

**MINISTRY OF EDUCATION AND HUMAN RESOURCE  
DEVELOPMENT**

**COMMONWEALTH OF DOMINICA**

**SOCIAL SCIENCES  
CURRICULUM GUIDE**

**GRADES 5 – 6**

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Members of the writing/editing team: Ms. Marynese Titre, Ms. Sarah Abraham, Ms. Karen Richards, Ms. Augustina Theophile, Ms. Rosillia LeBlanc, Ms. N. Laville.

EDWARD LAWRENCE  
EDUCATION OFFICER, CURRICULUM

# SOCIAL SCIENCES GRADE 5 – 6 CURRICULUM GUIDE

## CONTENTS

Acknowledgement	1
Contents	2
Introduction	3
Grade 5 Year summary	6
Grade 5 Term 1 Summary	7
Units 1 - 4	8
Grade 5 Term 2 Summary	15
Units 5 - 7	16
Grade 5 Term 3 Summary	22
Units 8 - 10	23
Grade 5 Exemplar Lesson Plans	28
Grade 6 Year summary	30
Grade 6 Term 1 Summary	31
Units 1 - 4	32
Grade 6 Term 2 Summary	39
Units 5 - 7	40
Grade 6 Term 3 Summary	46
Units 8 - 10	47
Exemplar Lesson Plans	54
Appendices	57

## **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 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 increasing 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 or the 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 to present information.
4. Express in writing their solutions to problems, their thoughts on national issues; respond question and 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 an 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 and understanding of the principles and practices of a democratic society.
- Promote the preservation and protection of the environment.

- Develop in all students and understanding of the importance of a healthy life style.
- Provide opportunities for self-directed and the 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, 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 and 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 5**

<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 5  
THEME: WHO AM I**

<b>TERM I</b>	<b>SESSIONS</b>
<p><b>UNIT 1 PEOPLE AND ORIGIN: DIVERSITY OF CARIBBEAN POPULATION</b>  <b>LO3:</b> Examine and appreciate the diversity of the Caribbean population  <b>SUCCESS CRITERIA:</b></p> <ul style="list-style-type: none"> <li>• Discuss and compare aspects of their culture-festivals, social practices with those from other Caribbean countries.</li> <li>• Research the origin of the diverse culture and people of the Caribbean.</li> <li>• Analyze their attitude towards Caribbean culture and people. Haitians, Columbians, Chinese etc.</li> <li>• Analyze the distribution of ethnic groups in their country and the Caribbean and its impact</li> </ul>	<b>9</b>
<p><b>UNIT 2 PATRIOTISM –CARIBBEAN IDENTITY AT 1</b>  <b>LO1:</b> Explain and appreciate the importance of preserving our national identity</p> <p><b>SUCCESS CRITERIA:</b></p> <ul style="list-style-type: none"> <li>• Discuss the social and cultural aspects of our national identity.</li> <li>• Research on the persons who have contributed to our national identity.</li> <li>• Suggest ways to maintain our national identity..</li> <li>• Discuss their role in independence celebrations.</li> <li>• Demonstrate /illustrate love for their country</li> </ul>	<b>12</b>
<p><b>UNIT 3 LOCATION: MAKING HOMELANDS AT 2</b>  <b>LO1 Recognize that the location of any place in the world is related to landmasses and water bodies.</b>  <b>SUCCESS CRITERIA</b></p> <ul style="list-style-type: none"> <li>• Locate the major landmasses and water bodies of the world.</li> <li>• Study a major country/city of the world, its features, people,</li> <li>• Conduct a research of a major landmass or water body- its impact on people, uses.</li> </ul>	<b>6</b>
<p><b>UNIT 4 WEATHER AND CLIMATE AT 2</b>  <b>LO2:</b> Recognise that there are different climatic conditions of the earth which impact on mans' activities  <b>SUCCESS CRITERIA</b></p> <ul style="list-style-type: none"> <li>• Describe the climate associated with their country and the Caribbean.</li> <li>• Discuss how the climate of the Caribbean impacts on the lives of the people living there.</li> <li>• Find out and compare the climate of the Caribbean with another area of the world.</li> <li>• Use drama, skit, or illustration to demonstrate how the climatic condition impacts the lives of people in that area of the world.</li> </ul>	<b>6</b>



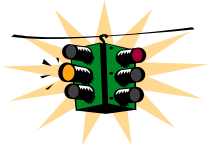
**TERM 1 GRADE 5**  
**THEME : PEOPLE AND ORIGIN**  
**UNIT 1 : Diversity of Caribbean People.**  
**Duration: 3 weeks (9 sessions)**

<b>AT 2 LO3</b>	<p><b>Success Criteria</b></p> <ul style="list-style-type: none"> <li>• Discuss and compare aspects of their culture-festivals, social practices with those from other Caribbean countries.</li> <li>• Research the origin of the diverse culture and people of the Caribbean.</li> <li>• Analyze their attitude towards Caribbean culture and people. Haitians, Columbians, Chinese etc.</li> <li>• Analyze the distribution of ethnic groups in their country and the Caribbean and its impact</li> </ul>
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**SUGGESTED ACTIVITIES**

- Conduct a survey in their community to determine the different ethnicity of the people living there. Present a table. Class discusses their attitude and feelings towards these people and their culture. Emphasize the importance of tolerance and respect for all peoples. (Chinese, Spanish, Haitians, neighbouring French nationals, American Peace Corp Volunteers, Japanese, Syrians, Indians).  
Use a world map to trace the country of origin of these peoples and their journey to Dominica and other Caribbean countries.
- Study a graph with data on Distribution of Ethnic groups in the Caribbean. Describe the composition of the population of any Caribbean country – size, ethnicity. How do these people impact the country's economy, health services, culture, education. Look at both the positive and negative impact. Draw a table to show the information collected.
- Identify and list some of the cultural festivals and social practices celebrated /observed in your country and the Caribbean region. In groups research any two cultural festivals celebrated in other parts of the region and present their findings using charts or booklets to the rest of the class. Use researched information to compare a cultural festival in their country with that of another country. Point out the similarities and differences).  
  
Invite a resource person of another culture to share on the festivals or social practices, music art, cuisine, of their country.

Study some of the cultural influences and allow students to give their



opinion- **sports** (local role model not generally recognized) **clothes** (high prices of brand name clothing) **music** (lyrical contents with violence) **food** (high price, high fat, foreign foods)

## **ASSESSMENT**

Match countries with festivals they celebrate

Given a paragraph about a festival in the region, pupils will answer questions

Choose a festival in another country compare it with a festival in Dominica, stating the similarities and differences

State two advantages and disadvantages of having one of these groups of people in your country (Chinese, Spanish, Haitian, neighbouring French national, Peace Corps, Japanese)

**RESOURCES: Caribbean SS bk3 Pg 19-24, 82-92.**

Websites: <http://www.lennoxhonychurch.com/article.cfm?id=382> article on Caribbean culture contacts.

[http://www.caricom.org/jsp/community\\_organs/cohsod\\_culture.jsp?menu=cob](http://www.caricom.org/jsp/community_organs/cohsod_culture.jsp?menu=cob) the CARICOM site for culture and festivals calendar.

<http://www.avirtualdominica.com/culture.cfm> culture in Dominica

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

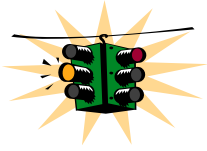
<b>AT1</b> <b>LO1</b>	<b>Success Criteria</b>
	<ul style="list-style-type: none"> <li>• Discuss the social and cultural aspects of our national / Caribbean identity.</li> <li>• Research on the persons who have contributed to our national / Caribbean identity.</li> <li>• Suggest ways to maintain our Caribbean identity.</li> <li>• Discuss the role of citizens in independence celebrations in their country.</li> <li>• Demonstrate /illustrate love for their country/ Caribbean</li> </ul>

**SUGGESTED ACTIVITIES**

- Allow students to listen to information on the social and cultural aspects of our Caribbean identity, by a resource person. Let students write a report following the discussions or make presentations using drama, role-play, paintings drawings and poems.
- Have students compile a project on persons who have contributed to our Caribbean identity (Education, culture, sports, politics religion). – collect pictures, writings about them. Students prepare questions for interviewing individuals for information.
- Let students listen to a resource person share on the life of an individual who has contributed to our identity and give reasons why that person should be emulated.
- Have pupils participate in speech contest on ways they can maintain their national/Caribbean identity. (Education, culture, sports, politics religion) and also research on the positive and negative aspects of our identity. Let students report their findings to the class.
- In groups, let pupils discuss how and why they participate in their Independence celebrations.
- Find out how independence is celebrated in another Caribbean country. Collect pictures of their national wear, dish, symbols of nationhood etc.

Encourage students to dress in national wear or that of a Caribbean country and put on a display. Allow students to participate in independence activities. (Ms. Jupe, prepare a Creole speech about their country, poem or story. Allow the students to make their own illustrations using the theme for Independence.

