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## **INTRODUCTION**

### **Rationale**

The Social Sciences programme is to provide all students with experience and learning opportunities that will assist in the development of significant knowledge, concepts, skills, attitudes and values relevant to success in the twenty first century. The knowledge, skills, attitudes and values of Social Sciences also provide the capacity to interact and resolve issues in their daily lives.

### **The Subject Strands**

- Civic ideals and practices
- Location, people and places
- Resources
- Social issues/change

### **Attainment Targets**

1. The learner will be able to demonstrate knowledge, understanding and appreciation of their national identity, groups, governance and civic rights and responsibilities.
2. The learner will be able to demonstrate an understanding of location and its relationship with weather and climate and to study the origins of people, their religion, cultural beliefs and social practices.
3. The learner will be able to understand the sustainable use of resources and the effects of human activities on these resources and the environment.
4. The learner will be able to think critically to explore social issues and change, how they impact on society and how persons can make a positive contribution to their society.

### **Contribution of Social Science to the Curriculum**

The social sciences programme of study aims to develop an awareness of who we are and the social, economic and political challenges we encounter in an increasingly globalized environment.

Social sciences contribute to the development of the curriculum in the following ways:

- Helps students function as effective, caring and responsible citizens of their local, national communities, by learning moral values and life skills which will impact positively on them.

- Facilitate the development of critical thinking, problem solving and decision making skills, utilising teaching and learning activities that require researching accurate, relevant information and application of appropriate analytical tools and technology.
- Facilitates the introduction and development of appropriate technological competencies necessary for success in the information of the twenty-first century by including the use of technological devices in the execution of lessons.

### **Outcomes Based assessment in Social Sciences.**

Assessment in the Social Sciences will employ a number of different tasks that will allow the learners to demonstrate their knowledge, skills and attitudes in various contexts. Typical assessment tasks will include:

1. Design drawings, models, collages, booklets, charts and postcards.
2. Participate in discussions to generate new ideas and solutions to social issues. Debate on current events and express their feelings about issues.
3. Read various literature (books, magazines, newspapers) to give their opinion, answer questions, follow directions, gather information (research) in groups and as individuals and use puzzles, word games, flow charts, timelines etc, to present information.
4. Express in writing their solutions to problems, their thoughts on national issues; respond to questions and write reports.
5. Demonstrate aspects of their culture/heritage in music, dance, arts, cuisine. Display their productions using the various media.
6. Work in groups and display tolerance, cooperation and appreciation. These attitudes will be assessed on an ongoing basis through observations and the use of a checklist.
7. Participate in a variety of listening activities in an effort to reproduce their interpretations of ideas, music, stories, issues.

### **Generic priorities in Social Sciences**

- Promote an understanding of the principles and practices of a democratic society.
- Promote the preservation and protection of the environment.
- Develop in all students an understanding of the importance of a healthy life style.

- Provide opportunities for self-directed and life-long learning.
- Equip students with life skills.
- Facilitate the use of numeracy, literacy and technological skills in Social Sciences.
- Help all students acquire the knowledge, skills and attitudes necessary to be informed and intelligent citizens, and be able to contribute meaningfully to their society and the world.

### **Integration**

The concepts, skills, attitudes and values of the Social Science are integrated with Attainment targets of the other core subjects: Health and Family Life, Science, Mathematics , Language and Visual and Performing Arts. These linkages reinforce the learning experiences in Social Sciences and serve to consolidate the holistic approach to education.

**SOCIAL SCIENCES  
YEAR SUMMARY  
GRADE 3**

<u><b>TERM 1</b></u>			<b>SESSIONS</b>
<b>UNIT 1</b>	<b>PEOPLE AND ORIGIN</b>	<b>AT 2 LO3</b>	<b>9</b>
<b>UNIT 2</b>	<b>PATRIOTISM</b>	<b>AT 1 LO1</b>	<b>12</b>
<b>UNIT 3</b>	<b>LOCATION</b>	<b>AT 2 LO1</b>	<b>6</b>
<b>UNIT 4</b>	<b>WEATHER</b>	<b>AT 2 LO 2</b>	<b>6</b>
<u><b>TERM 2</b></u>			
<b>UNIT 5</b>	<b>USES, CONSERVATION/PRESERVATION</b>	<b>AT 3 LO 1, 3</b>	<b>12</b>
<b>UNIT 6</b>	<b>GROUPS AND COOPERATION</b>	<b>AT 1 LO2, 4</b>	<b>9</b>
<b>UNIT 7</b>	<b>WORK AND OCCUPATION</b>	<b>AT 3 LO 3</b>	<b>12</b>
<u><b>TERM 3</b></u>			
<b>UNIT 8</b>	<b>SOCIAL CHANGE</b>	<b>AT 4 LO 2</b>	<b>9</b>
<b>UNIT 9</b>	<b>RIGHTS, RESPONSIBILITIES &amp; GOVERNANCE</b>	<b>AT 1 LO 3</b>	<b>15</b>
<b>UNIT 10</b>	<b>SOCIAL ISSUES</b>	<b>AT 4 LO 1</b>	<b>9</b>

**SOCIAL SCIENCES  
YEAR SUMMARY  
GRADE 3  
THEME: WHO AM I?**

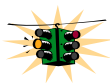
<b>TERM I</b>	<b>SESSIONS</b>
<p><b>UNIT 1 PEOPLE AND ORIGIN: PEOPLE WHO CAME TO OUR ISLAND AT 2</b> <b>LO3: Explain the characteristics of the indigenous people-Caribs of Dominica.</b></p> <p><b>SUCCESS CRITERIA:</b></p> <ul style="list-style-type: none"> <li>• Investigate who the Caribs are, where they come from, why they came, what they brought with them? What are their cultural practices and beliefs or myths?</li> <li>• Visit a Carib Village and make a presentation.</li> <li>• Speak some Carib words</li> <li>• Correspond with a Carib child in their country or another</li> </ul>	<b>9</b>
<p><b>UNIT 2 PATRIOTISM –NATIONAL IDENTITY AT 1</b> <b>LO1: Appreciate and examine relevance of some of our national symbols.</b></p> <p><b>SUCCESS CRITERIA:</b></p> <ul style="list-style-type: none"> <li>• Explain the words of the national Pledge and Prayer</li> <li>• Find out the origin of the national Pledge, Prayer, Flag, Flower, Bird and Anthem.</li> <li>• Demonstrate acceptable behaviours towards national symbols.</li> <li>• Explain the importance of the national symbols to them and their country.</li> <li>• Discuss independence celebrations</li> </ul>	<b>12</b>
<p><b>UNIT 3 LOCATION AT 2</b> <b>LO1 Locate important places or features on the map of Dominica</b></p> <p><b>SUCCESS CRITERIA</b></p> <ul style="list-style-type: none"> <li>• Identify and draw the map of Dominica.</li> <li>• Locate the positions of places, water bodies, and features on the map.</li> <li>• Describe locations using cardinal points.</li> <li>• Discuss how the location of these places help or hinder people’s activities.</li> <li>• Follow or give direction to selected sites of interest.</li> </ul>	<b>6</b>
<p><b>UNIT 4 WEATHER AT 2</b> <b>LO2: Recognise that the earth is like a globe and has many features which impact on man’s activities.</b></p> <p><b>SUCCESS CRITERIA</b></p> <ul style="list-style-type: none"> <li>• Study a globe and discuss its shape and water /land distributions.</li> <li>• Demonstrate an understanding of how rivers and lakes are formed.</li> <li>• Make models of rivers, valleys, mountains, lakes, and waterfalls and describe their features.</li> <li>• Explain how these features are important to the everyday activities of people.</li> </ul>	<b>6</b>

**TERM 1 GRADE 3**  
**THEME: PEOPLE AND ORIGIN**  
**UNIT 1: People who came to the Caribbean**  
**Duration: 3 weeks (12 sessions)**

AT 2 LO3	Success Criteria
	<ul style="list-style-type: none"> <li>• Investigate who the Caribs are, where they come from, why they came, what they brought with them? What are their cultural practices and beliefs or myths?</li> <li>• Visit a Carib Village and make a presentation.</li> <li>• Learn to speak some Carib words</li> <li>• Correspond with a Carib child in their country or another</li> </ul>

**SUGGESTED ACTIVITIES**

- Given a picture of the indigenous people of Dominica students describe features of these people. Find out why they are called the indigenous people of Dominica. Discuss their importance to our history- where they came from and why they stayed here, what did they bring with them? In groups let students read about their cultural beliefs, myths and practices.
- Students identify Dominica on a map of the Caribbean and trace route taken by the indigenous peoples to come to Dominica.
- Participate in a Field trip to the Carib Territory in Dominica; visit places of interest including a school. Listen to stories, view craft, houses, and gardens. Allow students to write the Carib words encountered on the trip.
- After visit students correspond with students of school in the Carib Territory or other. Make a scrapbook showing dress, tools, weapons, utensils, language and transportation used by the Caribs.
- Students write to a Carib child or other and exchange letters and information for a given period. Students make a collection of their correspondences and display in class open day.



Parental support is necessary for the success of this learning experience.

**ASSESSMENT**

Make a scrap book showing dress, tools, weapon, utensils, transportation, homes; food of the Caribs. Include pictures of the Carib people.  
 Write the different hamlets in the Carib Territory on a sketch of the area.

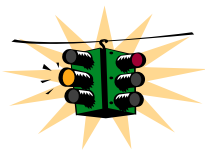
**RESOURCES:** Caribbean SS - Dominica pg. 29-32, Caribbean Primary SS-Caribbean Community, pg. 13-14

**THEME: PATRIOTISM**  
**UNIT 2: National Identity**  
**Duration: 4 weeks (12 sessions)**

<b>AT1</b> <b>LO1</b>	<b>Success Criteria</b> <ul style="list-style-type: none"> <li>• Explain the words of the national Pledge and Prayer</li> <li>• Find out the origin of the national Pledge, Prayer, Flag, Flower, Bird and Anthem.</li> <li>• Demonstrate acceptable behaviour towards national symbols.</li> <li>• Explain the importance of the national symbols to them and their country.</li> <li>• Discuss independence celebrations</li> </ul>
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**SUGGESTED ACTIVITIES**

- Read and explain the words of the national Pledge, Prayer and anthem. Make a puzzle using sentences in the pledge/prayer and use in a game.  
 Recite pledge and prayer spontaneously. Complete the national Prayer, anthem and pledge by filling in the missing lines.
- Find out who wrote the national pledge, prayer and anthem of Dominica. Explain how and why the national Bird and Flower were chosen as national symbols.  
 Find out who designed the national flag and coat of arms. Colour correctly the national flag and coat of arms and describe the significance of the colours. Talk about places where these symbols can be found.
- In groups let students explain why the pledge, anthem and prayer are important to them and us as Dominicans. Stress pride in country and symbols.  
 Show and describe how to respect the pledge, prayer and anthem. List the functions or occasions at which these symbols are used. Find out about the national prayer, pledge or anthem of another country in the Caribbean.
- Discuss and use illustrations to show activities for Independence celebrations. Design a programme of activities for independence to share with visitors to your island. Dramatize various independence activities (dance, national wear, show, song). Talk about the theme for our independence celebrations. Plan a class activity to display students' skills in art, dress, and song.  
 Discuss how our national prayer, flag, pledge and anthem are connected to our independence celebrations.



**Make these activities as meaningful as possible using pictures, songs, drama and art. Link with the VPA Curriculum.**



## **ASSESSMENT**

- Write a brief description of the national flag to a friend who has not seen the flag.
- Explain the words of the national anthem to a child in a lower class.
- Put together a booklet which covers the prayer, pledge, national anthem and some aspects of the national flag and independence.

