EDUCATIONAL GUIDE

Elementary Level

for the book

Art as Re-existence: Afro-Puerto Rican Identity

Museum of History, Anthropology, and Art
University of Puerto Rico
Río Piedras campus
2026

Educational Guide- Elementary Level
by Oneida Matos Adorno

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24 Credits

Introductory Message

At a historic moment when discussions about race, memory, and identity occupy a central place in the cultural debates of the Caribbean and the Americas, the Museum of History, Anthropology, and Art of the University of Puerto Rico, Río Piedras Campus, has reaffirmed its institutional commitment to education through the dissemination of artistic heritage. As part of this effort, it joined the commemoration of the International Decade for People of African Descent (2015–2024), proclaimed by the United Nations under the theme "People of African Descent: Recognition, Justice, and Development."

Within this context, the Museum organized the exhibition E*l arte como re-existencia: lo afropuertorriqueño (Art as Re-existence: Afro-Puerto Rican Identity)*, thanks to a grant from the Mellon Foundation. The curatorial approach for this exhibition unfolded with a visual narrative offering a broad overview of the forms of representation and self-representation of Afrodescendant experiences in Puerto Rico.

One of the project's fundamental objectives was the publication of a book that would address the subject of Afro-descendant themes in a rigorous manner, integrating both the works presented in the exhibition and other pieces that broaden the scope of the study. The publication includes two essays: "Art as Re-existence: Afro-Puerto Rican Art," by the exhibition's curator, Dr. María E. Torres Muñoz, and "More on Afro-Puerto Rican Art and Afro-descendants in Puerto Rican Art," by Dr. Yolanda Wood, a renowned scholar of Caribbean art.

The images compiled in the publication open a field of interpretation that not only broadens the scope of art history and historical documentation but also reveals an archive of everyday life. Themes such as work, music, religion, the body, dance, leisure, and sports—among so many others—emerge as signs that articulate broader narratives, all of which contribute to making visible the diversity of experiences that have shaped our society at different historical moments, as well as recognizing the fundamental role of Afrodescendant populations in the country's development.

As an extension of this project, educational guides were developed by Oneida Matos Adorno to serve as pedagogical tools for implementation in school settings. These guides aim to translate the book's critical content into accessible and dynamic resources that facilitate their integration into the classroom, thereby promoting analysis, reflection, and dialogue.

Finally, we express our deepest gratitude for the generous financial support of the Mellon Foundation, whose commitment has made this project possible. We also gratefully acknowledge the valuable contributions of artists, collectors, museums, and institutions that, in a spirit of collaboration, authorized the reproduction of images of their works for the publication.

Flavia Marichal Lugo
Director/Coordinator of Project

Clarification: The term "educator" is used in this document to inclusively refer to teachers, instructors, docents, guides, and other individuals who facilitate educational processes. The use of this term is understood to encompass all genders.

This guide was developed to serve as an accessible introduction to Afro-Puerto Rican art, its meanings, its history, and its presence in the country's visual culture. It integrates various subjects to provide opportunities for conversation and to promote the visibility of Afro-Puerto Rican art and the representation of Afrodescendants in Puerto Rico. Relevant vocabulary and concepts are also incorporated, thus offering an alternative way to connect with identity, history, and heritage through varied and diverse activities.

The guide is framed by the essays "Art as Re-existence: Afro-Puerto Rican Identity" by María E. Torres Muñoz and "More Afro-Puerto Rican Art and More Afrodescendant Art from Puerto Rico" by Yolanda Wood. These scholarly texts examine the history of Afro-Puerto Rican art, coloniality, the representation of Afrodescendants in Puerto Rican visual arts, and culture as resistance, with analyses of works, artists, periods, spiritualities, social movements, and historical memory.

The lesson plans included are a flexible and adaptable resource, as they are designed to respond to the diverse educational contexts in Puerto Rico. They are conceived as a pedagogical support tool that can be used in multiple ways, depending on the needs of the group, the time available, and the educator's objectives.

The proposals included can be:

- used independently or as part of a larger unit;
- adapted to one or more class periods;
- selected in part, depending on the grade level (4th or 5th), the students' level, or the course's curricular focus.

The use of images in this book allows educators to:

- select from one or more specific works based on their relevance;
- promote observation and dialogue without having to review all the visual content;
- encourage multiple readings of the same work, recognizing that art allows for diverse interpretations.