- Have students write poems, songs and essays about another Caribbean country, its feasts and festivals, their importance to us.



### **ASSESSMENT**

Present pictures:

Which of these persons have contributed to sports, culture, politics, and entertainment in Dominica? Caribbean?

Write a letter to a friend describing why you are proud to be a Dominican/ Caribbean person, explaining the things that Dominicans/Caribbean people do that make us special.

Imagine you are a cultural officer; write a letter to the editor of a newspaper suggesting ways in which we can deal with negative cultural influences.

**RESOURCES:** Caribbean community bk 3, Pg 76-81

Website: <http://www.avirtualdominica.com/culturalicons.cfm> Dominican cultural icons.

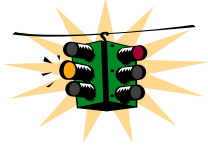
## UNIT 3 LOCATION: Making Homelands

Duration: 2 weeks (6 sessions)

<b>AT 2</b> <b>LO1</b>	<b>Success Criteria</b>
	<ul style="list-style-type: none"><li>• Locate the major landmasses and water bodies of the world.</li><li>• Study a major country/city of the world, its features, people,</li><li>• Conduct a research of a major landmass or water body- its impact on people, uses.</li></ul>

### SUGGESTED ACTIVITIES

- Class discusses the importance of landmasses and water bodies to the world. When given a blank map of the world, pupils will locate the major landmasses and water bodies- (oceans and continents) where people live.
- Discuss the lines of latitude and longitude or meridians and use them to locate places in the world where people live.  
Let students locate some countries in various landmasses (Spain in Europe) and give its location using lines of latitude and longitude. Students calculate distances between selected places in the Caribbean /world.  
  
Using their atlas students will list the names of major land and water forms-mountains, plains, plateaus, seas, oceans, canals, lakes and rivers in the world and give their location. Discuss how important they are to people, their formation, uses etc. why people settle there.
- Pupils will research a major country/city of the world using the Internet or text and write about its location, features, and people, economy, size, etc.) Find out how the place was peopled Presentations can be in the form of a chart, booklet and pictures.
- In groups let students select a landmass or water body and research on the following (location, land or water distribution, resources, climate, culture, people).
- Find out how the features of the landmass or water body impact on the people- (Negatively and positively). Settlement, airport, recreation. Each group makes a presentation in form of a chart, booklet, illustrations, scrap book, poster etc



### **ASSESSMENT**

Make a list of major cities in the world and show their location and population distribution

Use a map of the world and locate major cities of the world

Make a puzzle of a main city of the world and take turns in comparing.

Make a puzzle using the landmasses. Let students cut out the shape of a continent, colour and use a puzzle.

**RESOURCES:** world community bk 4, pg 6-28 (old curriculum guide-grade 5,pg 12-13)

Websites: [www.worldatlas.com](http://www.worldatlas.com) or [www.earth.google.com](http://www.earth.google.com)

## UNIT 4 WEATHER AND CLIMATE

Duration: 2 weeks (6 sessions)

<b>AT 2</b> <b>LO2</b>	<b>Success Criteria</b> <ul style="list-style-type: none"><li>• Describe the climate associated with their country and the Caribbean.</li><li>• Discuss how the climate of the Caribbean impacts on the lives of the people living there.</li><li>• Find out and compare the climate of the Caribbean with another area of the world.</li><li>• Use drama, skit, or illustration to demonstrate how the climatic condition impacts the lives of people in that area of the world.</li></ul>
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### SUGGESTED ACTIVITIES

- Have students talk about the climate of their country. review concepts of weather and climate. Use a map to show the distribution of rainfall in different parts of the country. Generate discussion on rainfall distribution and its impact on our way of life, agriculture, wildlife and vegetation

Discuss the climatic conditions of the Caribbean how it impacts the lives of people. Describe the benefits of the climate experienced in the Caribbean re transportation, housing, vegetation, food, animals, clothing, tourism, disasters.

- Find out about the climates of the rest of the world. Compare with the climate of the Caribbean. Discuss how global warming is affecting our weather and climate. **Focus on the characteristics of the various climatic conditions.**
- In groups let students research the occurrence of tsunami and tornado and report to the class. Compare these with hurricanes in the caribbean. Discuss the importance of disaster preparedness to any country. Make a list of all the important measures a country must put in place to protect its people and its resources during and after a disaster.

Read/ listen to stories of people who have survived a disaster. Talk of their own experiences in any disaster. Express their feelings using illustrations, poems.

### ASSESSMENT

Given a bar-graph on the distribution of rainfall for a particular year, pupils will answer questions.

In their own words pupils will define the term climate.

List countries of the world with different climate from the Caribbean

**RESOURCES:** Caribbean social studies Bk 6 Mike Morrissey pg 47-48, world community bk 4, pg 52- 72. (old guide grade 5,pg 22-23)

Websites: [www.kbears.com](http://www.kbears.com) student site for researching climates around world etc and [www.weatherwizkids.com](http://www.weatherwizkids.com) good student site for weather system types

TERM 2	SESSIONS
THEME: OUR RESOURCES	
<ul style="list-style-type: none"> <li>• <b>UNIT 5 USES, CONSERVATION, PRESERVATION AT 3</b></li> </ul> <p><b>LO1:</b> Examine and appreciate the major resources of the world and how they are used</p> <p><b>LO2:</b> Examine the conservation/ preservation practices in the Caribbean.</p> <p><b>SUCCESS CRITERIA</b></p> <ul style="list-style-type: none"> <li>• Identify the major resources of other countries of the world and how they are used.</li> <li>• Interpret information from charts and tables showing the industries derived from the major resources of selected parts of the world.</li> <li>• Debate whether people benefit or not from the world resources.</li> <li>• Find out about conservation and preservation practices in selected Caribbean islands/territories (Solid waste department, ECU, WEF)</li> <li>• Make a presentation and compare these practices with those of their country.</li> <li>• Discuss why it is important for mutual conservation/ preservation practices in the Caribbean.</li> <li>• Compare conservation/preservation practices in the Caribbean with those of their country.</li> </ul> <ul style="list-style-type: none"> <li>• <b>UNIT 6 GROUPS AND COOPERATION AT 1</b></li> </ul> <p><b>LO2:</b> Examine and appreciate the importance of Cooperatives in their country</p> <p><b>LO4:</b> Demonstrate understanding and appreciation of the importance of groups in nation building</p> <p><b>SUCCESS CRITERIA</b></p> <ul style="list-style-type: none"> <li>• Find out about a cooperative in their country.</li> <li>• Compare a traditional and non-traditional cooperative</li> <li>• Investigate why some cooperatives succeeded or not.</li> <li>• Perform some of the functions of people in a Cooperative.</li> <li>• Discuss the advantages and disadvantages of cooperatives.</li> <li>• Examine some groups, which have impacted on the country's development.</li> <li>• Select one group and highlight its e functions and the role of the leaders and members.</li> <li>• Explain the functions of a selected group.</li> </ul> <ul style="list-style-type: none"> <li>• <b>UNIT 7 WORK AND OCCUPATION AT 3</b></li> </ul> <p><b>LO3:</b> Demonstrate an understanding of the mutual benefits of economic activities in the Caribbean.</p> <p><b>SUCCESS CRITERIA</b></p> <ul style="list-style-type: none"> <li>• Classify the major economic activities of selected countries in the Caribbean.</li> <li>• Discuss how their country benefits from economic activities in the Caribbean.</li> <li>• Find out about the role of key persons / agencies in sustaining economic activities in the Caribbean.</li> <li>• Examine factors, which affect economic activities in their country/ Caribbean</li> </ul>	<p><b>9</b></p> <p><b>12</b></p> <p><b>12</b></p>



**TERM 2**

**THEME: OUR RESOURCES**

**UNIT 5 USES, CONSERVATION, PRESERVATION**

**Duration: 3 weeks (9 sessions)**

<b>AT 3 LO1 LO2</b>	<b>Success Criteria</b> <ul style="list-style-type: none"><li>• Identify the major resources of other countries of the world and how they are used.</li><li>• Interpret information from charts and tables showing the industries derived from the major resources of selected parts of the world.</li><li>• Debate whether people benefit or not from the world resources.</li><li>• Find out about conservation and preservation practices in selected Caribbean islands or the world. Make a presentation and compare these practices with those of their country.</li><li>• Discuss why it is important for mutual conservation/ preservation practices in the Caribbean and world. (In Dominica- Solid waste department, ECU, WEF)</li><li>• Debate the importance of conservation/preservation practices in the Caribbean /world.</li></ul>
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**SUGGESTED ACTIVITIES**

- Identify some of the major resources of the world. Differentiate between renewable and nonrenewable resources. Allow students to collect pictures and make a chart to display these resources.

-Let students list their country's major resources and give reasons why some countries have limited resources. Investigate mining activities in your country and report to the class. Let students discuss the advantages and disadvantages of mining in their country.