## **RESOURCES:**

Caribbean SS Book 4–Dominica, pg. 43, Caribbean Primary SS -Country Community Book 2 pg. 77

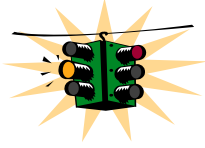
## UNIT 3 LOCATION

Duration: 2 weeks (6 sessions)

<b>AT 2</b> <b>LO1</b>	<b>Success Criteria</b> <ul style="list-style-type: none"><li>• Identify and draw the map of Dominica.</li><li>• Locate the positions of places, water bodies, and features on the map.</li><li>• Describe locations using cardinal points.</li><li>• Discuss how the location of these places help or hinder people's activities.</li><li>• Follow or give direction to selected sites of interest.</li></ul>
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### SUGGESTED ACTIVITIES

- Given a set of maps including a map of Dominica, let students pick out the Dominica map. Talk about the shape of the Dominica map and record its ruggedness. Compare the Dominica map with others. Let students make a puzzle using the map of Dominica and play games putting the pieces (cut outs) of map of Dominica together to build map correctly. Let students draw and colour their map and write about its shape.
- Visit some natural features or view pictures in Dominica. Let students describe some characteristics of different natural features in Dominica e.g. waterfall, mountain, lake, and forest and name them. Students use clay dough to make a model of Dominica and show some places, water bodies and other features using seeds, cut outs and other local material.
- Play games to identify cardinal points. Make and use a compass rose. Use cardinal directions to locate places of interest, settlements of people, important buildings, towns, villages, bridges. Write about a place of interest and show its location on a map of Dominica. Match some natural features (rivers, mountains, lakes, buildings, to their location on the map of Dominica. **Discuss how some places/buildings got their names.** Students follow given directions/clues to locate features, buildings, places in their community and Dominica. Locate parishes and colour to identify each.
- Have students discuss the advantages and disadvantages of living in specific areas in Dominica. (Urban, rural, interior, by the sea.) Let students illustrate their ideas about urban/rural/ interior or coastal living.



This unit must be taught using a map or maps and require students to learn by doing.

## **ASSESSMENT**

- On a blank map of Dominica insert the following features as named: Mountains- Morne Anglais, settlements-Louisville, lake- Boeri, river- Pagua, park- National park.
- Write the location of each feature in a complete sentence.
- Write some uses of (a) rivers (b) forest, or an important building e.g. State House.

## **RESOURCES**

Caribbean Primary SS Book 1 pg. 25-26, Book 2 - pg. 31-33, Caribbean Social Studies-Dominica, Pg. 2 &16

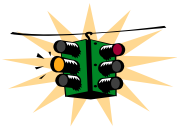
## UNIT 4 WEATHER

Duration: 2 weeks (6 sessions)

	Success Criteria
AT 2 LO2	<ul style="list-style-type: none"><li>• Study a globe and discuss its shape and water /land distributions.</li><li>• Demonstrate an understanding of how rivers and lakes are formed.</li><li>• Make models of rivers, valleys, mountains, lakes, and waterfalls and describe their features.</li><li>• Explain how these features are important to the everyday activities of people.</li></ul>

### SUGGESTED ACTIVITIES

- Students examine a globe and talk about their observations. Talk about the globe as a representation of the Earth. Identify the distribution of land and water. Describe various features of the Earth e.g. land-(mountain) and water-(lakes). Colour the globe to show land/water distribution.
- Discuss the weather pattern in Dominica and explain how it is associated with the land and water.
- View pictures/videos etc of water bodies. Discuss how these water bodies and land forms are used for man's benefit. Find out about the dangers posed by water and land features- rivers, lakes, and mountains and how best to reduce these dangers- (landslides, floods, contamination). In groups let students suggest ways to deal with these disasters-landslides and floods. What measures should be in place to minimize damage to human and personal belongings. Collect pictures of these phenomena.
- Invite a resource person to explain how rivers and lakes are formed. Allow students to make models of rivers and lakes. Name some of our lakes and rivers and where they are located. Plan a visit to a site to observe the impact of the weather on man or man's activities on the weather or the environment-rivers, lakes, forests, mountains. Find out how rivers, lakes and forests are used in other countries.



Use students' experiences and stories and pictures to enhance learning in this unit.

### ASSESSMENT

- On a blank world map students colour the water bodies and land masses using appropriate colours.
- Write some uses of (a) rivers (b) forest in your country and in another country in the Caribbean (Guyana).

**RESOURCES:** SS-Country Community, Book 2, pg. 34-35

**GRADE 3 TERM 2 SUMMARY  
THEME: WHO AM I?**

<b>TERM I</b>	<b>SESSIONS</b>
<p><b>UNIT 5 USES, CONSERVATION/PRESERVATION</b> <b>LO1: Recognise and appreciate the resources in their country and their uses. AT 3</b></p> <p><b>SUCCESS CRITERIA:</b></p> <ul style="list-style-type: none"> <li>• Identify and classify the natural/manmade resources of the country- water land, forests, and people, bridges, buildings.</li> <li>• Find out how some of these resources are used for the benefit of the people of the country and others (tourists)</li> <li>• Suggest some rules for the use of our resources.</li> </ul> <p><b>LO 2: Demonstrate understanding of the importance of conserving/preserving the natural and man-made resources in their country. AT 3</b></p> <ul style="list-style-type: none"> <li>• Identify persons /groups that work to preserve /conserve our natural and man-made resources. (Solid waste department, ECU, WEF, SHAPE, Councils).</li> <li>• Discuss why some natural and man-made resources should be preserved (–turtles., buildings)</li> <li>• Find out about some man made resources, which are preserved in their country- (mills, tracks, roads, bridges, buildings.)</li> <li>• Make a visual of resources in their country to depict how they are used</li> </ul>	<b>12</b>
<p><b>UNIT 6 GROUPS AND CO-OPERATION</b> <b>LO 2: Demonstrate the ability to work for the benefit of their country, showing respect for self and concern and tolerance for others.</b></p> <p><b>SUCCESS CRITERIA:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate good work attitude</li> <li>• Discuss the ways in which they can help to build their country.</li> <li>• Find out about how people long ago cooperated to get work done.</li> <li>• Show concern for others especially the elderly and physically/mentally challenged.</li> </ul> <p><b>LO 4: Recognise and appreciate the benefits of belonging to a group</b></p> <ul style="list-style-type: none"> <li>• Find out about different types of groups and their activities.</li> <li>• Give reasons why people should or should not belong to a particular group.</li> <li>• Share their experiences about a group to which they belong.</li> <li>• Illustrate the benefits of a group</li> <li>• Give a promotional talk about their favourite group.</li> </ul>	<b>9</b>
<p><b>UNIT 7 WORK AND OCCUPATION</b> <b>LO 3: Explain and appreciate the importance of economic activities to their country.</b></p> <p><b>SUCCESS CRITERIA:</b></p> <ul style="list-style-type: none"> <li>• Describe the activities involved in tourism, agriculture, fishing, and services which provide employment for people.</li> <li>• Differentiate between the goods and services provided and the major businesses /institutions involved.</li> <li>• Discuss how tourism and agriculture benefit our people and the tourists.</li> <li>• Demonstrate appreciation for the people who provide goods and services for their country.</li> </ul>	<b>12</b>

**TERM 2**  
**THEME: OUR RESOURCES**  
**UNIT 5 USES, CONSERVATION, PRESERVATION**  
**Duration: 3 weeks (9 sessions)**

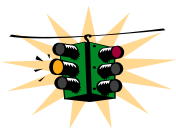
<b>AT 3 LO1</b> <b>LO2</b>	<b>Success Criteria</b> <ul style="list-style-type: none"> <li>• Identify and classify the natural/manmade resources of the country- water land, forests, and people, bridges, buildings.</li> <li>• Find out how some of these resources are used for the benefit of the people of the country and others (tourists)</li> <li>• Suggest some rules for the use of our resources.</li> <li>• Identify persons /groups that work to preserve /conserve our natural and man-made resources. (Solid waste department, ECU, WEF, SHAPE, Councils).</li> <li>• Discuss why some natural and man-made resources should be preserved (–turtles., buildings)</li> <li>• Find out about some man made resources, which are preserved in their country- (mills, tracks, roads, bridges, buildings.)</li> <li>• Make a visual of resources in their country to depict how they are used</li> </ul>
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**SUGGESTED ACTIVITIES**

- Let students identify natural and man-made resources in their country. Collect pictures and samples where possible of natural and man-made resources in their country. **(Appendix 1 uses of our rivers)**
- From list of resources allow students to distinguish between renewable and non-renewable resources. In small groups let students list reasons why a resource is renewable or non- renewable.
- Students research the uses and benefits of our resources. How much is available, to whom and where is it located. Do we have access to those resources and why? Why not? How are the resources misused? ( land is used for settlements, roads, airports etc) **(Appendix 2 notes on the environment)**
- Students suggest ways in which country’s resources can be used to attract tourists. What are some of the negative impact on our resources by tourism? Listen to talk by a resource person on formation and use of our country’s land and forest and other resources.
- Discuss what are human resources and their importance to a country.
- As a group project let students prepare a booklet highlighting the importance of the country’s natural resources and human resources.
- Students write some rules re the use of our resources and give reasons for rules given. Make flyers, and cartoon strips to depict proper uses of our

resources- renewable, non-renewable. Talk about garbage disposal, cutting of trees, poor drainage.

- Students define the term conservation and preservation using helpful material. Invite a resource person to address students on conservation and preservation practices in Dominica. Study the laws of the land which relates to conservation/preservation.
- Students research individuals and groups in their **community** that work to preserve and conserve our resources. Find out about their activities.
- Students identify groups in **Dominica** that are involved in conserving and preserving our resources. Identify one activity of that group and describe how it has helped the country.
- Students visit a man-made feature in Dominica e.g. Old Mill, Cabrits etc to complete a **class** project. Students collect pictures of mills, buildings, roads etc (before and after), interview persons and give a brief history of the features collected highlighting how they were conserved and preserved, their importance to Dominica.
- View pictures/videos and show how our natural and man made resources are preserved/conserved
- Let students make illustrations or collect pictures of some man made resources that are preserved in their country.
- Students use illustrations/ poems, ABC's of our resources to make their own booklet to express their thoughts on the importance of resources.



Outdoor activities and field trips for hands-on learning is suggested and encouraged.

## ASSESSMENT

- Draw up a diagram to show man-made and natural resources.
- Show how two of the resources are being used for the benefit of the country.
- Students demonstrate how to preserve a local food.
- Write ways in which we can conserve one of our resources.

**RESOURCES:** Our Local Community Book 1 pg. 46-48, Dominica pg., 46 - 50  
Our Country Community- Book 2 pg. 41-48

## UNIT 6 GROUPS AND COOPERATION

Duration: 3 weeks (12 sessions)

	Success Criteria
AT 1 LO2, LO4	<ul style="list-style-type: none"><li>• Demonstrate good work attitude</li><li>• Discuss the ways in which they can help to build their country.</li><li>• Find out about how people long ago cooperated to get work done.</li><li>• Show concern for others especially the elderly and physically/mentally challenged.</li><li>• Find out about different types of groups and their activities.</li><li>• Give reasons why people should or should not belong to a particular group.</li><li>• Share their experiences about a group to which they belong.</li><li>• Illustrate the benefits of a group</li><li>• Give a promotional talk about their favourite group.</li></ul>

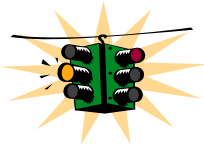
### SUGGESTED ACTIVITIES

- Help to beautify school environment and community by identifying a problem e.g. litter / clean up campaign. Make a plan to implement it as a class. Let students report on the level of cooperation which they experience in doing a school/ community project.  
View films/ pictures highlighting people or children working together to achieve a common goal of building their country Let students discuss how they feel about the activities in the picture/film.
- Listen to address by resource person on the importance of developing their country. Let students represent their role in building their country using pictures, drawings, and poems or song, or drama.
- Participate in community groups e.g. Member of 4-H, Girl Guides, Brownies, Scouts. Talk about the activities they involved in and how they feel about them. Express their feelings about those who do not cooperate.
- Participate in a school pageant and calypso show. In groups, let students work on a given project while a few students work on the same project as individuals. Allow students to share their feelings and how hard or easy it was to complete their project.
- Listen to an elderly person tell stories of long ago how people worked together to show cooperation e.g. “coud men” and “wake”. Visit an elderly or physically/mentally challenged person.  
Brainstorm to find ways to help elderly and physically challenged in their Community. Let students role play situations to encourage them to respect and show concern for these people.
- List different types of groups they know that fall under these headings (school, church, entertainment, clubs) and describe some of their



activities. Find out what goes on in a school /other group and report to the class. Identify the leaders in these groups,

- Students identify names of groups in their community. Let them discuss why they or others may be part of these groups. Talk about the activities of the group and say whether the activities are beneficial to them/society. Let them discuss the consequences if the activities lead to breaking laws, disrespecting others etc. (**Appendix 3 social groups**)
- In small groups let students select a group they think they should not belong to and why.
- Students interview members of a specific group to list activities done by group members that benefit the country. Talk about how the group helps its members to develop.
- Students write a poem about their favourite group and use pictures or drawings to enhance the poem. Students may also prepare a short advertisement to promote their group. Individual students read their work to the class and put on display in the classroom.