The questions, activities, and discussion suggestions can be:

- simplified or expanded;
- adjusted to the students' developmental level;
- used as a starting point for deeper conversations about history, identity, memory, and representation.

This guide recognizes the educator's professional autonomy and trusts their judgment to:

- contextualize the content;
- select appropriate vocabulary;
- establish connections with the students' reality.

This guide is intended as a space for dialogue, critical reflection, and the appreciation of Afrodescendant heritage as a fundamental part of Puerto Rican history, culture, and identity. The goal is not to exhaust the subjects but to raise questions, foreground stories, and promote a sensitive, inclusive, and culturally meaningful education.

Direct alignment with the Puerto Rico Department of Education:

- Puerto Rican cultural identity
- Social history
- Diversity and equity
- Art appreciation
- Civic education and values

by: **Oneida Matos Adorno**

Essay: "Art as Re-existence: Afro-Puerto Rican Identity", by María Elba Torres Muñoz

Summary for educators:

Dr. María Elba Torres puts forward the concept of re-existence to explain how Afrodescendant people in Puerto Rico not only resisted enslavement and racism but also created new ways of living, believing, educating, and expressing themselves artistically.

The essay traces the history of Afrodescendants from the slave trade, enslavement, and maroon communities to abolition, education, music, spirituality, and contemporary artistic production. It highlights the role of artists such as José Campeche, Francisco Oller, Pío Casimiro Bacener, Rafael Tufiño, and many others, all of whom represented Afrodescendant bodies with humanity and dignity.

It underscores how art functions as a tool for memory, reparations, and cultural justice, particularly in contexts where official narratives have ignored or distorted Afro-Puerto Rican history.

Key Points:

- Slavery profoundly marked Puerto Rico's history.
- Afrodescendant people fought for their freedom.
- Education was a tool for liberation (e.g., Rafael and Celestina Cordero).
- Afro-Puerto Rican music (bomba and plena) is historical memory.
- Art helps to remember what was silenced.
- Cultural diversity strengthens national identity.

Summary for students:

This essay explains that many African people arrived in Puerto Rico during difficult times, brought against their will and forced to work without freedom. This occurred during the period of slavery in Puerto Rico. However, these people, who had cultural roots from different regions of Africa, found ways to survive and express themselves. Despite the injustices they faced, they created music, art, dances, and taught others. The author calls this re-existence, which means: "To exist again, to create and live with dignity, recognizing, naming, and renaming."

Thanks to these people, today we have:

- Bomba and Plena music and dances
- Carnivals and masks
- Education for all
- Art that tells our stories

Questions to Reflect Upon

- What does it mean to be free?
- Why is education important?
- What do we learn from the past?
- How can we respect others?

Key Concepts:

- Re-existence: creating a dignified life in the face of injustice
- Abolition of slavery: when slavery ended
- Culture: traditions, customs, and beliefs
- Spirituality: ways of believing and connecting with life
- Afro-Puerto Rican identity: African roots in Puerto Rico

Suggested Activities:

1. Simple Timeline. Draw a timeline marking milestones such as:
    a. slavery
    b. abolition of slavery
    c. music: bomba, plena
    d. important artists

2. Vejigante Mask from the Santiago Apóstol Festival in Loíza
    a. Create a mask using colors and shapes distinctive to that region.
3. Cultural Map
    a. In groups, write down things that come from the continent of Africa and that we have in Puerto Rico.

Essay: "More Afro-Puerto Rican Art and More Afrodescendant Art from Puerto Rico", by Yolanda Wood

Summary for educators:

Yolanda Wood analyzes how the history of art in Puerto Rico and the Caribbean has excluded, minimized, or rendered invisible the Afrodescendant presence due to a Eurocentric perspective that dominated the way art was observed, studied, and taught for centuries. Although Afrodescendant people have always been an essential part of Puerto Rican society, their image has been marginalized in official discourse, museums, and books.

The author examines how Puerto Rican art—from the colonial period to the 21st century—has represented the Afrodescendant population in various contexts: religious, daily routines, musical, work-related, historical, spiritual, and political. Wood highlights the fundamental role of exhibitions such as Art as Re-existence: Afro-Puerto Rican Identity and projects such as Tiznando el país in rescuing these works and expanding the country's visual memory.