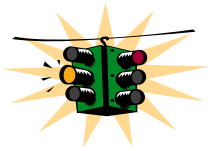
Select a resource of the world and debate how it is used or not used for the benefit of the people of the world. (Oil in Iraq, money spent on war, water, food).

- In groups let students explore how man's activities are affecting man and the environment. Write letters to the persons concerned, newspapers about such activities. Let students express how they feel about some of these activities. Participate in a clean-up campaign.

Select a world resource and compile a project. Look at its availability, use, benefits, impact on man or the environment.

- Let students read information about preservation/ conservation practices and discuss the differences and similarities.  
Visit a site where a resource is preserved or conserved.
- Research how resources are preserved or conserved in any three Caribbean islands

- Discuss why it is important to conserve/preserve resources. Write a report, collect pictures depicting conservation sites e.g. Heritage site, parks, forests waters.
- In groups pupils will compare the similarities and differences of conservation/preservation practices of islands in the region with their country. Have a resource person talk to students on the importance of conservation and preservation of resources in the region.



## **ASSESSMENT**

Given a table with these countries as the main headings (China, England, Australia, USA, Canada), pupils will list two items produced in each country

From a chart pupils will be able to interpret information and identify the industries derived from major resources. They'll answer prepared questions

Make a scrap book and collect pictures to show the depletion of resources. State why these resources are not available to everyone

Make a list of the heritage sites, national parks in your country. Write a paragraph to describe any part of the heritage site/park

Design to activities to demonstrate conservation/preservation of any natural/manmade resource.

Collect pictures of at least three heritage sites, our parks, species of plants or animals in the Caribbean and compare with those in their country. Make a scrap book to show comparisons

**RESOURCES:** resource persons

Websites: [www.eco-pros.com](http://www.eco-pros.com) for information on renewable and non renewable resources and [www.epa.gov/teachers/conservation.htm](http://www.epa.gov/teachers/conservation.htm)

## UNIT 6 GROUPS AND COOPERATION

Duration: 3 weeks (12 sessions)

	Success Criteria
AT 1 LO2, LO4	<ul style="list-style-type: none"><li>• Find out about a cooperative in their country.</li><li>• Compare a traditional and non-traditional cooperative</li><li>• Investigate why some cooperatives succeeded or not.</li><li>• Perform some of the functions of people in a Cooperative.</li><li>• Discuss the advantages and disadvantages of cooperatives.</li><li>• Examine some regional groups, which have impacted on the country's development.</li><li>• Select one group and highlight its functions and the role of the leaders and members.</li></ul>

### SUGGESTED ACTIVITIES

- Review types of groups in society and those they belong to and why.
- Conduct a research about a co-operative in their country by preparing questions.  
Have a Co-operative Officer talk to students about the importance or benefits of a co-operative. Allow students to present their findings in various ways-charts, poems, song, drama and booklets.
- Invite a Co-operative Officer to talk to students about traditional and non- traditional co-operatives. Students may visit a co operative.
- Arrange the classroom to depict some aspects of a co-operative. Students will also attire in business clothing pretending to be employees and role-play the different functions. (President, Secretary)
- Students will conduct a debate on the advantages and disadvantages of a co-operative at school.- why should they save? Where will the money come from to save? What will the money be used for?

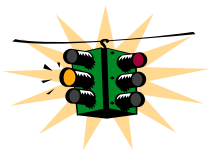
Allow students to discuss the importance of cooperation among people to get work done- working in groups in the class, or community or country.

- Have students identify some groups in their country. select one and compile a booklet describing how this group has impacted on the country's development. (Rotary, WEF, cooperative, D.A.R.E, farmer's group, musical band, scouts).
- 
- Study some of the regional organizations and how they have impacted on their country's development- OAS, CARICOM, OECS, CSME.

In groups have students compare the similarities and differences of any two groups. Pupils present their findings to the class. Discuss the advantages/disadvantages of belonging to a group.

Invite a member of a group to talk to students about their functions, achievements and membership.

Select a group of your choice and brainstorm the questions they would like to ask the group. Teacher guides students in sequencing the questions. Students conduct an interview and make a presentation using (drama, skit, booklet, report or chart)



## **ASSESSMENT**

Let students express themselves about spending money and the importance of a budget. In groups students come up with a budget for a given amount of money. Given two scenarios about co-operatives, students will choose one and make suggestions as to how to improve the situation being experienced. (Members not paying dues) – Members not attending meetings

Participate in a campaign to encourage students to become thrifty

Name at least three social groups in the country and write about their activities. Make a poster to depict important aspects of one of the groups

Compare any two groups, e.g. a social group and political

**RESOURCES:** (Old guide grade 5, pg 29-30) world community bk 4, pg 104-109

Website: <http://www.dominica.gov.dm/cms/index.php?q=node/100> Dominica cooperative handbook

## UNIT 7 WORK AND OCCUPATION

Duration: 4 weeks (12 sessions)

<b>AT3 LO 3</b>	<b>SC</b>
	<ul style="list-style-type: none"><li>• Classify the major economic activities of selected countries in the Caribbean.</li><li>• Discuss how their country benefits from economic activities in the Caribbean.</li><li>• Find out about the role of key persons / agencies in sustaining economic activities in the Caribbean.</li><li>• Examine factors, which affect economic activities in their country/ Caribbean</li></ul>

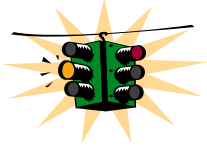
### SUGGESTED ACTIVITIES

In groups find out the types of occupation of people in selected Caribbean countries. Classify them into primary/secondary/tertiary industries. Compare these industries with those in their country.

- Discuss why people work and why some do not work. Highlight the job opportunities in their country /Caribbean. Discuss the importance of working for your country's development.
- Find out about imported and exported goods to and from the Caribbean. Discuss the different types of trade-local regional international. How are goods transported locally, regionally and internationally.

Conduct a survey on goods that are produced locally and are imported. Discuss why goods produced locally are imported and how this affects us. Display products.  
Compose a song to encourage Buy local.

- Invite a resource person such as (Ministry of Trade, DEXIA, DAIC etc) to talk on their role and functions in trade in the country. Identify Caribbean agencies which provide services in trade, tourism and agriculture. Research the level of trade in your country- import vs. export from DEXIA.
- Identify factors which affect trade- drought, weather, disasters, pest, wars, strikes, market, and transportation, change of Government, change of laws, etc. How can countries deal with these problems?
- Discuss factors affecting tourism and agriculture, (crime, cost, transportation, weather and climate). Find out about the tourist attractions and how these provide employment for people.



### **ASSESSMENT**

Write a letter to a friend in the Caribbean explaining about a primary, secondary or tertiary industry. Add pictures where necessary

Trace an imported/exported item from the time it leaves the place of origin to its final destination

Write a letter to the Ministry of Trade expressing your concerns about the importance of an item/produce which is made/produced in their country

**RESOURCES:** world community bk 4, pg 73-88, 89- 93.(old guide grade 5, pg 40-41

Website: <http://www.geographic.org/> huge website from which information on geography, economic activities etc. can be sourced.

<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:</b> Explain the various ways in which change influences Caribbean people</p> <p><b>SUCCESS CRITERIA</b></p> <ul style="list-style-type: none"> <li>• View some of the historical sites of other countries –old mills, estates, and compare them with present day sites.</li> <li>• Discuss how changes in trade, entertainment, culture etc impact on us.</li> <li>• Illustrate their findings using print or visual.</li> </ul>	<b>9</b>
<p><b>UNIT 9 RIGHTS, RESPONSIBILITIES AND GOVERNANCE AT 1</b>  <b>LO3:</b> Recognise the role of citizens in nation building and appreciate the importance of good leadership.</p> <p><b>SUCCESS CRITERIA</b></p> <ul style="list-style-type: none"> <li>• Differentiate among rights, duties and responsibilities</li> <li>• Discuss their rights/ responsibilities in nation building.</li> <li>• Examine the qualities of a good leader.</li> <li>• Illustrate the times and work of some leaders in their country.</li> <li>• Demonstrate mock elections of leaders in a group.</li> </ul>	<b>15</b>
<p><b>UNIT 10 SOCIAL ISSUES AT 4</b>  <b>LO1:</b> Examine causes of social issues that affect the country and identify ways to create awareness among its people.</p> <p><b>SUCCESS CRITERIA</b></p> <ul style="list-style-type: none"> <li>• Investigate causes of major social issues- crime, violence, unemployment and suggest reasons for these problems and how best to solve them.</li> <li>• Suggest ways to make people aware of these problems using posters, drama, song, game, poem, and match.</li> </ul>	<b>9</b>

## TERM 3 THEME: OUR CHANGING SOCIETY

### UNIT 8 SOCIAL CHANGE

Duration: 3 weeks (9 sessions)

<b>AT 4 LO2</b>	<b>SC</b>
	<ul style="list-style-type: none"><li>• View some of the historical sites of other countries – old mills, estates, and compare them with present day sites.</li><li>• Discuss how changes in trade, entertainment, culture etc impact on us.</li><li>• Illustrate their findings using print or visual</li></ul>

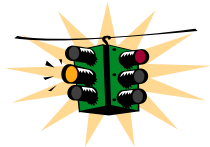
#### SUGGESTED ACTIVITIES

- Collect pictures of historical sites of Dominica and other countries then and now- (buildings, factories, volcanoes, roads, rivers, Cabrits, airport, park)  
Students look for similarities and differences between pictures. Discuss the changes or differences in the pictures, why these changes took place?
- List some ways in which change has impacted on the lives of the people in the Caribbean (Trade: creation of jobs, cheaper goods, greater variety of goods; increased communication links, transportation)

Compare communication and transportation (then and now). Visit a transportation/communication center. Make designs of their cars, cell phones. Discuss how these changes have impacted on us.