**Encourage group discussions to generate ideas and to allow students to share their opinions. Teacher should be attentive to responses for further intervention if necessary.**

## **ASSESSMENT**

- Write a brief history of a co-operative in their community or one they know.
- Write a paragraph on the importance of good leaders in a country

## **RESOURCES**

Our Local Community Book 1 pg. 12, 29-30 (review)  
Our Country Community Book 2 pg. 6-8 &, 67-69  
Caribbean SS- Dominica- Book 4- pg. 40-41)

## UNIT 7 WORK AND OCCUPATION

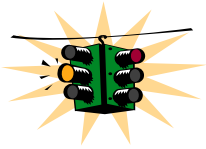
Duration: 4 weeks (12 sessions)

AT3 LO 3	<b>Success Criteria</b> <ul style="list-style-type: none"><li>• Describe the activities involved in tourism, agriculture, fishing, and services which provide employment for people.</li><li>• Differentiate between the goods and services provided and the major businesses /institutions involved.</li><li>• Discuss how tourism and agriculture benefit our people and the tourists.</li><li>• Demonstrate appreciation for the people who provide goods and services for their country.</li></ul>
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### SUGGESTED ACTIVITIES

- Let students state some activities involving the land and water that help bring money to the country e.g. agriculture, fishing, bottling of water etc. Discuss the types of industries (primary etc)
- Students differentiate between goods and services. e.g. good – product(s). Service is the availability of the products. Discuss provision of health and education services. **(Appendix 4, Earning a Living)**
- Organize a Field trip to institutions and major businesses that provide goods and services. Interview individuals about the work they do. Collect samples, brochures etc for class display.
- Students will observe pictures or discuss the various types of workers engaged in economic activities in their country. Make a chart to distinguish providers of goods and services.
- In groups write some slogans to encourage people to buy local. Make a scrap book of local products which are marketable in Dominica and other places.
- Discuss trade-imports and exports of goods/services in your country and make a chart to show places and goods where trade takes place.
- Provide students with pictures, drawings, and brochures which represent our **tourism product**. Let them discuss what they are, where they can be found, who they belong to and how they help our tourism industry. Students explain how tourism helps to bring money to their country. Identify the persons in tourism and what they do. Interview a tourist to your island. **(Appendix 5, types of tourists)**

- In groups let students discuss how our tourism product is used by the tourist, how it benefits the tourists and us. As a class make a chart to show the advantages and disadvantages of our tourism product.
- Make posters/slogans or skit with captions showing appreciation for people who work in tourism, agriculture, fishing and other economic activities in their country.



**Instil in students that work is honourable and should be rewarded and that the right attitudes are necessary for success and satisfaction.**

### **ASSESSMENT**

- Write a biography of one of the following:-  
(a) Bomber soap (b) Sea moss (c) Jam.
- Make an illustration of how the tourist's dollar benefits the country.

### **RESOURCES**

Our Country Community Book 2, pg. 49-52

<b>TERM 3</b>	<b>SESSIONS</b>
<b>THEME: A CHANGING SOCIETY</b>	
<p><b>UNIT 8 SOCIAL CHANGE AT 4</b>  <b>LO 2: recognize and show appreciation for some of the physical changes which have taken place in their country.</b></p> <p><b>SUCCESS CRITERIA</b></p> <ul style="list-style-type: none"> <li>• Visit some of the historical sites –old mills, estates, and compare them with present day factories and plantations.</li> <li>• Find out about the local markets, roads, rivers, in their country and report about the activities that took place then and now.</li> <li>• Illustrate some of the changes that have taken place in their country</li> </ul>	<b>9</b>
<p><b>UNIT 9 RIGHTS, RESPONSIBILITIES AND GOVERNANCE AT 1</b>  <b>LO3: Recognise and appreciate their rights and responsibilities as citizens and examine the importance of leaders in a country.</b></p> <p><b>SUCCESS CRITERIA</b></p> <ul style="list-style-type: none"> <li>• Discuss their rights and responsibilities as Dominicans.</li> <li>• Identify the persons/ groups in their community, /country who protect their rights.</li> <li>• Demonstrate respect for the rights of others.</li> <li>• Identify some of their country’s leaders and discuss their importance</li> </ul>	<b>15</b>
<p><b>UNIT 10 SOCIAL ISSUES AT 4</b>  <b>LO1: Determine how social issues in one community may affect others and how they may be resolved.</b></p> <p><b>SUCCESS CRITERIA</b></p> <ul style="list-style-type: none"> <li>• List some common problems in the community and in small groups choose one different problem and find out(how that problem affects others, the causes of the problem, what people in the community do about the problem).</li> <li>• Discuss and illustrate how they would deal with a particular problem.</li> </ul>	<b>9</b>

## TERM 3 THEME: OUR CHANGING SOCIETY

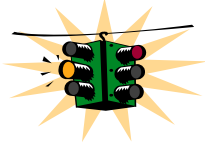
### UNIT 8 SOCIAL CHANGE

Duration: 3 weeks (9 sessions)

AT 4 LO2	<b>Success Criteria</b>
	<ul style="list-style-type: none"><li>• Visit some of the historical sites –old mills, estates, and compare them with present day factories and plantations.</li><li>• Find out about the local markets, roads, rivers, in their country and report about the activities that took place then and now.</li><li>• Illustrate some of the changes that have taken place in their country</li></ul>

### SUGGESTED ACTIVITIES

- Students identify some historical sites in their community /Dominica, Collect pictures of them and make an interesting corner. Invite an historian or elder to talk about those sites. Let students talk and write about how they feel about these historic sites.
- Students visit an old mill and a present day factory then compare the two looking for similarities and differences.
- Discuss how people travel in and out of their country then and now and compare how people communicated then and now. Talk about the new technology-cellular phones, etc. **(Appendix 6 -communication)**
- Students interview the elders in the community to gather information on activities that took place in the past in their country in relation to local market, roads, rivers, buildings, events, celebrations how people communicated. As a class, let students compile the information into a booklet, chart, or poster.
- Students compare their findings with what is happening now e.g. new roads being built, trees being planted to save rivers etc.
- Students look at drawings/ pictures that show what the local market, roads and rivers etc looked like then and now in their country and discuss the changes that have taken place and what brought about such changes. Let students make their own illustrations of roads, buildings, airport, and bridges.



Note well that change is not only physical but social and emotional. Change is inevitable. So help the students to understand that change takes place everyday, every where for different reasons.

## **ASSESSMENT**

- Match historical sites to their location.
- Write a short paragraph about one historic site.

## **RESOURCES**

Our Country Community Book 2 pg. 56- 66

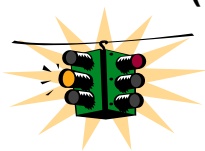
## UNIT 9 RIGHTS, RESPONSIBILITIES AND GOVERNANCE

Duration: 5 weeks (15 sessions)

AT 1 LO3	<b>Success Criteria</b>
	<ul style="list-style-type: none"><li>• Discuss their rights and responsibilities as Dominicans.</li><li>• Identify the persons/ groups in their community, /country who protect their rights.</li><li>• Demonstrate respect for the rights of others.</li><li>• Identify some of their country's leaders and discuss their importance</li></ul>

### SUGGESTED ACTIVITIES

- Discuss the things they have a right to as a Dominican/human (Health care, education, speech, movement, shelter, respect etc) (see Appendix children's Rights in plain English)
- List their responsibilities as Dominicans and say why they are important to them and country. Emphasize paying for services: taxes, licenses etc.
- Role play some of their rights and responsibilities as Dominicans/human
- Identify persons/ groups who protect their rights. Use cartoons to show how important these persons or groups are to them.
- Listen to a talk by a key person (police/ fire officer, welfare officer, nurse) about their rights and responsibilities.
- View films/videos/ pictures of people's rights being disregarded. Say how they feel and what they think should be done to protect the people.
- Discuss a case study where a student's right was violated and suggest how this case should be dealt with. Dramatize the situation.
- Students write about an incident that they witness in which one child's rights was protected by another and role play the incident
- Name some leaders in their country (political/non political). Discuss why they are called leaders. Collect their pictures; write about their main work or activities. Listen to a leader talk about his/her life or work. Let students dress as their favourite leader and say why they chose that leader. Students work on a group project to complete a mini biography on a chosen leader. Students prepare a simple questionnaire with teacher. **(Appendix 7, what good leaders do)**



**Know the rights and responsibilities of the child, but most of all know your Rights and responsibilities as a teacher and citizen of Dominica.**

## **ASSESSMENT**

- Organize a Rights walk.
- Participate in impromptu speeches highlighting various aspects of our responsibilities as Dominicans e.g. honest, hard-working, loyal, patriotic.
- Make an album of drawings/pictures of people that protect their rights e.g. parents, teachers, policeman, leaders, and describe in writing how this is done.

## **RESOURCES**

Our Country Community Book 2 pg. 70-75



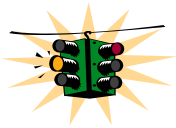
## UNIT 10 SOCIAL ISSUES

Duration: 3 weeks (9 sessions)

	Success Criteria
AT 4 LO1	<ul style="list-style-type: none"><li>• List some common problems in the community and in small groups choose one different problem and find out(how that problem affects others, the causes of the problem, what people in the community do about the problem)</li><li>• Discuss and illustrate how they would deal with a particular problem.</li></ul>

### SUGGESTED ACTIVITIES

- Brainstorm to find out issues /activities that disturb people in the community. List some of these activities. Let students discuss ways in which people deal with these problems in their community. Allow students to talk in groups to find causes of these problems.
- Students suggest solutions to these problems and role play/dramatize/use cartoons, to show how they would deal with a particular problem they have identified, e.g. drugs. Drugs affect the country: increased health costs, loss of human resource, more demands on health and other workers, loss of time on the job. **(Appendix 8 Alcohol –youth problem)**



These can be very sensitive situation. Use your discretion at all times.  
Brainstorming for issues is a good way to start. Make note of all issues and Deal with or refer if necessary. No more than three issues should be covered.  
Remember there are resource persons who can help!

### ASSESSMENT

- Students put on a skit to portray some ways in which problems re social issues can be solved.
- Write to the village council about a problem in their community outlining how it can be solved.

### RESOURCES

Resource persons, Drug Unit.

**EXEMPLAR LESSON PLAN  
GRADE 3**

<b>UNIT 1</b>	People and Origin
<b>TOPIC</b>	Indigenous People of Dominica
<b>OBJECTIVE</b>	Identify indigenous people among other peoples. Describe some features of indigenous people of their country
<b>PREVIOUS KNOWLEDGE</b>	Students see different kinds of people in their country. They have heard of the word Carib
<b>RESOURCES</b>	Pictures, story (can be made up) paper, crayons, map of Dominica

**INTRODUCTION**

Present at least four pictures of people of different races including Caribs. Allow students to talk about the people and tell where they come from.

**DEVELOPMENT**

1. In groups let students discuss what they know about the Caribs. Teacher then reads the story about indigenous people in Dominica. Students will listen to find new information about the Caribs as read by the teacher.
2. Let students share what they knew and what they now know about the Caribs.
3. In groups let students list some of the distinguishing features of the Caribs.
4. Students discuss why the Caribs are called indigenous people.
5. Using a map of Dominica, let students locate where most of the Caribs live in Dominica and why.