The essay emphasizes that art not only documents the Afrodescendant presence but has also been a space of resistance, empowerment, and historical memory, underscoring how artists from different historical periods have denounced racism, depicted daily life, exalted historical figures, and celebrated Afro-Puerto Rican culture as an inseparable part of Puerto Rican identity.

Key points: Connections with History, Social Studies, and Art

- Puerto Rico is a culturally diverse country with Taíno, African, and European roots.
- The Afrodescendant presence has been constant from the colonial era to the present day.
- Art functions as historical, social, and cultural documentation.
- Bomba, plena, and the masks of Loíza are living cultural expressions.
- Racism and exclusion are also reflected in images and narratives.
- Museums and schools have an active role in correcting historical omissions.
- Promotes critical thinking: Who appears in the artworks? Who is missing? Why?

Summary for Students:

This essay teaches us that many Afrodescendant people have been an important part of Puerto Rico's development as a country. They worked, created music, dances, art, and

helped build the nation. Before, many of these people did not appear in books or museums, but artists did paint them and depict them in their works.

Thanks to these works of art, we can see:

- Afrodescendant families
- Bomba and plena musicians
- Workers
- Important figures in history
- Festivals, masks, and traditions

Question to Reflect Upon:

- Why were some stories not told before?
- What Afrodescendant traditions do you know in Puerto Rico?
- How does art help us learn about history?
- Why should all people be represented?

Key Concepts:

- Afrodescendant: a person with African roots
- Slavery/enslavement: a system that treats a group of people as merchandise, depriving them of their freedom and forcing them to work without pay.
- Maroon: An enslaved person who escaped to seek freedom
- Identity: What makes you who you are
- Racism: Treating someone differently because of their skin color or ethnicity

Suggested Activities:

1. Look and Discover. Examine a work of art and answer the following:
    a. What do you see?
    b. What emotions does the work convey?
    c. What is the person doing?
2. My Cultural Portrait
    a. Draw your portrait using something that represents your culture (food, music, colors, traditions).
3. Body Rhythm
    a. Mark the rhythms of bomba or plena using clapping and body movements.

Grade: 4th

Lesson Plan – Afro-Puerto Rican Culture Through Art

Subject: English / Social Studies / Visual Arts

Duration: 1–2 periods (60–90 minutes)

Essay: "More Afro-Puerto Rican Art and More Afrodescendant Art from Puerto Rico", by Yolanda Wood

Alignment with the Puerto Rico Department of Education

English

Comprehension and Interpretation

- Listens to and understands oral and informational texts related to Puerto Rican culture, history, and identity.
- Makes simple inferences from images and guided discussions.

Oral Communication

- Expresses ideas, feelings, and opinions clearly and respectfully during conversations and guided dialogues.
- Actively participates in group discussions related to cultural topics.

Written Expression

- Produces complete sentences to explain personal ideas and experiences.
- Writes short, coherent texts to describe observations and learning.

Social Studies

Identity and Culture

- Recognizes cultural diversity in Puerto Rican history.

History of Puerto Rico

- Identifies contributions of cultural groups to Puerto Rican identity.

Art - Visual Arts

Art Education

- Examines and describes Puerto Rican works of art.

Historical, Social, and Cultural Research

- Relates art to history and everyday life.

Learning Objectives

After completing this lesson, students should be able to:

- Recognize that Afrodescendant heritage is a part of Puerto Rican identity.
- Identify Afro-cultural elements present in works of art.
- Understand that art can serve as a resource for learning history.
- Conduct (guided) research on the life of a historical Afrodescendant figure and how their contributions helped shape Puerto Rico.
- Express ideas and learning through oral, written, and visual language.

Introduction (5–10 minutes)

Activating Prior Knowledge

Guiding Question:

What makes Puerto Rico special?

The educator asks for complete sentences, for example:

"Puerto Rico is special because…"

"For me, Puerto Rico is special when…"

The educator records the ideas on the board (food, music, people, festivals, traditions). The educator also briefly explains that many of these special things come from our Afrodescendant heritage and that today we will learn about them through art and important figures in our history.

Lesson Development (25–30 minutes)

Guided Examination of Works of Art. Two to three works included in the publication are selected.

Observation Questions:

- What do you see in this artwork?
- What people appear in it?
- What is happening in the image?
- What does this artwork tell us about life in Puerto Rico?