Invite a resource person to speak on cultural influences in the Caribbean.

Students put on a skit to show how we have changed in our way of dress, food, music.



**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

Write and present to the class a positive and negative change in the world today eg. technological change

Pupils write the changes that affect them and their families. Pupils tell how they would like to make a change small as it may be.

**RESOURCES:** resource persons, magazines, newspapers.

Website: [www.lennoxhonychurch.com](http://www.lennoxhonychurch.com)



## UNIT 9 RIGHTS, RESPONSIBILITIES AND GOVERNANCE

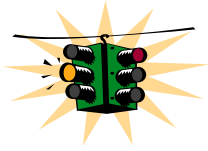
Duration: 5 weeks (15 sessions)

AT 1 LO3	<b>Success Criteria</b>
	<ul style="list-style-type: none"><li>• Differentiate among rights, duties and responsibilities</li><li>• Discuss their rights/ responsibilities in nation building.</li><li>• Examine the qualities of a good leader.</li><li>• Illustrate the times and work of some leaders in their country.</li><li>• Demonstrate mock elections of leaders in a group.</li></ul>

### SUGGESTED ACTIVITIES

- Given a scenario pupils will identify how an individual's right(s) was (were) not respected.  
Let students find out about our democratic rights, our duties and responsibilities as citizens of Dominica. Students will demonstrate some of these rights, responsibilities and duties.
- Outline the steps in the electoral process in your country.  
Allow students to debate will discuss –if there were no elections in their country.  
List the similarities/ differences between a general election and a village council election.  
Have pupils demonstrate a mock general and village council election. Discuss the importance of both elections to their country.  
Let students discuss the behavior of persons during the election campaign and suggest rules for a campaign.
- Differentiate between a political and a non-political leader. Collect pictures of political and non-political leaders in the country, Caribbean and world and write about each. Students will classify the leaders under sub headings- sports, religion, business, culture. Let students identify the characteristics of a person who shows positive leadership and differentiate between leaders in gangs and other leaders. **(appendix 3, what do good leaders do?)**

Discuss the structure of your government. Identify the leaders in your government. Find out about the governments of the region. Are their structures the same as in your country?



**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**

Show a picture of people/children in a dump looking for food or living in the open or dilapidated houses. Let students tell which right is being violated. The same is done for responsibilities/duties

Make a collection of leaders in their country and give a short talk on any one. Describe their contribution, why are they good leaders, how do their members think about them

Pupils will put in sequence the things that are done before, during and after an election

**RESOURCE:** (old guide grade 5,pg 26)

Website: <http://www.ipu.org/parline/modules.asp> gives details of electoral process in countries.

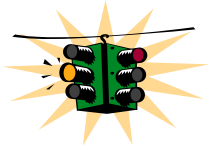
## UNIT 10 SOCIAL ISSUES

Duration: 3 week (9 sessions)

<b>AT 4</b> <b>LO1</b>	<b>Success Criteria</b> <ul style="list-style-type: none"><li>• Investigate causes of major social issues- crime, violence, unemployment and suggest reasons for these problems and how best to solve them.</li><li>• Suggest ways to make people aware of these problems using posters, drama, song, game, poem, and match.</li></ul>
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### SUGGESTED ACTIVITIES

- Teacher guides students in finding newspaper and magazines articles on any social issues affecting the rest of the world.  
Students will discuss, analyze and suggest solutions to these issues (poverty, hunger, crimes, price increases, food shortages, political violence, pollution, AIDS and drugs)  
-in groups students make a presentation to the class using print/visual, role-play to depict any of the issues. Point to the causes and how people are affected. Find solutions to the issues.  
-compile a class project on an issue. Investigate the causes, persons affected, solutions.  
-invite a resource person or a convert from drugs, or a victim of violence to share their experiences on a social issue which have affected them.
- Compose songs, poems, stories, on any social issue.  
  
-Allow students to debate any of the issues and it's implications for young people. Teacher will guide students in preparing for debate (time, posture, delivery of speech, articulation, projection of voice, and respect for opponents.)  
  
-Identify a needy person in their community and make a contribution of clothes or food to that individual.  
  
-Have students conduct a survey to find out people's feelings about a selected issue. Present the information to the class using graph, chart, pictures, skit etc.



**These can be very sensitive situations. 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**

Social issues in the home. How do pupils feel about them? Tell them to the class.

(Sensitive issue)

Pupils draw pictures showing feelings/emotions before and after problem. Display them in the class

**RESOURCES:** resource persons. Magazines, newspapers

Website: <http://kids.yahoo.com/directory/Around-the-World/Social-and-Political-Issues>

compendium of sites on various social issues

<http://www.fno.org/sept07/soc.html> further suggestions to teachers on how to teach social issues

## **EXEMPLAR LESSON PLANS**

### **GRADE 5**

<b>TOPIC</b>	Economic Activities
<b>SUB TOPIC</b>	Imports and Exports
<b>OBJECTIVES</b>	<ol style="list-style-type: none"><li>1. Pupils will be able to identify some of the goods exported and imported to and from the Caribbean</li><li>2. Pupils will be able to identify the advantages of exporting and importing</li></ol>
<b>RESOURCES</b>	Pictures, food items, labels, foreign currency (if available)

### **INTRODUCTION**

Teacher presents two food samples (local and imported). Pupils are asked which food sample is produced here

### **DEVELOPMENT**

1. Pupils will brainstorm on goods which are produced here and are imported
2. Teacher allows pupils to make a list of at least ten (10) items which are imported into their country from other countries in the Caribbean
3. Teacher will probe pupils to examine the number of items which are imported and exported
4. Pupils will be placed into groups and: (1) state the advantages of exporting goods (2) the disadvantages of importing more than exporting

### **CONCLUSION**

Pupils state the advantages and disadvantages of importing and exporting and display them on chart.

### **EVALUATION**

Given a number of items pupils will group them under the headings, Imports/Exports

## **GRADE 5**

### **TOPIC: Location**

### **SUB TOPIC: land masses/water bodies**

**OBJECTIVES** At the end of the lesson pupils will be able to locate major landmasses and water bodies on a blank map

**RESOURCES** Globe, world maps, chalkboard, squared coloured paper

### **INTRODUCTION:**

Pupils are informed of the day's lesson

### **DEVELOPMENT:**

1. Pupils are placed into groups. Maps will be distributed by teacher
2. Short discussion follows as to topic
3. Pupils attention is drawn to the map on their desk. Teacher instructs pupils to locate land masses and water bodies by placing different colours on water bodies and land masses. Teacher guides pupils accordingly
4. To reinforce, teacher uses globe to help point and identify water bodies and land masses. Individual pupils are called on. Land masses and water bodies are put under different headings on the chalkboard. Pupils read

### **CONCLUSION:**

Pupils are questioned: Which water body is East of the Caribbean? Point it out (etc)

### **EVALUATION:**

Pupils will be given a blank map of the world. Pupils are to identify and mark in the land masses and water bodies as given by teacher using different marks