**CONCLUSION**

Teacher asks individuals to summarize the lesson using key questions. E.g. How can we know a person is a Carib? Why are they in the Carib reserve?

**ASSESSMENT**

Based on their knowledge of indigenous people (Carib), students will give a short talk to students of a lower class about the Caribs. Write a sentence using the word indigenous.

**FOLLOW-UP**

Students will be asked to collect information and pictures of indigenous people of Dominica.

**EXEMPLAR LESSON PLAN  
GRADE 3  
UNIT 5**

<b>THEME</b>	<b>Our Resources</b>
<b>TOPIC</b>	Keeping My Environment Clean
<b>OBJECTIVE</b>	(1) Students will be able to see the need for keeping their Environment clean (2) Students will clean up an area in their environment
<b>PREVIOUS KNOWLEDGE</b>	Students have a knowledge of litter and when some where is untidy
<b>RESOURCES</b>	Gloves, garbage bags, manila paper, crayon, picture of an unclean environment

**INTRODUCTION:**

Teacher presents picture and students will say if they have seen an area like that in their village/town/city

**DEVELOPMENT:**

1. Students will discuss the picture (of an unclean environment) and state the problem it portrays
2. Students will devise a plan to solve the problem

3. Students will report steps one and two
4. They will identify an area in their environment with the same problem that needs cleaning. Students will plan how they are going to clean up the area

## **CONCLUSION**

Students will give a summary of what makes an unclean environment and the importance of having a clean environment.

## **EVALUATION**

Students will use gloves to collect garbage which will be put in bags and disposed properly

## **FOLLOW-UP**

1. Students will take part in a drawing contest "A clean" and "A dirty" Environment
2. Students will plant flowers in a selected area.

**SOCIAL SCIENCES  
YEAR SUMMARY  
GRADE 4**

			<b>SESSIONS</b>
<b>TERM 1</b>			
<b>UNIT 1</b>	<b>PEOPLE AND ORIGIN</b>	<b>AT 2 LO3</b>	<b>9</b>
<b>UNIT 2</b>	<b>PATRIOTISM</b>	<b>AT 1 LO1</b>	<b>12</b>
<b>UNIT 3</b>	<b>LOCATION</b>	<b>AT 2 LO1</b>	<b>6</b>
<b>UNIT 4</b>	<b>WEATHER</b>	<b>AT 2 LO 2</b>	<b>9</b>
 <b><u>TERM 2</u></b>			
<b>UNIT 5</b>	<b>USES, CONSERVATION/PRESERVATION</b>	<b>AT 3 LO 1</b>	<b>12</b>
<b>UNIT 6</b>	<b>GROUPS AND COOPERATION</b>	<b>AT 1 LO2, 4</b>	<b>9</b>
<b>UNIT 7</b>	<b>WORK AND OCCUPATION</b>	<b>AT 3 LO 3</b>	<b>12</b>
 <b><u>TERM 3</u></b>			
<b>UNIT 8</b>	<b>SOCIAL CHANGE</b>	<b>AT 4 LO 2</b>	<b>9</b>
<b>UNIT 9</b>	<b>RIGHTS, RESPONSIBILITIES &amp; GOVERNANCE.</b>	<b>AT 1 LO 3</b>	<b>15</b>
<b>UNIT 10</b>	<b>SOCIAL ISSUES</b>	<b>AT 4 LO 1</b>	<b>9</b>

**GRADE 4  
TERM SUMMARY  
THEME: WHO AM I?**

<b>TERM I</b>	<b>SESSIONS</b>
<p><b>UNIT 1 PEOPLE WHO CAME TO THE CARIBBEAN AT 2</b> <b>LO3: Examine the contribution of other ancestors to the development of their country.</b></p> <p><b>SUCCESS CRITERIA</b></p> <ul style="list-style-type: none"> <li>• Categorize the groups of people who came to the Caribbean and identify their ethnicity</li> <li>• Talk about why the Africans came and why we are descendants, what they brought, and how they helped their country to grow.</li> <li>• Describe the role of Bala and other slaves to Dominica.</li> <li>• Compare their way of life with modern day living.</li> <li>• Show appreciation for their role in shaping who we are.</li> <li>• Visit a site of historic consequence to our ancestors.</li> </ul>	<b>9</b>
<p><b>UNIT 2 PATRIOTISM –NATIONAL IDENTITY AT 1</b> <b>LO1: Recognize and appreciate the importance of our national identity.</b></p> <p><b>SUCCESS CRITERIA:</b></p> <ul style="list-style-type: none"> <li>• Describe some things that make us Dominican.</li> <li>• Give reasons why they should be proud Dominicans.</li> <li>• Use a variety of ways to show their national identity.</li> <li>• Demonstrate respect for national symbols(human and non-human)</li> <li>• Discuss their role in independence celebrations.</li> </ul>	<b>12</b>
<p><b>UNIT 3 LOCATION AT 2</b> <b>LO1: Study the location of Dominica in relation to the Caribbean and examine the benefits of the location to us.</b></p> <p><b>SUCCESS CRITERIA</b></p> <ul style="list-style-type: none"> <li>• Describe and locate Dominica on a Caribbean map.</li> <li>• Locate the various Caribbean islands and island groupings on a map of the Caribbean.</li> <li>• Conduct group projects to find information about the physical similarities and differences among selected islands.</li> <li>• Explain how we benefit from our location in the Caribbean- (economic, education, health, culture.)</li> </ul>	<b>6</b>
<p><b>UNIT 4 WEATHER AT 2</b> <b>LO2: Investigate conditions of the earth which impact man and describe the role of disaster preparedness and management.</b></p> <p><b>SUCCESS CRITERIA</b></p> <ul style="list-style-type: none"> <li>• Describe how a hurricane, earthquake, or volcanic eruption occurs.</li> <li>• Demonstrate a volcanic eruption</li> <li>• Discuss what happens to people and their surroundings during these phenomena</li> <li>• Identify appropriate actions to be taken before, during and after any one of these phenomena.</li> <li>• Discuss how people cooperate during these events.</li> </ul>	<b>6</b>

## GRADE 4

TERM 1

THEME: WHO AM I?

UNIT 1 PEOPLE WHO CAME TO THE CARIBBEAN

Duration: 3 weeks (9 sessions)

AT 2	<b>Success Criteria</b>
LO3	<ul style="list-style-type: none"><li>• Categorize the groups of people who came to the Caribbean and identify their ethnicity</li><li>• Talk about why the Africans came and why we are descendants, what they brought, and how they helped their country to grow.</li><li>• Describe the role of Bala and other slaves to Dominica.</li><li>• Compare their way of life with modern day living.</li><li>• Show appreciation for their role in shaping who we are.</li><li>• Visit a site of historic consequence to our ancestors.</li></ul>

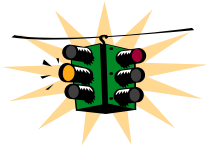
### SUGGESTED ACTIVITIES

- Students talk about the different groups of people they see in their country and locate where in the world the different groups came from.
- Students use the world map to trace movements from the country of origin of each ethnic which came to their country and the Caribbean. **(Appendix 9 sea routes )**
- In groups let students identify the languages spoken by each group and represent the information on a map of the Caribbean

Students research the Africans who came to the region stating why and how they came, what they brought and how they helped their country to develop. **(Appendix 10 ethnic settlement)**

- Students make illustrations to show the way the Africans were brought to the region, what they did on the plantations and how they were treated
- Students find out about the runaway slaves in Dominica – where they settled, how they lived and the role they played in the country's history- Jaco and ,Pharcelle etc. **(Appendix 11, African slaves and slavery)**
- Students listen to stories about runaway slaves
- Students make/ collect drawings of the runaway slaves, homes, tools, weapons etc and display them in the social sciences corner in their class room.
- Students in groups draw up a table where they compare the way of life of the runaway slaves with life today.

- Students give reasons for wanting to name their class groups after the runaway slaves who settled in Dominica e.g. Bala, Pharcele, Congore, Jaco
- Students dramatize the information they found out about the different contributions of other ancestors for instance, the way they dress
- Students collect pictures of ancestors and make an album or scrap book.



**Ensure that students get a grasp of our African heritage in a simple a way. A resource person may be helpful.**

### **ASSESSMENT**

- Match ethnic group to country of origin
- Draw a time line showing when different ethnic groups came to the Caribbean
- Collect pictures of different ethnic groups that came to the Caribbean and make a scrap book

### **RESOURCES**

Caribbean Social Studies Book 3 pg. 15-18



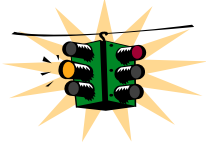
## UNIT 2 PATRIOTISM

Duration: 4 weeks (12 sessions)

<b>AT1</b> <b>LO1</b>	<b>Success Criteria</b> <ul style="list-style-type: none"><li>• Describe some things that make us Dominican.</li><li>• Give reasons why they should be proud Dominicans.</li><li>• Use a variety of ways to show their national identity.</li><li>• Demonstrate respect for national symbols(human and non-human)</li><li>• Discuss their role in independence celebrations.</li></ul>
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### SUGGESTED ACTIVITIES

- Let students make a collection of things by which Dominicans can be identified. Students state the importance of their identity- who we are as Dominicans, language, dress, music, and culture. Let students demonstrate pride in their identity. Discuss their role in Independence celebrations. Make a poster to depict aspects of our national identity.
- Students state ways in which our food and Creole language, national wear could be preserved and promoted. Let students converse using the Creole language. Invite a resource person to speak on culture and our identity.
- Let students role-play how national symbols are respected. Let students research our national symbols and compare with that of another Caribbean country. Students study some of our human symbols- President. Identify some of our national heroes and what made them famous.
- Present information on important sites, events, buildings, incidents, places and allow students to trace back or visit and discuss present day events which help to shape their identity as Dominicans.
- In groups let students demonstrate steps for any of the cultural dances. Find out its origin. (mazouk, flirtation)
- Allow students to listen to cultural and patriotic songs/music and view a video on Bele, quadrille and express how they feel about them.
- In groups let students discuss why independence is important to them and Dominicans in general. Let students demonstrate their role and illustrate any aspect of our Independence celebrations.



Make these activities as meaningful as possible using pictures, songs drama and art. Link with the VPA Curriculum.

### **ASSESSMENT**

- Students prepare and display a Creole dish.
- Dramatize a cultural dance using cultural music.

### **RESOURCES**

Caribbean Social Studies Book 3 pg. 77-81 and Dominica pg. 90-100

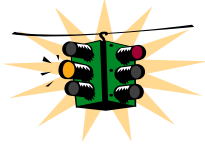
## UNIT 3: LOCATION

Duration: 2 weeks (6 sessions)

AT2	<b>Success Criteria</b>
LO1	<ul style="list-style-type: none"><li>• Describe and locate Dominica on a Caribbean map.</li><li>• Locate the various Caribbean islands and island groupings on a map of the Caribbean.</li><li>• Conduct group projects to find information about the physical similarities and differences among selected islands.</li><li>• Explain how we benefit from our location in the Caribbean- (economic, education, health, culture.)</li></ul>

### SUGGESTED ACTIVITIES

- Students draw an outline map of Dominica and compare its shape with other maps of the Caribbean islands.(review)
- Have students identify places of settlement in Dominica on a blank map of Dominica - north, south, east and west. Associate settlement with occupation, culture and language.
- Students identify Dominica on a map of the Caribbean, and then describe its location, using cardinal points and its neighbouring islands (Martinique and Guadeloupe). Use a globe or world map to locate Dominica.
- Let students identify the island groupings of the Caribbean and play a game, which requires them to name an island(s) that belong to the main group given e.g. Lesser Antilles – Grenada, St. Lucia, Montserrat.
- In groups students study two islands of the Caribbean and compare their physical features, location, shape, and grouping. How far are the islands apart? Let students use a scale of a map to compare distances.  
**(Appendix 12- Area of some Caribbean islands)**
- Discuss some of the benefits of our country, re its location to other countries like Martinique and Guadeloupe. Interview a huckster about his/her work in another country. Students carry out a survey in their community to gather information from residents who travel to neighbouring French countries or other Caribbean islands (b) find out the reason for their visit, stops made, directions travelled, **(Appendix 13, Notes on map reading)**
- Make an illustration using pictograph/bar graph to show information