Optional language prompts on the board:

"I see…"

"This image makes me think…"

"I think this person is…"

Dialogue for further exploration (based on the essays)

The educator explains in simple language:

- Many Afrodescendant people helped build Puerto Rico.
- Some of these people were teachers, artists, freedom fighters, and educators.
- Sometimes their stories weren't told in books, but they do appear in art.
- Thanks to art, we can learn about and remember these people.

Key idea for this grade level:
Art helps us learn history through people.

Main activity (20–30 minutes)

Research: Learning about an important person in our history

The educator introduces the activity by explaining: Today we are going to research a person who was important to the history of Puerto Rico.

(assigned or open selection)

- Rafael Cordero Molina
- Celestina Cordero Molina
- Ramón Emeterio Betances
- José Campeche
- Pío Casimiro Bacener

Guided Research

Individually or in pairs, students answer the following:

- What is this person's name?
- During what period in history did they live?
- What did they do for Puerto Rico?
- Why are they important to the history of Afrodescendants?

Information can be obtained through:

- short readings provided by the educator,
- the textbook,
- oral explanations,
- or materials prepared by the educator.

Final Project (choose one)

Option A: Illustrated Biographical Poster

Include:

- a drawing of the person,
- 3–4 important facts,
- the phrase "This person is important because…".

Option B: Fold-out Mini-Book

- Cover with the person's name.
- One page with a brief text about what they did.
- One page explaining why they are remembered.
- Simple illustrations.

Option C: Short Oral Report

- 1-2 minute presentation.
- May include a drawing or image.

Option D: Inspired Artwork

- Drawing, collage, or painting.
- Accompanied by 1–2 explanatory sentences.

Closing and Reflection (5-10 minutes)

Guiding Questions:

- Why is it important to remember these people?
- What did you learn today about Puerto Rican history?

Guiding Phrases:

"I learned that art…"

"This person was important because…"

"Art helped me understand that…"

Evaluation

The evaluation should be formative and consider the following aspects:

- Participation in observation and dialogue
- Basic understanding of the historical figure
- Clarity of the oral, written, or visual message
- Connection between art and history

Grade: 5th

Lesson Plan – Look, Analyze, and Question: Afro-Puerto Rican Art

Subject: English / Social Studies / Visual Arts

Duration: 1–2 periods

Essay: "More Afro-Puerto Rican Art and More Afrodescendant Art from Puerto Rico" by Yolanda Wood

Alignment with the Puerto Rico Department of Education

English

Comprehension and Interpretation

- Analyzes information presented visually and narratively.
- Makes inferences from images and guided discussions.

Oral Communication

- Participates in discussions using vocabulary related to history, art, and identity.

Written Expression

- Writes short texts that integrate observation, analysis, and reflection.

Social Studies

History and Society

- Recognizes how different social groups have been represented (or excluded) throughout history.

Diversity and Equity

- Analyzes the importance of fair representation in historical and cultural narratives.

Art – Visual Arts

Aesthetic Judgment

- Analyzes messages and meanings in works of art.
- Understands the relationship between art and history.
- Recognizes art as a cultural and historical document.

Learning Objectives

After completing this lesson, students should be able to:

- Analyze how art represents Afrodescendant history and life.
- Recognize that some stories and figures have not always been visible.
- Develop critical thinking by observing and analyzing works of art.
- Research an artist related to Afrodescendant culture in Puerto Rico and explain their contribution.
- Express well-founded ideas and opinions about works of art and artists.

Introduction (10 minutes)

Activation. Brief discussion.

Guiding question:

Do you think all artists depict the same stories?

The educator guides the responses and connects to the idea that some artists chose to foreground Afrodescendant experiences that were not widely represented in the past.

Lesson Development (30–40 minutes)

Critical observation of a selection of images from the book depicting Afrodescendant people.

Questions:

- Who appears in this artwork?
- What is happening?
- What emotions does the image convey?
- What do you think the artist intended to show?

Guided discussion based on the essays

The educator explains in clear language:

- Author María Elba Torres emphasizes that art was a way to keep alive the memory and dignity of Afrodescendant people.
- Author Yolanda Wood points out that many artists did depict these experiences, although their works were not always studied or exhibited.
- Artists can help tell stories that have been ignored.

Key idea for this grade level:
Artists also tell stories through their work.

Main Activity (25–30 minutes)

Research: An Artist and Their Work

The educator introduces the activity:

We are going to research an important Puerto Rican artist who is associated with the representation of Afrodescendants in Puerto Rico.