**SOCIAL SCIENCES  
YEAR SUMMARY  
GRADE 6**

			<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>

**SOCIAL SCIENCES  
YEAR SUMMARY  
GRADE 6  
THEME: WHO AM I**

TERM I	SESSIONS
<p><b>UNIT 1 DIVERSITY OF WORLD POPULATION AT 2</b>  <b>LO3:</b> Examine and appreciate the diversity of the world population  <b>SUCCESS CRITERIA</b></p> <ul style="list-style-type: none"> <li>• Find out about the peoples of the world- (language, food, dress, work. distribution)</li> <li>• Discuss and compare aspects of Dominican culture with an other country of the world- Europe, USA. China.</li> <li>• Investigate the impact of people of other races in other countries</li> <li>• Discuss reasons why people migrate from their country and its impact.</li> <li>• Demonstrate any aspect of way of life of a country of the world. Europe, USA. China, India, Africa.</li> </ul>	<b>9</b>
<p><b>UNIT 2 PATRIOTISM –INFLUENCES OF CARIBBEAN/WORLD IDENTITY AT 1</b>  <b>LO1:</b> Demonstrate understanding of factors, which influence our national identity.  <b>SUCCESS CRITERIA</b></p> <ul style="list-style-type: none"> <li>• Discuss all aspects of our national identity</li> <li>• Research an aspect of our national identity to show how it is influenced.</li> <li>• Demonstrate pride for their national identity.</li> <li>• Illustrate ways to lessen factors, which influence our national identity.</li> <li>• Use the Creole language to speak to friends about their involvement in any cultural /independence activity.</li> </ul>	<b>12</b>
<p><b>UNIT 3 LOCATION : MAKING HOMELANDS AT 2</b>  <b>LO1:</b> Examine the location of some physical regions of the world and their impact on the people who live there.  <b>SUCCESS CRITERIA</b></p> <ul style="list-style-type: none"> <li>• Study a world map and locate the physical regions of the world e.g. deserts, tundra, forests. grasslands</li> <li>• Undertake group projects to find out the advantages and disadvantages of living in these regions of the world.</li> <li>• Find out about the way of life of people of these regions -education, food, culture, economy.</li> <li>• Illustrate how these regions are similar to or different from their country.</li> </ul> <p><b>UNIT 4 WEATHER AND CLIMATE AT 2</b>  <b>LO2:</b> Investigate the climate of some physical regions of the world and the natural phenomena associated with each.  <b>SUCCESS CRITERIA</b></p> <ul style="list-style-type: none"> <li>• Find out about the climate associated with these physical regions, tundra, dessert, forests and report.</li> <li>• Discuss a natural phenomena associated with these climatic conditions and how it is managed- (snowstorm, sandstorm, tsunami )</li> <li>• Study and analyse the impact of these phenomena on humans and their surroundings.</li> </ul>	<b>6</b>  <b>6</b>



## GRADE 6

### TERM 1

THEME: WHO AM I?

UNIT 1 DIVERSITY OF WORLD POPULATION

Duration: 3 weeks (9 sessions)

<b>AT 2</b> <b>LO3</b>	<b>Success Criteria</b>  <b>UNIT 1 DIVERSITY OF WORLD POPULATION AT 2</b> <b>LO3:</b> Examine and appreciate the diversity of the world population <b>SUCCESS CRITERIA</b> <ul style="list-style-type: none"><li>• Find out about the peoples of the world- (language, food, dress, work. distribution)</li><li>• Discuss and compare aspects of Dominican culture with another country of the world- Europe, USA. China.</li><li>• Investigate the impact of people of other races in other countries.</li><li>• Discuss reasons why people migrate from their country and its impact.</li><li>• Demonstrate any aspect of way of life of a country of the world. Europe, USA. China, India, Africa.</li></ul>
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### SUGGESTED ACTIVITIES

- Discuss how the world was peopled. Introduces terms like natives, indigenous, immigration, population, birth. Allow students to find out how early settlers survived, what they wore, how they traveled etc.

Identify housing settlements in Dominica. Find out why people choose to live in those areas. Make a model of a housing area.

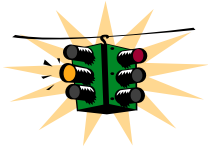
Allow students to talk about their city- Roseau. What they like and dislike about it. Then in groups let students discuss why people choose to live in cities. Look at the advantages and disadvantages. Let students share their experiences of a city they have visited. In groups discuss the consequences of settling in new areas- population growth, change, conflicts etc.

Students work on a class project to find out how their country was peopled.

- Collect pictures of different people of the world (Europe, India, Africa, USA etc)  
Interview persons from these parts of the world living in their country  
Identify the language, food, dress, religion of these people. Illustrate in form of charts, scrap book (group activity)  
Make a table to show the different languages spoken in these countries.
- Discuss and compare aspects of Dominica's culture with another country of the world e.g. Europe, USA, China

Invite a national from any of these countries to demonstrate aspects of their way of life e.g. food, clothing etc  
Students can organize a food fair, model dress of other countries, make a collage of persons of the world.

- Invite an Immigration Officer to speak to students on "migration" and the reasons why people migrate.  
Pupils will role play a scenario to depict one of the reasons why people migrate.  
Discuss the impact of migration on a family or a country.



## ASSESSMENT

Use a time line to show the different times these people arrived in any region

Match these countries to the languages spoken

Canada	French
Venezuela	English
France	Spanish
England	

List three reasons why people migrate and state how this affect the country

State three ways in which our way of life in Dominica differs from the life style of someone from China, USA, England etc

**RESOURCES:** world map, globe, magazines, newspapers, (old guide grade 5, pg 17-18)

Website: <http://www.theodora.com/wfb/> a mine of information about all countries in the world

## UNIT 2 PATRIOTISM - INFLUENCES OF CARIBBEAN /WORLD IDENTITY (12 sessions)

<b>AT1</b> <b>LO1</b>	<b>Success Criteria</b> <ul style="list-style-type: none"> <li>• Discuss all aspects of national/regional/ world identity</li> <li>• Research any aspect of our Caribbean identity to show how it is influenced by the world..</li> <li>• Demonstrate pride for their national identity.</li> <li>• Illustrate ways to lessen factors, which influence our national /Caribbean identity.</li> <li>• Use the Creole language to speak to friends about their involvement in any cultural /independence activity.</li> </ul>
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### SUGGESTED ACTIVITIES

- Review all aspects of our national and Caribbean identity- culture, national wear, music, food, language, national symbols-human and non-human. Compare with the rest of the world.

-Discuss reasons why people should wear their national wear. Find out about the national wear of other countries of the region/world and those of foreign persons living in their country. Make a collection of pictures of national wear of different countries. Let students write a description of each.

Have a display of some of the national wear from around the world. Suggest ways to encourage persons to wear their national wear.

- Discuss the functions of the President of their country. Demonstrate the necessary protocol related to the office of the President.

In groups find out about persons who have received national awards or designated as community elders. What contribution they have made to their country?

Invite a resource person to demonstrate some local and foreign cuisine. Discuss the importance of our local cuisine vs. foreign cuisine. In groups let students research the origin of some of the foods we eat.

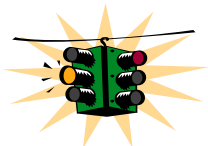
Invite an elderly person to talk about the use of local herbs for medicinal and other purposes. Allow pupils to collect these herbs and make a chart. Find out if these herbs are used in other places.

- Have students participate in impromptu speeches using the Creole language. Let students complete word puzzles in Creole, sing Creole songs write poems in Creole. Find out the origin of

patois/Creole. Allow students to use a foreign language to communicate with their peers in groups.

In groups let students find out how the traditional musical instruments are made. Invite a traditional band to the class and allow students to listen to various songs. Let them compare these instruments / music with modern ones. Students give feedback on lyrics of some songs they listen to on radio. Discuss how TV has influenced our national identity- music, dance, dress, speech. Let students compile a group project on a traditional / modern band.

- In groups let students prepare a five minutes speech on the importance of participating in cultural /national activities- courtesy month, community day of service, independence, carnival. Compare national/other festivals with those of other countries/world.



#### **ASSESSMENT:**

State how any three aspects of our natural identity have been influenced by foreign cultures

Select a national or community festival and make a presentation using pictures, drawings

Put on a display of local produce/dishes, dress, music, religion, use pictures, drawings etc

Let students participate in a Creole quiz, spelling bee, song, poem

#### **RESOURCES: Caribbean community pg 86-91**

Websites : <http://www.lennoxhonychurch.com/article.cfm?id=382> article on Caribbean culture contacts.

[http://www.caricom.org/jsp/community\\_organs/cohsod\\_culture.jsp?menu=cob](http://www.caricom.org/jsp/community_organs/cohsod_culture.jsp?menu=cob) the CARICOM site for culture and festivals calendar.

<http://www.avirtualdominica.com/culture.cfm> culture in Dominica

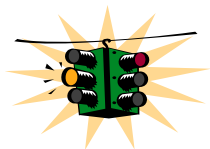
## UNIT 3: LOCATION: MAKING HOMELANDS

Duration: 2 weeks (6 sessions)

<b>AT2</b>	<b>Success Criteria</b>
<b>LO1</b>	<ul style="list-style-type: none"><li>• Study a world map and locate the physical regions of the world e.g. deserts, tundra, forests, grasslands</li><li>• Undertake group projects to find out the advantages and disadvantages of living in these regions of the world.</li><li>• Find out about the way of life of people of these regions -education, food, culture, economy.</li><li>• Illustrate how these regions are similar to or different from their country.</li></ul>

### SUGGESTED ACTIVITIES

- Use a map of the world to direct pupils' attention to the location of homelands of the world where people have settled- hot and wet, hot and dry, cool and very cold homelands. Let pupils shade in examples of various homelands on a blank map and write the name of the continents in which they are found. (a hot and wet homeland, the Amazon valley in South America.)  
Pupils read and gather information from paragraphs on homelands and answer questions based on the paragraph.  
In groups discuss how the lifestyle of people are affected based on where they live.
- In groups, let students conduct a research about the way of life of people of these homelands. Find information on how children go to school, clothing, transportation, food, culture, economy, religion, culture, economy.)
- Illustrate similarities and/or differences between any two homelands. Let students compare their way of life with those of another homeland of the world. Let students write paragraphs, make puzzles, write poems to show similarities and differences among the homelands of the world.