This unit must be taught using a map or maps and a globe and require students to learn by doing

## **ASSESSMENT**

On a blank map of the Caribbean students identify Dominica and neighbouring islands:  
match individual islands to the main group it belongs e.g.  
Montserrat – Lesser Antilles  
Cuba – Greater Antilles

## **RESOURCES**

Our Caribbean Community Book 3 pg. 25- 37

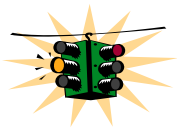
## UNIT 4: WEATHER

Duration: 2 weeks (6 sessions)

AT2	<b>Success Criteria</b>
LO2	<ul style="list-style-type: none"><li>• Describe how a hurricane, earthquake, or volcanic eruption occurs.</li><li>• Demonstrate a volcanic eruption</li><li>• Discuss what happens to people and their surroundings during these phenomena</li><li>• Identify appropriate actions to be taken before, during and after any one of these phenomena.</li><li>• Discuss how people cooperate during these events</li></ul>

### SUGGESTED ACTIVITIES

- Students research how the following natural phenomena occur. Students discuss what happens during these phenomena. Listen to a resource person speak about the occurrence of these phenomena - Hurricane (b) earthquake (c) volcanic eruption.
- Students make a model volcano in action and describe what happens during a volcanic eruption. Explain how it impacts man and his environment.
- Draw a picture of what their surroundings would look like after a hurricane. Listen to stories told by persons who have experienced one of these phenomena.
- Take students to observe features in the natural landscape and allow them to discuss how an earthquake, volcanic eruption or hurricane would affect the land, water, and people.
- Brainstorm students on which of the following natural disasters (hurricane, earthquake, volcanic eruption) can we prepare for and how do we prepare (before, after and during). (**Appendix 14, Natural Phenomena**)
- Students dramatize how people behave/ cooperate during a disaster e.g. Hurricane. Students share their experience of being in a hurricane shelter during a hurricane.



Use students' experiences and stories and pictures to enhance learning experiences in this unit.

### ASSESSMENT

Match a disaster with the damage it may cause.

Perform a skit showing how people behave before, during and after a hurricane

**RESOURCES:** Caribbean Social Studies Book 3 pg. 38-50

<b>TERM 2</b>	<b>SESSIONS</b>
<b>THEME: OUR RESOURCES</b>	
<p><b>UNIT 5 USES, CONSERVATION, PRESERVATION AT 3</b>  <b>LO1: Understand and appreciate the major resources of the Caribbean islands and their uses.</b>  <b>LO2: Recognize the importance of laws to conserve and preserve resources in their country.</b></p> <p><b>SUCCESS CRITERIA</b></p> <ul style="list-style-type: none"> <li>• Classify the major resources of selected islands/territories of the Caribbean.</li> <li>• Compare resources of other Caribbean territories with resources in their country.</li> <li>• Discuss how some of these resources are used for the benefit of the country. Investigate a major industry of any Caribbean territory.</li> <li>• Discuss the differences between conservation and preservation of resources.</li> <li>• In groups, draw up rules to conserve/preserve selected natural and man-made resources.</li> <li>• Study conservation rules and suggest any changes that are necessary. Participate in activities, which require following conservation/preservation rules in their country.</li> </ul>	<b>12</b>
<p><b>UNIT 6 GROUPS AND COOPERATION AT1</b>  <b>LO4: Examine the process of selecting leaders or members for various functions in social groups.</b>  <b>LO2: Demonstrate understanding of the importance of a Cooperative.</b></p> <p><b>SUCCESS CRITERIA</b></p> <ul style="list-style-type: none"> <li>• Follow the steps in selecting a leader in their class.</li> <li>• Compare selection of social group leaders or members with political leaders.</li> <li>• Perform some of the functions of group leaders or members of a group Talk about a prominent leader or members of a specific group.</li> <li>▪ Visit a cooperative in their community.</li> <li>▪ Describe how a cooperative impacts on people.</li> <li>▪ Work on a class/school project to explore some of the activities /principles of a cooperative.</li> <li>▪ Design an illustration to depict cooperation. Join a school cooperative.</li> </ul>	<b>9</b>
<p><b>UNIT 7 WORK AND OCCUPATION AT 3</b>  <b>LO3: Develop an understanding of the production and provision of goods and services in their country.</b></p> <p><b>SUCCESS CRITERIA</b></p> <ul style="list-style-type: none"> <li>• Find out about the processes involved in the production of goods and services.</li> <li>• Discuss what is our tourism product and how it benefits others and us.</li> <li>• Describe the roles of individuals /groups in the tourism / agricultural industry</li> <li>• Compare the production of goods locally with imported goods.</li> <li>• Participate in a buy local campaign to promote the importance of eating and buying local.</li> <li>• Discuss the jobs that are necessary for their country.</li> </ul>	<b>12</b>

## TERM 2

### THEME: OUR RESOURCES

#### Unit 5 Uses, Conservation, Preservation

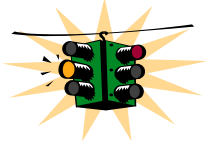
Duration: 4 weeks (12 sessions)

AT 3	Success Criteria
LO1, 2	<ul style="list-style-type: none"><li>• Classify the major resources of selected islands/territories of the Caribbean.</li><li>• Compare resources of other Caribbean territories with resources in their country.</li><li>• Discuss how some of these resources are used for the benefit of the country.</li><li>Investigate a major industry of any Caribbean territory.</li><li>• Discuss the differences between conservation and preservation of resources.</li><li>• In groups, draw up rules to conserve/preserve selected natural and man-made resources.</li><li>• Study conservation rules and suggest any changes that are necessary.</li><li>Participate in activities, which require following conservation/preservation rules in their country.</li></ul>

### SUGGESTED ACTIVITIES

- Teacher uses large picture of agricultural, market or industrial scenes. Students identify examples of resources and discuss their uses. Students list resources of the Caribbean then identify two main groups in which they can be placed i.e. human and non-human
- Students prepare a chart showing some Caribbean resources used to create employment.
- Students read about major resources of some Caribbean countries and compare them with those of their country. Find out how these resources are used for the benefit of these countries- bauxite, forest, oil, water, volcanoes, waterfalls, sulphur springs etc.  
**(Appendix 15- Industry).**

Students research a major industry of a selected country in the Caribbean. They find out whether this industry is primary, secondary or tertiary. Students state what is produced in this industry, who works there, what material is used in production, where it comes from and where finished product is sold to. Students present information to class orally or in chart form. As a class activity let students find out the resources that are preserved/ conserved in other Caribbean countries including world heritage sites and discuss the laws related to each.
- Allow students to discuss how human resource is important for their skills, intelligence etc. for their benefit and that of their country.



outdoor activities and field trips for hands-on learning is suggested and encouraged.

## **ASSESSMENT**

- Draw up a table showing some human and non-human resources in the Caribbean.
- List the different industries people in the Caribbean find employment, say what each industry entails.
- Participate in the cleaning up of (a) school surrounding (b) beach (c) river etc.
- Choose at least four resources and say how each can be preserved/conserved.

## **RESOURCES**

Caribbean Social Studies Book 3 pg. 38-50 (review)



## UNIT 6 GROUPS AND COOPERATION

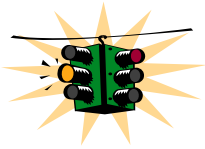
Duration: 3 weeks (9 sessions)

AT1	Success Criteria
LO2	<ul style="list-style-type: none"><li>• Follow the steps in selecting a leader in their class.</li><li>• Compare selection of social group leaders or members with leaders-village/town council.</li><li>• Perform some of the functions of group leaders or members of a group and talk about a <b>prominent</b> leader or members of a specific group.<ul style="list-style-type: none"><li>▪ Visit a cooperative in their community.</li><li>▪ Describe how a cooperative impacts on people.</li><li>▪ Work on a class/school project to explore some of the activities /principles of a cooperative.</li><li>▪ Design an illustration to depict cooperation.</li><li>▪ Join a school cooperative.</li></ul></li></ul>
LO4	

### SUGGESTED ACTIVITIES

- Students discuss why their class is a group. As a group let students select /vote for a class leader. Discuss the process involved and the functions of the class leader. Talk about why it is important to work with the leader.
- Students research a social group. Find out what are the various offices e.g. president, secretary etc.
- Interview the president of a group. Find out their roles and how election of officers takes place.
- In groups let students interview a chairman/member of a village/town council in their community to find out how he /she got into office. In class let students report and prepare a chart showing information collected. Compare the election of other social groups with that of a village council.
- Students dramatize the role of some leaders of groups- treasurer, secretary, chairman etc. Let students discuss the importance of social groups to a community or country.
- Let students talk about some ways in which they show cooperation at home, school, community or country. Make an illustration to depict any one. Students draw a picture showing people working together in the community to get something done e.g. cleaning a playing field or painting a community centre.
- Students find out about types of co-operatives in their country e.g. fishing, copra, bay leaf, and credit union. Let students define a cooperative and write about one cooperative in the country.

- Students visit a co-operative and prepare a report on the visit to include formation, membership, meetings, elections, and operations.
- Invite a resource person to talk on the importance of joining a cooperative.
- Have students discuss some of the advantages and disadvantages of a cooperative or school cooperative.



**Encourage group discussions to generate ideas and to allow students to share their opinions. Teacher should be attentive to responses for further intervention if necessary**

## **ASSESSMENT**

- Write a brief history of a co-operative in their community or one they know
- Write a paragraph on the importance of good leaders in a country

## **RESOURCES**

Resource persons, posters, pictures.

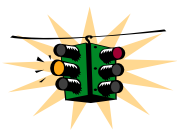
## UNIT 7 WORK AND OCCUPATION

Duration: 4 weeks (12 sessions)

AT3	Success Criteria
LO3	<ul style="list-style-type: none"><li>• Find out about the processes involved in the production of goods and services.</li><li>• Discuss what our tourism product is and how it benefits others and us.</li><li>• Describe the roles of individuals /groups in the tourism / agricultural industry</li><li>• Compare the production of goods locally with imported goods.</li><li>• Participate in a buy local campaign to promote the importance of eating and buying local.</li><li>• Discuss the jobs that are necessary for their country</li></ul>

### SUGGESTED ACTIVITIES

- Visit a manufacturing plant to observe the processes involved in manufacturing a product. Represent the information on a flow chart. Let Students discuss the importance of those involved in the production of goods and services in their country. **(Appendix15, types of industries)** Make a list of items, services that Dominica has to offer the tourist. Using brochures and pamphlets create a scrapbook to show our offerings to the tourists.
- Research what is our Tourism Product. Discuss its importance to us. What are our responsibilities towards our Tourism Product?
- Invite resource persons to talk on the roles of individuals/groups in the tourism industry, agricultural industry, and service industry. In groups students discuss the role agencies and others play in the distribution of the tourism product, agricultural industry, housing, fishing.
- Students share their experiences about the use of locally produced goods, (food, shoes, hat, furniture) and compare them with imported goods. Discuss why they should support local products.
- Students debate the topic – **It is better to use local goods than imported goods.**



**Instil in students that work is honourable and should be rewarded and that the right attitudes are necessary for success and satisfaction.**

### ASSESSMENT

- Arrange a trip to the supermarket or village shop. Students examine imported goods on shelves and compare them with locally produced good. Make a chart to show comparison using price, contents, place of manufacture.

- List some tourism products in Dominica; say how we and the tourists benefit from them.