Suggested Artists (assigned or open selection)

- José Campeche
- Francisco Oller
- Pío Casimiro Bacener
- Rafael Tufiño
- José Alicea

Guided Research

Individually or in pairs, students answer the following questions:

- Who is the artist?
- What type of art does the artist create (painting, printmaking, etc.)?
- What themes appear in their work?
- How do they represent Afrodescendant people or Puerto Rican culture?

Information can be taken from:

- the book,
- a worksheet provided by the educator,
- oral explanations,
- or images accompanied by basic information.

Final Project (Choose One)

Option A: Artwork Inspired by the Artist

- Drawing, painting, or collage inspired by their style or theme.
- Accompanied by 2–3 explanatory sentences.

Option B: Poster of the Artist

- Artist's name.
- A featured work.
- What it represents and why it is important.

Option C: Brief Oral Report

- 2-minute presentation about the artist and their work.
- Supported by an image or drawing.

Option D: Simple Comparison

- Compare a work by the artist with a current experience (family, music, community).

Closing and Reflection (10 minutes)

Guiding Questions:

- Why is it important to know about these artists?
- How does art help us learn about history and culture?

Guiding Phrases:

"This artist is important because…"

"I learned that art can…"

Evaluation

The evaluation should be formative and consider the following aspects:

- Participation in the observation process and discussion.
- Basic understanding of the artist and their work.
- Clarity of the message in the final project.
- Relationship between art, history, and identity.

Grade: 4th

Lesson Plan - Art as Memory: Remembering, Retelling, and Protecting Afrodescendant Stories

Subject: English / Social Studies / Visual Arts
Duration: 1 period (45–60 minutes)

Essay: "Art as Re-existence: Afro-Puerto Rican Identity", María Elba Torres Muñoz

Alignment with the Puerto Rico Department of Education

English

Comprehension and Interpretation

- Listens to and understands stories and explanations about cultural and historical events.
- Identifies main ideas in guided discussions about images and visual narratives.

Oral Communication

- Shares ideas and observations about images and cultural experiences.
- Participates in guided conversations using appropriate vocabulary.

Written Expression

- Writes complete sentences to narrate simple ideas, experiences, and interpretations.

Social Studies

History of Puerto Rico

- Recognizes that the country's history is built upon the experiences of different groups.

Historical Awareness and Memory

- Identifies the importance of remembering and preserving stories from the past.

Art – Visual Arts

Art Education

- Observes and describes works of art, considering themes, characters, and actions.

Art and Society

- Recognizes art as a way of telling stories from the past and present.

Learning Objectives

After completing this lesson, students should be able to:

- Understand that art can serve to narrate and preserve stories.
- Recognize that some Afrodescendant stories do not always appear in books.
- Identify how images can convey experiences from the past.
- Express ideas and short narratives based on the observation of works of art.

Introduction (5–10 minutes)

Activating Prior Knowledge

Guiding Question: How do we learn about things that happened a long time ago?

The educator guides complete responses, for example:

- "We learn about the past when…"
- "We can learn about history through…"

Ideas are written on the board: books, stories, photos, older people, art.

Lesson Development (25–30 minutes)

1. **Guided Observation of Works of Art**

   Select one or two works from the book that depict everyday scenes, work, family, or Afrodescendant community life.

Questions:

- What is happening in this image?
- Who appears in it?
- What do you think this artwork is telling us?
- Do you think this story appears often in books?

Suggested language prompts:

- "This image shows…"
- "I think this person…"
- "This artwork tells us that…"

2. Dialogue for Further Discussion

Simple explanation from the educator:

- Not all stories were written in books.
- Many Afrodescendant people lived through important experiences.
- Art helps us remember these stories and protect them from being forgotten.
- Art functions as a form of memory.

Avoid long, abstract terms; use everyday examples.

Activity (15–20 minutes)

The Image Tells a Story

Students:

- Choose an artwork they have observed.
- Draw a similar scene or one inspired by it.
- Write three sentences answering:
    - o What is happening?
    - o Who is the person?
    - o What story is being told?

Suggested opening phrase: "This image tells the story of…"

Closing and Reflection (5 minutes)

Guiding Questions:

- Why is it important to remember these stories?
- What would happen if they weren't told?