### ASSESSMENT

Make a display of clothing and show the best clothing for a specific weather  
Choose one impact of climate on people's lives and talk about how they feel about it

**RESOURCES:** world community bk 4, pg 34-48

Websites: <http://www.geographic.org/countries/countries.html>  
[www.nationalgeographic.com](http://www.nationalgeographic.com)

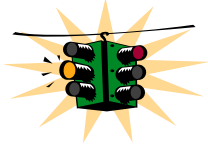
## UNIT 4: WEATHER AND CLIMATE

Duration: 2 weeks (6 sessions)

<b>AT2</b> <b>LO2</b>	<b>Success Criteria</b> <ul style="list-style-type: none"><li>• Find out about the climate associated with these physical regions of the world and the natural phenomena associated with each.</li><li>• Discuss a natural phenomena associated with these climatic conditions and how it is managed (snowstorm, sandstorm, tsunami)</li><li>• Study and analyse the impact of these phenomena on humans and their surroundings.</li></ul>
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### SUGGESTED ACTIVITIES

- Discuss the concepts of weather and climate and differentiate between the two.  
Teacher prepares an outline of the map of the world showing the four climatic regions each in a different colour- **hot and wet; hot and dry; very cold; very cool.**  
Allow pupils to read about and discuss the characteristics of the climatic conditions in each region. Given a world map, pupils will identify places in each climatic region. Invite individuals from these parts of the world to talk to students.  
Let pupils collect pictures of the clothing, transportation, food, etc. used by persons living in the different climatic regions.  
In groups, let pupils study a rainfall and a temperature graph and interpret information given and answer questions.  
Let pupils attach cards with names of countries in different climatic regions in their correct location on a world map. Find out where the tourists who visit our islands come from and make the link with the climatic regions.
- Conduct a research on natural/manmade phenomena that affect any of the climatic regions (snowstorm, sandstorm, tsunami, tornado, hurricanes, floods, snow melting)  
In groups find out how these phenomena are formed and report to the class. Discuss the preparations (before, during and after) that must be made for these phenomena.  
Read/ listen to stories about these phenomena and compare them with what we experience in the Caribbean. Discuss global warming.  
  
Make a collection of pictures of places that have been affected by any phenomena and make a display with appropriate writings. Let students express their feelings about these phenomena. If possible visit the site and write a report.



## **ASSESSMENT**

Given a blank map of the world, pupils will locate and shade five countries with four climate conditions

Pupils will state two advantages and two disadvantages of living in a country with four climate conditions.

Write an essay on any group of people of the world (USA, Europe, China etc) focusing on their education, culture, religion, economy and climate

From a given paragraph about a particular homeland, pupils will answer questions

Given a few pictures of different homeland, pupils will state which climate homeland each depicts

**RESOURCES:** world map, globe, resource persons, world community bk 4, pg 52-72, caribbean SS bk 6, mike Morrissey, pg 42-47, tracking maps, pictures.

Website: <http://video.nationalgeographic.com/video/player/> great videos on natural phenomena

TERM 2	SESSIONS
<b>THEME: OUR RESOURCES</b>	
<p><b>UNIT 5 USES, CONSERVATION, PRESERVATION AT 3</b>  <b>LO1:</b> Evaluate the distribution of the world's resources and the impact of the use and misuse of resources in other countries of the world  <b>LO2:</b> Evaluate conservation / preservation practices of resources in the world</p> <p><b>SUCCESS CRITERIA</b></p> <ul style="list-style-type: none"> <li>• Classify major resources in the world(renewable/non renewable) and compare with their country's resources</li> <li>• Discuss reasons why some countries have limited resources</li> <li>• Suggest ways to better utilize the world's resources</li> <li>• Find out about one of the world's resources, its availability and uses.</li> <li>• Explain how human activities impact on the resources of a country</li> <li>• Visit a historic site or (world Heritage site) in your area and find out how it is preserved /conserved</li> <li>• Find out how a site is selected as a world Heritage site and its importance.</li> <li>• Discuss the similarities and differences found in conservation/preservation practices in the world.</li> <li>• Design a board game to illustrate appropriate conservation / preservation practices in the world.</li> <li>• Discuss how some world resources are wasted and suggest how to manage/reduce or recycle waste.</li> </ul> <p><b>UNIT 6 GROUPS AND COOPERATION AT1</b>  <b>LO4:</b> Recognise and appreciate that their country belongs to different organisations  <b>LO2:</b> Recognize and appreciate that cooperation is necessary for a country's development.</p> <p><b>SUCCESS CRITERIA</b></p> <ul style="list-style-type: none"> <li>• Examine the different organizations to which their country belongs.</li> <li>• Discuss how these groups contribute to their country and vice versa.</li> <li>• List the advantages and disadvantages of being a member of an organization</li> <li>• Discuss the ways in which Dominicans cooperate to do things for the country.</li> <li>• Participate in a project, which shows how people must cooperate to meet their country's goals.</li> <li>• Find out how Dominica and other Caribbean countries cooperate.</li> </ul> <p><b>UNIT 7 WORK AND OCCUPATION AT 3</b>  <b>LO3:</b> Understand and appreciate the mutual impact of economic activities on the Caribbean and world</p> <p><b>SUCCESS CRITERIA</b></p> <ul style="list-style-type: none"> <li>• Identify the different types of economic activities in the world in which people are employed.</li> <li>• Describe some major industries of the world and Compare these activities with those in their country.</li> <li>• Explain how the Caribbean contributes to world economic activities and vice versa.</li> </ul>	<p><b>12</b></p> <p><b>9</b></p> <p><b>12</b></p>



**TERM 2**

**THEME: OUR RESOURCES**

**Unit 5 Uses, Conservation, Preservation**

**Duration: 4weeks (12 sessions)**

<b>AT 3</b> <b>LO1, 2</b>	<b>Success Criteria</b> <ul style="list-style-type: none"><li>• Classify major resources in the world(renewable/non renewable) and compare with their country's resources</li><li>• Discuss reasons why some countries have limited resources</li><li>• Suggest ways to better utilize the world's resources</li><li>• Find out about one of the world's resources, its availability and uses.</li><li>• Explain how human activities impact on the resources of a country</li><li>• Visit a historic site or (world Heritage site) in your area and find out how it is preserved /conserved</li><li>• Find out how a site is selected as a world Heritage site and its importance.</li><li>• Discuss the similarities and differences found in conservation/preservation practices in the world.</li><li>• Design a board game to illustrate appropriate conservation / preservation practices in the world.</li><li>• Discuss how some world resources are wasted and suggest how to manage/reduce or recycle waste.</li></ul>
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**SUGGESTED ACTIVITIES**

- Identify some of the major resources of the world. Differentiate between renewable and nonrenewable resources. Allow students to collect pictures and make a chart to display these resources.

-Let students list their country's major resources and give reasons why some countries have limited resources. Investigate mining activities in your country and report to the class. Let students discuss the advantages and disadvantages of mining in their country.

Select a resource of the world and debate how it is used or not used for the benefit of the people of the world. (Oil in Iraq, money spent on war, water, food).

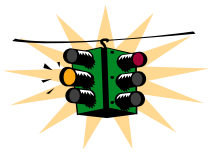
- In groups let students explore how man's activities are affecting man and the environment. Write letters to the persons concerned, newspapers about such activities. Let students express how they feel about some of these activities. Participate in a clean up campaign.

Select a world resource and compile a project. Look at its availability, use, benefits, impact on man or the environment.

- Visit a historic site or "World Heritage Site" in your area and find out how it is preserved or conserved. Identify the resources in that area. Discuss how these resources are preserved or conserved.

- study a chart of world heritage sites. Use a world map to locate some of them in the Caribbean and the world. Find out how a site is selected as a World Heritage Site.

- Find out the similarities and differences found in conservation/preservation practices in the world. Illustrate using a board game e.g. snakes and ladders depicting conservation practices.
- Discuss, debate, write poems or songs about how resources are wasted in the world.
  - Make a list of some world resources that are wasted and suggest how to manage/reduce or recycle waste e.g. (food, human resource, water, trees).
  - As a class, put together a booklet on the proper use of some resources.



### **ASSESSMENT**

Collect articles from magazines, newspapers or the Internet on resources in other parts of the world (USA, Iran, Africa). Write a report on how it is used, misused, availability and distribution

Presented with a picture showing the misuse of oil, water, food, soil, and buildings.

Allow students to write what they think is happening and how they feel about the misuse of the resources

Allow students to use board game to play in groups. Let students record their results based on number of times they have gained points

Write an essay on the importance of human resource to any country.