## **RESOURCES**

Caribbean Social Studies Book 4, pg., 77-78)

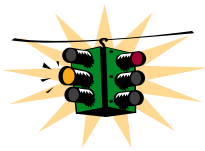
<b>TERM 3</b>	<b>SESSIONS</b>
<b>THEME: A CHANGING SOCIETY</b>	
<p><b>UNIT 8 SOCIAL CHANGE AT 4</b>  <b>LO 2: Examine some changes, which have taken place in the way of life of Dominicans</b></p> <p><b>SUCCESS CRITERIA</b></p> <ul style="list-style-type: none"> <li>• Discuss the type of work people do now and compare with those done before.</li> <li>• Find out reasons why Dominicans leave their country, while others come in to their country.</li> <li>• Discuss how migration affects the population.</li> <li>• Compare modes of travel and communication now and then.</li> </ul>	<b>9</b>
<p><b>UNIT 9 RIGHTS, RESPONSIBILITIES AND GOVERNANCE AT 1</b>  <b>LO3: Recognise and appreciate their rights and responsibilities in choosing leaders</b></p> <p><b>SUCCESS CRITERIA</b></p> <ul style="list-style-type: none"> <li>• Discuss the importance of electoral processes in their community / country.</li> <li>• Describe how a Village / Town council election is conducted.</li> <li>• Participate in a mock class or village /town election.</li> <li>• Discuss the rights and responsibilities of the people in choosing their leaders.</li> </ul>	<b>15</b>
<p><b>UNIT 10 SOCIAL ISSUES AT 4</b>  <b>LO1: Investigate some of the major social issues affecting Dominica and their impact on the country's growth</b></p> <p><b>SUCCESS CRITERIA</b></p> <ul style="list-style-type: none"> <li>• Select two major issues (drugs, HIV/ AIDS, hunger etc) and discuss ways in which the issue impacts on family, the community and the country.</li> <li>• Suggest solutions to prevent these issues</li> <li>• Study data on one of these issues and discuss what they understand and the implications for their country.</li> </ul>	<b>9</b>

**TERM 3      THEME: A CHANGING SOCIETY**  
**UNIT 8      SOCIAL CHANGE**  
**Duration: 3 weeks (9 sessions)**

<b>AT4 LO2</b>	<p><b>Success Criteria</b></p> <ul style="list-style-type: none"> <li>• Discuss the type of work people do now and compare with those done before.</li> <li>• Find out reasons why Dominicans leave their country, while others come in to their country.</li> <li>• Discuss how migration affects the population.</li> <li>• Compare modes of travel and communication now and then.</li> </ul>
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**SUGGESTED ACTIVITIES**

- Students interview their parents at home to find out what work they do. Students report information to class. Draw up a chart to illustrate. Study the types of work done before and compare with the present.
- Students discuss about their relatives who have migrated to other countries and how it has benefited them or affected them. How they feel about it. Students give other reasons – e.g. to study, for health purposes.
- Students list people whom are not Dominicans but live in Dominica. Talk about why these persons are here and how they feel about having them in their country and what effect it has on our population.
- Students collect pictures of travel and communication means now and then. Make a display discuss the different modes of communication and travel.
- Invite a resource person to talk about how things were done before-travel, communication Students visit a communication centre and write a report.



**Note well that change is not only physical but social and emotional. Change is inevitable. So help the students to understand that change takes place everyday, every where for different reasons**

**ASSESSMENT**

Students draw up bubbles to give reasons why people migrate (e.g. – Insert drawing) then state what effects migration has on the country.

**RESOURCES**

Resource persons. Pictures, Our World Community, Book4, pg., 46-48

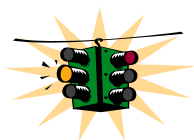
## UNIT 9 RIGHTS, RESPONSIBILITIES AND GOVERNANCE

Duration: 5 weeks (15 sessions)

<b>AT1</b> <b>LO3</b>	<b>Success Criteria</b> <ul style="list-style-type: none"><li>• Discuss the importance of electoral processes in their community / country.</li><li>• Describe how a Village / Town council election is conducted.</li><li>• Participate in a mock class or village /town election.</li><li>• Discuss the rights and responsibilities of the people in choosing their leaders.</li></ul>
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### SUGGESTED ACTIVITIES

- Review the voting process of a social group and a village council as done in unit 6. Students also review the process used to choose their class leader.
- Students discuss the importance of leaders to any country. In groups let students identify the qualities of a good leader. Allow students to talk about how they as students show leadership in the home, school community country. Allow students to identify their own leadership qualities. Students make an illustration to show leadership.
- In groups let students talk about the **importance** of the electoral process for any group, village/ town council or country.
- Students role play the voting process of a village/town/city/general/ council election in their country.
- Present a chart with the rights of a child. In groups let students discuss the rights, how they feel about these rights. Read story or show picture of a right being violated and ask students to discuss how this can be stopped.
- Read and find out about the rights of other persons- parents, prisoners, workers and report to the class.



**Know the rights and responsibilities of the child, but most of all know your rights and responsibilities as a teacher and citizen of Dominica.**

### ASSESSMENT

Make a table to show political leaders in their country and their portfolio.

### RESOURCES

Caribbean Social Studies Book 2, pg. 70-72; Book 3 pg. 72-74, pg. 76-79

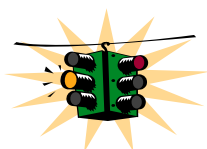
## UNIT 10 SOCIAL ISSUES

Duration: 3 weeks (9 sessions)

<b>AT4 LO1</b>	<b>Success Criteria</b> <ul style="list-style-type: none"><li>• Select two major issues (drugs, HIV/ AIDS, hunger etc) and discuss ways in which the issue impacts on family, the community and the country.</li><li>• Suggest solutions to prevent these issues</li><li>• Study data on one of these issues and discuss what they understand and the implications for their country.</li></ul>
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### SUGGESTED ACTIVITIES

- Students listen to resource persons, view a video, watch pictures, or share their own experiences on any of those issues – (drugs, HIV/AIDS, sexual and physical abuse)
- Discuss how these issues affect the persons, the family and the country and design an illustration to depict one of the problems.
- In groups students read about an issue and discuss ways to prevent this issue. Perform a skit, write a poem, a song to illustrate solution to the issue
- Students are provided with data pertaining to drugs, persons in prison, HIV/AIDS. Students answer questions on the information. Discuss their feelings based on the data and list the implications for them and their country.



**These can be very sensitive situation. Use your discretion at all times. Brainstorming for issues is a good way to start. Make note of all issues and deal with or refer if necessary. No more than three issues should be covered. Remember there are resource persons who can help!**

### ASSESSMENT

Students do skit to show how HIV/AIDS is transmitted or how to reduce discrimination

### RESOURCES

Office of the HIV/AIDS, news paper articles, welfare Division.



## **EXEMPLAR LESSON PLAN**

### **GRADE 4**

<b>THEME</b>	Rights and Responsibilities
<b>TOPIC</b>	Mock Election (village council)
<b>SPECIFIC OBJECT</b>	Students will complete the process to elect a village council.
<b>PREVIOUS KNOWLEDGE</b>	Students have researched the voting process for a class leader and social group.
<b>RESOURCES</b>	Word cards marked, ballot box, ink pad, pencil, ballot paper etc.

### **INTRODUCTION:**

Teacher presents two words (ballot box, ballot paper) and asks students to tell what they are related to. Teacher tells class the objective of the lesson.

### **DEVELOPMENT:**

1. Allow students to discuss some of the reasons why they would choose one person over another. List some of the qualities they would look for etc.
2. Teacher presents the steps and rules related to the election. In groups students discuss these.
3. Students and teacher agree on the rules and organize class for election process e.g. establish polling station, voting room, electorate list, position of ballot box, and paper etc.
4. Students go to the poll to elect their leaders.
5. Ballots are counted and results are given and winners announced.

### **CONCLUSION**

Students give their impressions of their participation in the process.

### **EVALUATION**

Students asked to write about any aspect of the process they found most interesting.

## **EXEMPLAR LESSON PLAN**

### **GRADE 4**

#### **UNIT**

Economic Activities

#### **SUB TOPIC**

Manufacturing of a Local Product

#### **SPECIFIC OBJECTIVE**

After visiting a local manufacturing plant, students will be able to demonstrate using a flow chart, the processes involved in producing a product

#### **RESOURCES:**

Coconut plant (young), markers, manila paper/crayon, word cards

#### **PREVIOUS KNOWLEDGE**

Students have visited a manufacturing plant (local) e.g. DCP and have seen the processes involved in producing a product eg. soap

#### **INTRODUCTION**

Teacher presents a young coconut plant to class. Students say what can be gotten from the plant e.g. tree, coconut, soap, coconut water, broom, copra, branches for decoration etc

#### **DEVELOPMENT**

1. Teacher presents word cards bearing names mentioned on the board
2. Students are asked which one of those mentioned was used in the manufacturing of the product at the manufacturing plant? i.e. Copra – dried coconut
3. Students in groups discuss the processes in manufacturing the product soap and note the stages in numerical order.
4. Students share with class their processes to ensure that steps in procedure are correct.

#### **CONCLUSION**

Teacher reviews with class the steps involved in the manufacturing of the product (soap)

## **EVALUATION**

Students in groups draw a diagram/illustration flow chart style showing the processes involved in manufacturing the soap then demonstrate to class. Flow charts are displayed in Social Sciences corner

## **APPENDIX 1**

### **USES OF RIVERS**

Rivers are part of God's valuable creation. In our part of the world our rivers are put to every use. Unlike some rivers in other parts of the world, our rivers are generally crystal clear and unpolluted. However, during the rainy season and other times, when there is heavy rainfall the rivers become swollen and are turned brown by dirt that is collected by rain water.

In Dominica our rivers are used for bathing, kayaking and fishing. Also, many people living in rural areas use the river to collect drinking water and to do their laundry. In recent times our rivers have become very important to the tourists who have found tube bathing a very enjoyable past time. It would appear that this would continue for a very long time since the tourist will seek to make use of our natural resources.

## APPENDIX 2

### OUR COUNTRY – A CHANGING SOCIETY OUR NATURAL ENVIRONMENT

#### The Environment

The world around us is called the environment. The things around us, the conditions and the factors which influence all other things in our surroundings are all part of OUR environment. The environment in our country is therefore different from the environment in another country, or another part of the world. Some countries are in dry environments, some are in mountainous environments and others in cold environments. A country in a wet environment may have very many trees, lots of farmlands and large rivers. Other countries may have hot and dry environments with rocky surroundings, few plants and animals and hardly any rivers.

Things in the world around us form part of what we call the natural environment and others form part of what we call the cultural or man-built environment. The natural environment includes such things as the weather and climate, the seas, rivers, hills, plains, forests, animals and the air. In fact, everything which exists in the world that was not MADE by man is part of our natural environment. On the other hand, we can identify things such as buildings, roads, gardens, docks, canals and rubbish dumps which are all part of the cultural environment. Man uses important elements in his natural environment to build the cultural environment to form a way of life. Our sunny climate, wet months and rich soil are some important elements which assist our people in earning a living by farming

#### The Landscape

An important part of our environment that we see whenever we look out of our windows or when we are out in the open is the landscape. It is often called the scenery and in reality contains all the things in the environment that are ON the surface of the earth. As part of our environment many things in the landscape are man-made and these are part of what we call the cultural landscape. Those things which are not man-made are part of the natural landscape

#### Changes in the landscape

We are all aware that things in the natural landscape do not always remain the same. We have seen areas with great forests in one year and in another year have driven through the same area on large paved roads with farmlands and houses on either side. Some of us have had the experience of having fast flowing rivers in our area during our childhood days only to find that as adults nothing can be seen except dry river valleys. The natural landscape therefore is subject to changes. These changes are brought

about by the activities of man and by the forces of nature. Man clears the land, builds roads and bridges, excavates the land, fills seas and swamps with rocks and soil and “grows” forests where trees have been previously cut. Hence, man’s activities such as deforestation, reclamation, excavation, farming, afforestation and building all help to change the landscape features of our country. We can readily see too that natural forces such as hurricanes, rivers, waves, volcanic eruptions, earthquakes and the activities of animals can change and have changed our natural landscape

## **Resources**

There are many things in our environment, particularly in our landscape, which we use to help us satisfy our needs and wants. We use the water, the land, the plants and the animals, the soil and the stones and several other things. These things are called resources. Most of our resources are in fixed quantities and some of these are in scarce supply. In effect, we are gradually changing the environment as we use its resources

## **Conservation**

In changing our natural environment we create two situations which have caused us to be very concerned about our environment. Firstly, most of the resources we use cannot be replaced and they are getting very scarce. This scarcity of some resources is sometimes caused by the activities of man. Plants and animals are disturbed and destroyed, our rivers dry up and the nutrients in the soil are used up. As a result of the problems of scarcity brought about by the constant utilization of the resources and the destruction of plants and animals, we have found it necessary to conserve or protect many of these resources

This process of conserving and protecting our resources is called conservation. The resources can be conserved by reducing the activities which threaten the extinction of extreme scarcity of the resource, by using substitutes for some resources where possible, and by governments enacting laws to protect the resources. The laws protecting certain wild life and sea animals like the lobster and turtle are examples of such steps which aim at helping to conserve some of our scarce animal resources

## **APPENDIX 3**

### **SOCIAL GROUPS**

A social group is a collection of humans who share certain characteristics, interact with one another, accept expectations and obligations as members of the group and generally, share a common identity. There are many different types of social groups, for example here are primary social groups are those which consists of individuals who have a very close relationship. The family is an example of a primary social group. These groups are usually small and display face – to – face interaction and they interact with each other on a regular basis.