Guiding phrases for answering:

- "It is important to remember because…"
- "I learned that art can…"

Evaluation

The Evaluation should be formative and consider the following aspects:

- Oral participation during the observation and discussion.
- Drawing with a short written narrative.
- Ability to identify art as a vehicle for stories.

Key concepts implicitly addressed:

- Memory
- History
- Art as narrative
- Afrodescendant identity
- Community

Grade: 5th

Lesson Plan – Art, History, and Resistance: The Afro-Puerto Rican Experience

Subject: English / Social Studies / Visual Arts

Duration: 1–2 periods

Essay: "Art as Re-existence: Afro-Puerto Rican Identity," María Elba Torres Muñoz

Alignment with the Puerto Rico Department of Education

English

Comprehension and Interpretation

- Listens to and understands oral and informational texts related to Puerto Rican history, culture, and identity.
- Analyzes information presented in narrative and visual formats.
- Makes inferences based on images, stories, and guided discussions.

Oral Communication

- Expresses ideas, feelings, and opinions clearly and respectfully during guided discussions.
- Participates in conversations about historical and social topics using appropriate vocabulary.

Written Expression

- Writes coherent sentences and phrases to explain historical and cultural ideas.
- Writes short texts that integrate learned information and personal reflections.

Social Studies

History of Puerto Rico

- Describes slavery and abolition as historical processes.
- Recognizes resistance and struggles for freedom.

Historical Time (Change and Continuity)

- Recognizes changes and continuities throughout historical time.

Historical Awareness and Memory

- Recognizes the importance of remembering and studying historical events in the country.

Art

Art Education

- Analyzes how art communicates ideas, emotions, and historical messages.
- Examines and describes works of art.

Artistic Expression

- Uses art as a means of personal and social expression.

Artistic and Aesthetic Judgment

- Expresses reasoned judgments or opinions about works of art.

Historical, Social, and Cultural Research

- Understands relationship between art, slavery, resistance, and Afro-Puerto Rican life.

Learning Objectives

After completing this lesson, students should be able to:

- Understand slavery and abolition as historical processes in Puerto Rico.
- Recognize resistance and re-existence as forms of Afrodescendant cultural struggle.
- Analyze how art preserves historical memory and communicates social messages.
- Research a significant historical event for Afrodescendants in Puerto Rico and explain its importance.
- Express ideas and reflections on history and art through oral, written, and visual language.

Introduction (10 minutes)

Activation

Brief discussion.

Guiding question:

What does it mean to be free?

The educator introduces the idea that not everyone was free in the past and that freedom was achieved through historical processes and collective struggles.

Lesson Development (30–40 minutes)

Narrative Mini-Lesson

The educator explains in clear language:

- What slavery was in Puerto Rico.
- How many Afrodescendant people resisted the slave system.
- This resistance took many forms, not only through rebellions, but also through education, culture, community work, and art.
- Introduction of the concept of re-existence as ways of creating, living, and caring for culture in difficult times.

Also explain that some of these processes are related to important historical events.

Image Analysis

Select some works from the book related to Afrodescendant work, music, family, or community.

Questions:

- What story does this image tell?
- What emotions does it convey?
- Why do you think this work is important?
- What historical message does the artist want to communicate?

Main Activity (25–30 minutes)

Guided Research: An Important Historical Event

The educator explains: We are going to research an important historical event that helped change the lives of Afrodescendant people in Puerto Rico and that is mentioned in or related to the essays we are studying.

Suggested Historical Events

The educator can select one or allow students to choose:

- The abolition of slavery in Puerto Rico (1873)
- Marronage as a form of resistance
- The first educational experiences for Afrodescendant people
- The persistence of Afrodescendant culture after abolition (music, festivities, communities)

Guided Research

In pairs or small groups, students answer the following questions:

- What happened during this event?
- When did it happen?
- Why was it important for Afrodescendant people?
- How did people's lives change after this event?

Information can be obtained through short readings, educator explanations, or materials provided.

Final Project (Choose One)

Option A: Illustrated Timeline

- The researched event
- A "before" and "after"
- Images and keywords

Option B: Historical Information Poster

- Name of the event
- What happened
- Why it was important
- Illustrations

Option C: Guided Oral Narration

- 2–3 minute presentation
- Supported with drawings or a poster

Option D: Short Dramatization

- Represent the event in a simple way
- Followed by a verbal explanation

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