**RESOURCES:** world community bk 4, pg 116-120

Websites: [www.eco-pros.com](http://www.eco-pros.com) for information on renewable and non renewable resources and [www.epa.gov/teachers/conservation.htm](http://www.epa.gov/teachers/conservation.htm)

## UNIT 6 GROUPS AND COOPERATION

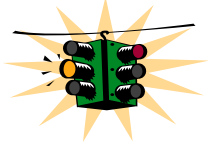
Duration: 3 weeks (9 sessions)

<b>AT1</b>	<b>Success Criteria</b>
<b>LO2</b>	<ul style="list-style-type: none"><li>• Examine the different organizations to which their country belongs.</li></ul>
<b>LO4</b>	<ul style="list-style-type: none"><li>• Discuss how these groups contribute to their country and vice versa.</li><li>• List the advantages and disadvantages of being a member of an organization</li><li>• Discuss the ways in which Dominicans cooperate to do things for the country.</li><li>• Participate in a project, which shows how people must cooperate to meet their country's goals.</li><li>• Find out how Dominica and other Caribbean countries cooperate.</li></ul>

### SUGGESTED ACTIVITIES

- List the different organizations- regional and international to which their country belongs and state the purpose of membership in these organizations. (OAS, WHO, IMF, PAHO UN CARICOM). Discuss the advantages and disadvantages of membership in these organizations.
- Let students use the internet, newspapers, and books, resource persons to gather information on how the country became a member, names and status of persons who represent their country at meetings. State where the headquarters of these organizations are located and who the other countries in these organizations are.
- Use a world map and insert the countries where these organizations are located.
- Arrange a bulletin board with news paper clippings, pictures, related to these organizations.
- Discuss the various ways in which Dominicans co-operate to do things for their country. Let students describe how they feel about lack of cooperation among themselves and others. Allow students to complete various tasks in the classroom which require cooperation. Conduct a classroom discussion on the importance of Community Day of Service.
- Have a school beautification project e.g. (planting flowers/painting) to show how people must co-operate to meet their goals. Let students find out how people cooperated before- coude main, moving of houses, slaughtering animals, banana days.
- Encourage exchange visits and support for other clubs in their country. 4H Club, sports and French clubs, Boy Scouts and Girls Guide, through e-mail, letter writing, Fun days, projects.
- Let students tell how Caribbean leaders show cooperation for the development of the region- (CARICOM, OECS, Sports, Education, trade, Travel, CSME. Students make presentations in the form of skits, charts, poems.

- Discuss the significance of Commonwealth of Nations and Commonwealth Day to us.



### **ASSESSMENT**

- Write the abbreviations/names of these organizations. CARICOM, OECS, UWI
- Write two ways in which your country benefits from being a member of CARICOM
- Use a map of the Caribbean to locate where these places are (headquarters)
- Pupils pretend to be leaders of an organization whereby they discuss situation at hand – bananas, unemployment, migration
- Present a picture of people at work and another picture of one individual at work at the same task; e.g. cleaning a roadside, building a house for a poor person. Students write about the benefits of working together and the disadvantages of working alone
- Imagine you are a policeman/nurse and you are asked to go to another country to help following a disaster. How would you feel about it?
- Consider an activity which would benefit your country. How would you encourage people to participate? What would you say to them? What kind of.....would you use? State how the country would benefit from the activity.

**RESOURCES:** world community bk 4, pg110-115, Mike Morrissey bk 6, pg 132- 151

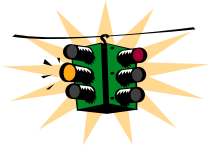
## UNIT 7 WORK AND OCCUPATION

Duration: 4 weeks (12 sessions)

<b>AT3</b> <b>LO3</b>	<b>Success Criteria</b> <ul style="list-style-type: none"><li>• Identify the different types of economic activities in the world in which people are employed.</li><li>• Describe some major industries of the world and Compare these activities with those in their country.</li><li>• Explain how the Caribbean contributes to world economic activities and vice versa.</li></ul>
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### SUGGESTED ACTIVITIES

- Research and read on different economic activities in other parts of the world. Identify the types of economic activities. Collect pictures of these activities and make a collage.  
Select one economic activity (tourism, agriculture, fishing) and list the various persons, skills and jobs involved in it.
- Look at some of the industries of the world. Discuss and compare how these industries are different from or similar to those of their country or the Caribbean.-Collect labels of goods produced internationally and locate the place of origin of each product. Tell whether this product is produced in the Caribbean and Dominica also.
- Discuss ways to sustain our tourism industry in the Caribbean.
- Research how the Caribbean contributes to world economic activities and vice versa. Which international countries we trade with? How are goods distributed or transported? What problems are encountered? What currencies are used? Allow students to trade using foreign currencies. Make calculations and conversions. Report to the class on their findings. (Tourism, agriculture, services, manufacturing.)
- Visit a tourist attraction or estate. Write a report about the visit.



## **ASSESSMENT**

Answer questions on economic activities in the other parts of the world

Imagine you are a tourist, write about how you spent a day in Dominica

Collect pictures of various industries in the world. Make a scrap book. Identify each industry, main product and where it is exported to

Visit a sea port and observe the ships, activities, people involved in the trade of goods

Find out about the Huckster Trade – what they do, how they collect foods, where do they travel to, what difficulties they encounter. How do they benefit from the Huckster Trade.

**RESOURCES** magazines, globe, atlas, world community bk 4, pg 94-103

<b>TERM 3</b>	<b>SESSIONS</b>
<b>THEME: A CHANGING SOCIETY</b>	
<p><b>UNIT 8 SOCIAL CHANGE AT 4</b></p> <p><b>LO 2:</b> Examine how change in the world impact upon the Caribbean.</p> <p><b>SUCCESS CRITERIA</b></p> <ul style="list-style-type: none"> <li>• Discuss some of the positive and negative changes in the world: political, economical, technological, social</li> <li>• Organise and participate in a debate on the advantages and disadvantages of one of these changes- cellular phones, gang violence, indiscipline, wars, hunger, rape, abuse.</li> <li>• Discus how these affect us in Dominica/ Caribbean</li> <li>• Suggest solutions to these problems</li> </ul>	<b>9</b>
<p><b>UNIT 9 RIGHTS, RESPONSIBILITIES AND GOVERNANCE AT 1</b></p> <p><b>LO3</b> Examine the role of citizens in the electoral process.</p> <p><b>SUCCESS CRITERIA</b></p> <ul style="list-style-type: none"> <li>• Discuss how persons democratic rights should be respected.</li> <li>• Discuss the importance of participating in the electoral process.</li> <li>• Compare a general election and a village/council election.</li> <li>• Run a mock general election.</li> <li>• Compare how political and non political leaders are chosen.</li> </ul>	<b>15</b>
<p><b>UNIT 10 SOCIAL ISSUES AT 4</b></p> <p><b>LO1:</b> Examine social issues affecting the Caribbean and the world. and ways to resolve them.</p> <p><b>SUCCESS CRITERIA</b></p> <ul style="list-style-type: none"> <li>• Find out about the major social issues in the Caribbean and the world. (why they occur, how they can be solved, how they affect us in Dominica.)</li> <li>• Make a presentation using print/ visual to depict these groups.</li> <li>• Discuss how they feel about these issues.</li> </ul>	<b>9</b>

## TERM 3      THEME: A CHANGING SOCIETY

### UNIT 8      SOCIAL CHANGE

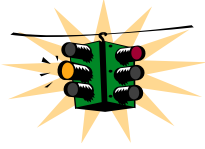
Duration: 3 weeks (9 sessions)

<b>AT4 LO2</b>	<b>Success Criteria</b> <ul style="list-style-type: none"><li>• Discuss some of the positive and negative changes in the world: political, economical, technological, social</li><li>• Organise and participate in a debate on the advantages and disadvantages of one of these changes- cellular phones, gang violence, indiscipline, wars, hunger, rape, abuse.</li><li>• Discuss how these affect us in Dominica/ Caribbean</li><li>• Suggest solutions to these problems</li></ul>
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### SUGGESTED ACTIVITIES

- Discuss some of the positive and negative changes in the world focusing on one aspect at a time, economical- food production, political- change in government, war, climate, technological- internet, communications and transportations, and social- music, issues.
- Students will note how world changes impact on us in the Caribbean. e.g. (increase in oil prices, kerosene, petrol, increase in transportation fares, cooking gas etc)
- Guide students in preparing for a debate on one of the following topics (cellular phones, increase in gang violence, indiscipline, wars, hunger, rape, abuse
- Discuss how these changes impact the Caribbean and the world.
- Write an essay on a topic e.g. advantages and disadvantages of cellular phones
- In groups, let pupils research what brought about that the change(s) gang violence, indiscipline at schools, wars, AIDS.  
Why has this change taken place?  
Who is affected?  
What are your feelings?  
Suggest solutions
- Use a time line to demonstrate a change in your country/region or world, e.g. political change.





