2025 | Grade 9: Law Enforcement Agencies | Prepare skits highlighting law enforcement's role in cultural events. Finalize costumes and rehearse routines. | Work in groups to rehearse skits. Finalize costumes and music routines inspired by law enforcement structure. | . Completed costume materials. Props for skits (badges, flags, etc.) |

| | | | | |
|---------------------------------------------|--------------------------------------|---------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|
| Week _____ January 27-31, 2025 | Grade 9: Law Enforcement Agencies | Showcase law enforcement- themed costumes and skits. | Perform as the "Law and Order Group," highlighting the role of law enforcement in cultural events through music, skits, and costumes. | Skit props. Completed law enforcement inspired costumes |
|---------------------------------------------|--------------------------------------|---------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|