There are also secondary groups, which are larger than primary groups. In these social groups the relationship is formal which means that they are governed by rules and have a definite or structured way of doing things. Sports club, a village council and a political party are examples of secondary social groups.

## **APPENDIX 4**

### **EARNING A LIVING**

One of man's greatest concerns is how to earn a living. This is extremely important since people need to find ways by which they can satisfy their material need and other needs. As a matter of fact being able to earn one's living is a passport out of poverty. Furthermore, it also enables people to feed their family and educate their children. People find difficulty earning a living find themselves without dignity and independence.

There is no one way in which people earn a living. Generally they earn a living by engaging in some form of economic activity. Ways of earning a living vary from place to place and depend, to a large extent, on the places where people find themselves. Some areas are popular for certain types of economic activities therefore many people may be engaged in specific ventures. In some areas, fishing and agriculture are popular and many people will be engaged in these activities. In other areas with limited natural resources many people may be providing services for others such as tourism, banking and insurance. In Dominica, the service industry is rapidly expanding and the number of people making a living in this sector will continue to increase.



## APPENDIX 5

### TYPES OF TOURIST

A tourist is any person who stays in Dominica or any other country for at least one night but not more than 365 nights in land accommodation

- Types of tourists

**Domestic** – persons who travel within their country eg. Portsmouth to Roseau

**Regional** – persons who travel between countries in the same geographical area. (St. Kitts to Barbados)

**International** – persons who travel international boundaries. (St. Kitts to the United States of America)

Teacher points out to pupils any person can be a tourist once they meet the criteria

- Visitors come from different parts of the world

- Purpose of visits

Sightseeing, different climate, shopping, safety and comfort, events, learn about new places

Their importance

Foreign exchange, provide jobs – e.g. for craft makers

- Proper accommodation, package deals, entertainment, services

## APPENDIX 6

### COMMUNICATION BEFORE AND NOW

Communication is the process of transferring information from a sender to a receiver with the use of a medium in which the communicated information is understood by both sender and receiver. It is a process that allows individuals to exchange information by several methods. Communication requires that all parties understand a common language that is exchanged.

Early inhabitants of the earth had their own system of communication. It is believed that in pre-literate societies the people we describe today as humans lacked a comprehensive system of written communication. Hence they relied heavily on non-verbal means of communication by using pictures and drawing on the walls of caves. Through these non-verbal means of communication, historians and archaeologists gained much insight into their existence. Moreover, roads were not well developed and people had to travel long distances on foot in order to get messages across from one area to the next. It is also believed that pigeons were used to convey written notes to various destinations.

Today we have paper, pen, books, encyclopedias, magazines, newspapers and public libraries, post offices, transistor radios, television sets, portable sound or video recorder, telephones, cell phones, personal computer, the internet. The list can be very long. Some of these modes of communication came very long ago, while some came only in the last decade. Who made these facilities for the first time, when and how can form a very interesting story. However, what is of importance is that there have been a noticeable improvement in the way we have been able to communicate from the very early days to the present.

## APPENDIX 7

### WHAT DO GOOD LEADERS DO?

**Look at a picture which shows a group of leaders at a meeting.**

1. Where do you think this meeting is taking place?
2. How can you tell that this is an important meeting?
3. What are some of the things they may plan to do for the country at this meeting?
4. What are some of the country's problems they may talk about at this meeting?
5. This group of leaders was elected by the people. By what name are they known?
6. What may be some of the responsibilities of these leaders?
7. Why do you think the country needs these leaders?

**Read the following statement and then answer the questions which follow  
This is for group discussions.**

The people of the community of ARIB are always happy to tell of the important days in their community when they receive a Health Centre, piped water and a public bath

1. Why do you think that the people of ARIB refer to these days as important days to remember?
2. If you are a government leader which would you have planned to give ARIB first? Health Centre, piped water or public bath? Say why
3. Which government leader would have planned to give ARIB a Health Centre?
4. In what way will public bath improve the health of the people?
5. Who is in charge of piped water in your community?
6. What must the government leader provide for the health centre so that people may use it?

## **APPENDIX 8**

### **ALCOHOL – YOUTH PROBLEM**

Present figures show that more young persons are in the habit of consuming alcohol beverages on a regular basis. Although alcohol is a legal drug there is a large body of evidence in support of the harmful effects that it has on the body. Since the youthful population is extremely important to our country's development alcohol consumption must be of concern to every Dominican.

## **APPENDIX 9**

### **SEA ROUTES**

Sea routes are pathways through which ship travel from one area to the next. They are important since they help in the establishment of regular trading cycles between one country of region and the next. These sea route were carefully chosen because they are free from natural or man-made obstructions and assist in the maintenance of trading patterns between nations, because these routes are essentially for the development of trading relationships they must be recognized through international agreements. These routes serve major port of call in order to facilitate trade. As such, they must be made safe. Ships carrying commodities as well as those transporting tourists or cruise passengers use the routes on a regular basis.

In the Caribbean the major sea route are those which enable ships to move from one territory to the next, avoiding routes where coral reefs are found as well as those which lead to shallow water.

## **APPENDIX 10**

### **ETHNIC SETTLEMENT**

Dominica's population consists largely of people of African decent. These people have no particular settlement pattern but occupy every part of this country. The first sets of people to settle in Dominica were the Kalinagoes who were mainly hunters. These people mainly occupied the Lesser Antilles. Later, the Africans came to work on the sugar plantations and left many of their traditions including their language, dress and many cultural practices such as their food and dance.

## **APPENDIX 11**

### **AFRICAN SLAVES AND SLAVERY**

Africans were brought to Dominica as slaves in the seventeenth century. Men, women and children were seized from their homeland and forced to work on estates in the Americas. Slave labour on the sugar plantations contributed much to Britain's economic wealth.

Britain needed sugar and other raw materials for her factories. Like the other West Indian islands, Dominica was thought to be suitable for growing sugar. In Barbados and Antigua there were well established sugar estates. Compared to these two islands, Dominica was a very poor producer of sugar. That was because the soil and climate were not suited for sugar. In addition, the hot, humid climate and mosquito infested swamps did not encourage Europeans to settle. Moreover, being situated between the French islands of Martinique and Guadeloupe, Dominica was isolated from other British territories. The slaves and Caribs were friendlier with the French than the British. The records show that the French helped the slaves and Caribs in revolt against the British.

The slaves in Dominica as elsewhere considered slavery harsh and inhumane. Dominica offered hide-outs in the rugged thick forests and deep river valleys, and so the slaves designed a number of methods to free themselves. The most outstanding feature of slavery in Dominica was the great number of escaped slaves – or Maroons – Negres Marons. These Negres Marons lived in shacks in the thick forests. There they formed social and political communes headed by chiefs and sub-chiefs. Many great leaders emerged from these organized groups of Negres Marons.

### **FREEDOM FIGHTERS**

#### **Jaco**

Jaco was a famous Dominican slave leader. Like other Maroons, Jaco did not want black people to be slaves so he fought for their freedom. Jaco lived on Beaubois Estate, now called Castle Comfort near La Riviere Canarie. The estate belonged to Mr. Beaubois, Jaco's master. Jaco escaped from the estate in 1783, after having collected food, tools and weapons, which he had hidden near the river.

He and his followers camped in the Layou Valley east of St. Joseph. This area is now called Jaco Flats. He became chief of that camp. As time went by many other slaves from other estates escaped and joined Jaco's group.

Beaubois was very angry when he discovered that Jaco had escaped. He offered a reward of £60 for the capture of Jaco. With the help of faithful slaves he hunted Jaco with guns and fierce dogs. Their efforts were fruitless, because Jaco and his followers were well sheltered by the deep river valleys and thick forests.

Jaco and his group of followers raided and plundered many estates. They set fire to some plantations. The planters were terrified and appealed to the Governor for help. Because of the Maroon's activities the estates brought in less taxes. The Governor then formed a special force called the Black Rangers. These Black Rangers were freed blacks, faithful slaves and white leaders. They fought the Maroons without mercy. Jaco was shot in the right eye and killed by a Black Ranger. After his death, the Maroons divided into separate camps. These camps were led by persons like Balla, Congore and Pharelle.

### **Pharelle**

Pharelle was another famous and brave Maroon chief. He raided and destroyed many estates. Cockrane, who was Governor then, wanted to capture Pharelle. He succeeded because Pharelle was betrayed by another Maroon. A few months later Pharelle was set free. But his freedom did not last long. Governor Cockrane was replaced by Governor Hamilton and the document granting Pharelle's freedom could not be found. Governor Hamilton had Pharelle arrested again.

Both Governors had a plan to use Pharelle to find the Maroon camps. Cockrane planned to have soldiers trail Pharelle to his camp. Governor Hamilton however, offered him his freedom in return for leading the rangers to the Maroon camps. Pharelle led them astray in the forests. The angry rangers wanted to kill him but instead he was banished from the island

### **Balla and Congore**

There were two other Negro slaves, Balla and Congore whom Dominicans should not forget. They worked on the Geneva Estate situated in Grand Bay, a village in the south of the island. Geneva Estate was controlled by French Jesuit missionary priests. They had about 500 slaves. However, because England and France were at war, the priests were forced to leave the island. During that time, Bella escaped from the estate with a number of slaves. They joined the Maroons in the forests.

Balla was a brave man so the Maroons made him their chief. He led them in attacking and destroying estates. During these raids, they met Congore and joined camp with him. Together they raided and destroyed an estate owned by a Mr. Laudat. They stole food and weapons and left the estate in total confusion. Congore and Bella called their camp Le Grand Camp. It was set up in the Morne Negres Marons area. At this camp they carefully planned their raids, most of which were successful.



Success was not enough to make Bella happy. His girlfriend, Victoire, was still on Mr. Fournieu's estate, and he wanted her by his side. With the help of the Maroons, he attacked the Fournieu Estate. They took Victoire and her baby boy. When that happened the Maroons danced, blew conch shell and drank stolen wines in celebration.

Soon after, these brave Maroons staged one of their worst attacks on the Rosalie Estate. They destroyed everyone and everything in their way. They escaped through thick forests, cutting down trees to block the road leading to Rosalie. The planters could not catch up with them as they did not know the tracks well. Angered by this they went to the Governor for help. There was a garrison in the Laudat area. The captain of the garrison then made plans to go after the Maroons.

On arrival at the estate, the soldiers were amazed to see how the estate had been destroyed. However, the soldiers continued their search and made a surprise attack on the camp at Morne Negres Marons. Most of the Maroons who escaped were men, but some, mainly the women and children, were caught. Among them was Victoire, who by then had two children.

The Governor offered a reward for the capture of Balla and Congore. Congore died, and no one knows how this happened. It is believed that Balla was killed by a slave from the Belfast Estate, who eventually received £165 and his freedom from the Governor

The bravery of the Maroons and their leaders in their struggle for freedom has shaped the history and had a lasting effect on the people of Dominica.

The constant raids on plantations and the large amount of money and time Britain spent in trying to recapture runaway slaves had two important effects:

- It prevented the British from enjoying economic prosperity in Dominica;
- It created great social disorder and thus prevented the British from setting up large communities

These two effects gave the black people a chance to show leadership and creative qualities as our people still do to today.

## APPENDIX 12

### AREA OF CARIBBEAN ISLANDS

<b>COUNTRY</b>	<b>AREA (square kilometers)</b>
Anguilla	102
Antigua and Barbuda	280 and 161
Aruba	193
Bahamas	13 940
Barbados	431
Belize	22 966
Bermuda	53.3
British Virgin Islands	153 (total)
Cayman	262
Cuba	110 860
Dominica	754
Dominican Republic	48 730
Grenada	344
Guadeloupe	1 780
Guyana	214 970
Haiti	27 750
Jamaica	10 991
Martinique	1 100
Montserrat	102
Nevis	93
Puerto Rico	9 104
Saba	5
St. Bart's	21
St. Eustatius	21
St. Kitts	168
St. Lucia	616
St. Martin	52
St. Vincent and the Grenadines	389
Suriname	163 270
Trinidad and Tobago	5 128
Turks and Caicos	430

Source: <http://www.caribbean-search.com/fastfacts.cfm>

## APPENDIX 13

### NOTES ON MAP READING

When attempting to read a map the following basic points should be carefully observed:

1. Read the title to find out what the map is about;
2. Find the mark of orientation to know the direction of the cardinal point North;
3. Read the mark to find out what the colours, shadings and other symbols on the map represent

The importance of the map and location in the study of the Caribbean Community cannot be over-emphasized. The map can be used to represent almost all the aspects to be studied in one form or another and the location of the Caribbean can be better understood and appreciated if an effort is made to identify it in relation to the rest of the world. Similarly the groups and individual territories in the region must also be viewed in relation to others within that community

The Caribbean Community is really part of a larger entity commonly referred to as the Caribbean region or more recently, the Caribbean Basin. Traditionally, the 'Community' has been thought of as comprising mainly the English-speaking islands of the West Indies and the mainland territories of Belize and Guyana, the most common identifiable links being historical, economic, cultural, educational and their physical position

Recent developments have gradually brought about a new Caribbean concept. The common physical link in this new concept appears to be the Caribbean Sea. This concept of the Caribbean has resulted in the area being now referred to as the Caribbean Basin. It encompasses the traditional Caribbean Community, the Caribbean Sea and all islands and territories bordering the Caribbean Sea. The islands extend from Bahamas near the south-eastern coast of Florida (USA) to Trinidad just off the north-east coast of Venezuela in South America. The territories extend from Belize in Central America to Guyana in South America

The region is separated from the continents of West Africa in the east and Europe to the north-east by the Atlantic Ocean. North America is to the north and South America to the South. The Gulf of Mexico extends north-westwards between the island of Cuba and the southern United States of America.

On taking a close look at a map of the region, four definite physical groups can be identified. They are:

1. **The Mainland Territories**

These include all the territories in Central and South America which border the Caribbean Sea. They are Belize, Guatemala, Honduras, Nicaragua, Costa Rica, Panama, Colombia and Venezuela. Guyana though not bordered by the Caribbean is included in this group

2. **The Bahamas**

This is the group of over 700 islands occupying the northern part of the region. It includes large islands such as New Providence, Andros Island, Eleuthera and Great Bahama. Most of the other smaller islands are merely reefs and rocks, extending just a few feet above sea level

3. **The Lesser Antilles**

This group is in the eastern part of the area and extends from the Virgin Islands immediately east of Puerto Rico to Grenada in the south. The islands of Trinidad and Barbados may, geographically be included in this group.

Smaller dependency groups like the Cayman Islands, the Turks and Caicos Islands and the Islands of the Netherland Antilles, situated just off the coast of Venezuela can also be identified.

4. **The Greater Antilles**

These are the four largest islands in the region. They are Cuba, Jamaica, Puerto Rico and Hispaniola- Haiti and the Dominican Republic.

## APPENDIX 14

### NATURAL PHENOMENA

#### Pollution

The second situation which gives us cause for concern as we use and change things in our environment is that we cause some aspects of our environment to become harmful to us and other forms of life, and we create conditions which are very uncomfortable for ourselves. This act of making an aspect of the environment harmful, unclean, uncomfortable or disturbing to any form of life within an area is called pollution. When we throw filth, rubbish, old cans, oil (petroleum products) or any other waste matter into our rivers, seas or oceans, we are in fact practicing water pollution. This creates problems for fish life and other forms of life in the water. It also makes the water very unsafe for us to drink, to bathe in or to use otherwise. There are instances where certain factories dispose of their waste (in the form of harmful chemicals) into rivers or seas. These wastes destroy most of the animal life in the water in the area.

Another form of pollution is air pollution. This happens when exhaust fumes or smoke from motor vehicles or factories which use coal or petrol get into the air. The air becomes very uncomfortable for breathing; the amount of oxygen is reduced and the smoke (containing carbon dioxide) is very harmful if inhaled constantly. Even plants in or around large cities wither and die after being constantly exposed to smoke. Offensive scents are also part of the problem of air pollution.

In recent times we have created a third kind of pollution called noise pollution. How often have we been disturbed by the noises of air craft, the noises of huge lorries and other motor vehicles (some of which have no silencers), and the noises caused by amplified record players and tape recorders? The noise pollution, doctors say, can damage our hearing.

We can easily identify examples of land pollution for there are many areas where the ground has been littered with rubbish. Many of the wastes which are thrown about sometimes contain harmful substances which affect life in and around the place where they are thrown.

Because of the seriousness of the problems of pollution we have to be a lot more careful about the way in which we use the environment. We have to find suitable places and means for disposing of our wastes, cutting down on the amount of smoke that we expel into the air, and reducing the noises that our vehicles make. We have found it necessary to put up "anti-pollution " and for our governments to pass legislation which seeks to restrict pollution of various kinds.

## **Weather and Climate**

Other important aspects of the natural environment are the weather and climate. Much of what we do is influenced by the weather. Equally so, our natural landscape is affected by weather conditions. The weather or climate directly or indirectly influences the place we live, the way we live, the crops we grow, the methods we use in farming, the kind of recreational activities we practice, the clothes we wear and the foods we eat. The weather and climate affect the soil, the trees and the animal life, the hillsides and the cliffs at the seaside, and our water supplies. What then can we say weather and climate are?

Weather refers to the state of the atmosphere (the air around us) at a particular time of day for a specific place. At some time in the morning we may feel warm, it may be cloudy, the air around us may be moist and pressing heavily on us. There may be a strong wind blowing from the east and the sea may be quite choppy. Later that same morning or quite late in the afternoon the sky may be very clear with high fluffy clouds, the air may be relatively dry, and it may be quite cool. It can be seen that the weather changes as the hours go by. Even in one country like ours the weather may be quite different in various communities at a particular time.

These weather changes could lead to natural disasters such as earthquakes, hurricanes and flood in some Caribbean territories. Faults or weaknesses in the structure of the earth in the region may give rise to volcanic eruptions which in turn can lead to changes in atmospheric conditions.

## **Hurricanes**

A hurricane may be described as a storm of great violence in which the winds achieve great speed of motion revolving anti-clockwise (in the northern hemisphere) round an area of low pressure. The winds of a hurricane increase in volume the nearer they are to the centre of calm around which they revolve. A hurricane is usually accompanied by high seas, thunder and lightning and torrential rain.

## **Earthquakes**

Earthquakes are sometimes felt on some volcanic islands. An earthquake is a movement in the rocks of the earth's crust. This movement may occur because of great pressure in the crust or because of volcanic explosions and the movement of lava. The eruptions of the Soufriere in St. Vincent in 1812, 1902 and 1979 came after a series of earthquakes, but earthquakes need not be a sign that volcanoes are going to erupt.

## **Floods**

A flood is a high water stage in which water overflows its natural or artificial banks onto normally dry land such as a river overflowing its flood plains

## **Volcanic eruptions**

When a volcanic eruption occurs great clouds of steam are emitted, and dust and ashes are thrown far into the air. The ashes fall back to earth and build up a mountain near the openings. The molten rock which is poured out adds to the mountain already formed. The cup-shaped hollow in the centre of the volcano is called the crater. Water sometimes collects in the crater to form a crater lake.

The molten rock (magma) which rises from a zone of molten rock several hundreds of kilometers below the surface, contains liquid and a large volume of gas. The more gas present the more violently explosive will be the eruption

## **Swamps**

Swamps are flat areas on which shallow water stands for most of the year. In the Caribbean they are common along the coastline. They are usually found at the mouths of rivers and in parts of valleys that are dammed by land slides.

Some swamps support woodland – mainly mangrove trees – which may be of fresh water variety, characterized by shrubs and floating grass. They may consist of other plants that grow together with the mangrove.

## **Waterfalls**

A river has to come down many hundreds of meters on its way from the mountain to the sea. Sometimes it may have to drop suddenly from a great height. The river may leap from the brink of a cliff and not touch the rock wall again until it reaches the valley far below. This drop of the river-water is called a waterfall.

## **Hot Springs**

Hot springs are formed when lava or hot gases within underground rocks heat the water. From the holes or springs in the rock come steam and gases which are rich in chemical sulphur.

## **Coral Reefs**

Coral reefs are made from the skeletons of sea creatures called polyps. Polyps live together in large colonies and the coral which they make may take many forms. It may be shaped like great boulders or like branching trees.

The living coral may have brilliant colours, but the dead coral is bleached white by the sea.

Coral polyps can only thrive where the sea is warm and where currents and waves keep bringing them supplies of fresh food. They need sunlight and grow best at depths of less than 90 feet. They are killed by too much mud and sand.

## **Disaster Preparedness**

Changes in weather conditions or faults in the earth's structure give rise to disasters in any Caribbean territory. Should these occur there would be need in every territory for some organization or authoritative body to implement where possible precautionary measures to mobilize relief services either before or after the disaster and to formulate plans for the rehabilitation of the community

It is to cope with such conditions that the Central Emergency Relief Operation has been created in every territory. This organization also co-opts the help of other voluntary organizations such as Guides, Scouts, Cadets, Red Cross etc. These groups not only come to the aid of victims in their own territory but organize relief for disaster victims in other territories when the need arises

The plan of activities that should be carried out is called disaster preparedness

The general direction and authority of the Central Emergency Relief Organization resides with the Prime Minister or Premier of the country



## APPENDIX 15

### INDUSTRY

In the Caribbean region, work which makes use of the region's resources to provide goods and services for its inhabitants may be classified into Primary, Secondary and Tertiary or Service industries.

- **Primary:** these are industries in which people work to extract/obtain raw materials/resources from the earth, eg. fishing, mining, forestry
- **Secondary or manufacturing:** these are industries which process, make or assemble goods. In these industries people often work in factories using their hands or power-driven machines to convert raw materials into finished or semi-finished products, eg. converting sugar-cane juice into sugar
- **Tertiary or service:** In these industries people work to provide a service for others. Some examples are teaching, banking, tourism

In general, primary industries supply secondary industries with the necessary raw materials for the production of goods. Tertiary industries sometimes assist secondary industries with the transportation and distribution of manufactured goods.

In the Caribbean region many examples of the interdependence of primary, secondary and service workers can be identified. In one island workers on a sugar-cane estate plant and reap the raw material, sugar-cane, which is delivered to the factory to be processed by another group of workers into sugar. The sugar eventually reaches whole-sale and retail outlets where a third group of workers in the chain of sugar production, provides a service by selling the sugar to consumers both in the territory or production as well as in other territories

Throughout the Caribbean region products of primary and secondary or manufacturing industries as well as services in one form or another are exchanged or traded. The presence of a specific basic natural resource in a territory along with an indigenous cultural orientation for its utilization has given rise to territorial specialization. Grenada for example is noted for its nutmegs, Barbados for its sugar and St. Vincent for its arrowroot

Within the Caribbean Community inter-regional trading of territorial goods and services is highly dependent upon adequate and regular air and sea transport facilities. The physical nature of the Caribbean region consisting as it does of islands in, and countries bordering the Caribbean Sea has encouraged the distribution of goods by sea. At most parts in the region there exist facilities for berthing, loading and unloading cargo, storage, and in some instances for

handling containerized cargo. Services are provided for inter-island schooners and freighters as well as for cruise ships and their passengers. Where these facilities are still minimal, countries are at a disadvantage