## **ASSESSMENT**

- Write and present to the class a positive and negative change in the world today e.g. technological change
- Pupils write the changes that affect them and their families e.g. transportation in bus fares – pupils read to the class
- Pupils tell how they would like to make a change small as it may be
- Brainstorm with students to prepare for the debate
- Pupils relate to the class what they see on video
- Pupils will answer a variety of questions based on topics, e.g. why has this change taken place
- Debate –“changes brought about by wars.

**RESOURCES:** resource persons.

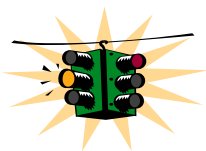
## UNIT 9 RIGHTS, RESPONSIBILITIES AND GOVERNANCE

Duration: 5 weeks (15 sessions)

<b>AT1</b> <b>LO3</b>	<b>SC</b> <ul style="list-style-type: none"><li>• Discuss how persons democratic rights should be respected.</li><li>• Discuss the importance of participating in the electoral process.</li><li>• Compare a general election and a village/council election.</li><li>• Run a mock general election.</li><li>• Compare how political and non political leaders are chosen.</li></ul>
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### SUGGESTED ACTIVITIES

- Given a scenario pupils will identify how an individual's right(s) was (were) not respected.  
Let students find out about our democratic rights, our duties and responsibilities as citizens of Dominica. Students will demonstrate some of these rights, responsibilities and duties.
- Outline the steps in the electoral process in your country.  
Allow students to debate will discuss –if there were no elections in their country.  
List the similarities/ differences between a general election and a village council election.  
Have pupils demonstrate a mock general and village council election. Discuss the importance of both elections to their country. Let students discuss the behavior of persons during the election campaign and suggest rules for a campaign.
- Differentiate between a political and a non-political leader. Collect pictures of political and non-political leaders in the country, Caribbean and world and write about each. Students will classify the leaders under sub headings- sports, religion, business, culture. Let students identify the characteristics of a person who shows positive leadership and differentiate between leaders in gangs and other leaders.



### ASSESSMENT

- Using a scenario pupils will express their feelings in writing to tell how an individual or their rights are being violated
- List and explain (2) rights you enjoy as a citizen of Dominica

- In a paragraph pupils differentiate between a general election and a village council election
- Given the steps in the process of an election pupils will sequence the order in which an election takes place
- Collect and display pictures of political leaders and non-political leaders. Prepare charts showing the following: (their names, country, type of leader) – group work

**RESOURCES:** pictures, magazines, resource persons

Website: <http://www.ipu.org/parline/modules.asp> gives details of electoral process in countries.

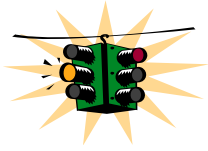
## UNIT 10 SOCIAL ISSUES

Duration: 3 weeks (9 sessions)

AT4 LO1	<b>Success Criteria</b>
	<ul style="list-style-type: none"><li>• Find out about the major social issues in the Caribbean and the world. (why they occur, how they can be solved, how they affect us in Dominica.)</li><li>• Make a presentation using print/ visual to depict these groups. Discuss how they feel about these issues.</li></ul>

### SUGGESTED ACTIVITIES

- Teacher guides students in finding newspaper, magazines or internet articles on any social issues affecting the rest of the world. Students will discuss, analyze and suggest solutions to these issues (poverty, hunger, crimes, price increases, food shortages, political violence, pollution, AIDS and drugs)
  - in groups students make a presentation to the class using print/visual, role-play to depict any of the issues. Point to the causes, those affected and solutions to the issues.
  - compile a class project on an issue. Investigate the causes, persons affected, solutions.
  - invite a resource person or a convert from drugs, or a victim of violence to share their experiences on a social issue which have affected them.
- Compose songs, poems, stories, on any social issue.
  - Allow students to debate any of the issues and it's implications for young people. Teacher will guide students in preparing for debate (time, posture, delivery of speech, articulation, projection of voice, and respect for opponents.)
  - Identify a needy person in their community and make a contribution of clothes or food to that individual.
  - Have students conduct a survey to find out people's feelings about a selected issue. Present the information to the class using graph, chart, pictures, skit etc.



**These can be very sensitive situations. 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**

- Write an essay on one of these selected topics eg. poverty, food shortage, violence etc. Pupils read to the class
- Identify these countries on a blank world map – Haiti, Africa, Iraq etc. Colour these regions where there are many social ills
- Write a paragraph on how one of these ills could be solved
- Help pupils formulate questions for their debate

**RESOURCES:** Internet, magazines, newspapers resource persons.

## **EXEMPLAR LESSON PLANS**

### **GRADE 6**

- UNIT:** Resources – Types, uses, availability and allocation
- SUB TOPIC:** Renewable and non-renewable resources
- OBJECTIVE:** Pupils will be able to identify the major resources of the world and classify them into renewable and non-renewable
- RESOURCES:** Pictures, brochures

### **INTRODUCTION**

Teacher invites students who have traveled to work in a group and list the resources they have seen in the country visited. Other students use magazines to identify the resources of some places in the world

### **DEVELOPMENT**

1. Pupils report their findings and then discuss specific characteristics about these resources; e.g. oil refinery; white sandy beaches; skyscrapers. How they are used.
2. Teacher poses questions about some of the resources. Will they always be with us? Two groups of pupils discuss this question based on the resources given. Pupils then report to the class.
3. Teacher calls a pupil to read a story about renewable and non-renewable resources. Pupils asked to explain the difference between the two types of resources. Why are they both needed? Pupils asked to give other examples of renewable/non-renewable resources
4. Pupils make drawings/or get cuttings from the magazines to show renew/non-renewable resources

### **CONCLUSION**

Teacher questions pupils about the world's major resources. What they are, where they, re/non-renew/non-renewable

### **EVALUATION**

Pupils put together a chart showing some of the world's resources and their classification

## **GRADE 6**

<b>UNIT</b>	Patriotism
<b>SUB TOPIC</b>	National Identity (1)
<b>OBJECTIVE</b>	Pupils will be able to recognize the things, which identify us a Dominicans
<b>RESOURCES</b>	National wear, recorder, tape, food samples, clothing, pictures

### **DEVELOPMENT:**

1. Teacher allows a pupil to dress in Creole attire and plays a tape with a bele song
2. Pupil dances while others observe
3. Teacher makes pupils state what it reminds them of. Teacher probes pupils to say what happens during this time
4. Pupils will describe the attire
5. Teacher gets pupils to listen to music briefly and allows pupils to brainstorm for other Creole song about Dominica
6. Teacher presents a small basket of local foods and allows pupils to talk about them. They will identify other local foods which are not in the basket

### **CONCLUSION:**

In groups pupils will make a list of the things which identify us as Dominicans

### **EVALUATION:**

Write on any one of these which identifies us as Dominicans:

(National wear, food, music, language)

Make use of pictures where necessary

## **GRADE 6**

<b>UNIT</b>	Social Issues
<b>SUB TOPIC</b>	Drugs
<b>OBJECTIVES</b>	Pupils will be able to identify illegal substances and state their effects on the user, the family, community, country
<b>RESOURCES</b>	Pictures of illegal substances, police officer, stories

### **INTRODUCTION**

Teacher reads out a story about someone who was addicted to cocaine

### **DEVELOPMENT**

1. Teacher questions pupils on story e.g. Identify the drug that was abused. What effects it had on the person, etc
2. Teacher allows pupils to brainstorm for other illegal drugs that are abused
3. Teacher invites pupils to talk about any experience related to illegal drugs
4. In groups, pupils will state ways in which drugs affect the user, family, community, country

### **CONCLUSION**

Let pupils role play a scene depicting someone using illegal drugs and get into trouble with the law

### **EVALUATION**

Pupils compile a booklet entitled "Illegal Drugs"

#### Guidelines

- Write brief information about these drugs (cocaine, marijuana, heroine)
- Identify three street names
- Effects on the user
- Effects on the family
- Effects on the community/country



## **LESSON PLAN**

### **GRADE 6**

- UNIT:** Resources – Types, uses, availability and allocation
- SUB TOPIC:** Renewable and non-renewable resources
- OBJECTIVE:** Pupils will be able to identify the major resources of the world and classify them into renewable and non-renewable
- RESOURCES:** Pictures, brochures

### **INTRODUCTION**

Teacher invites students who have traveled to work in a group and list the resources they have seen in the country visited. Other students use magazines to identify the resources of some places in the world

### **DEVELOPMENT**

1. Pupils report their findings and then discuss specific characteristics about these resources; eg. oil refinery; white sandy beaches; skyscrapers. How they are used.
2. Teacher poses questions about some of the resources. Will they always be with us? Two groups of pupils discuss this question based on the resources given. Pupils then report to the class
3. Teacher calls a pupil to read a story about renewable and non-renewable resources. Pupils asked to explain the difference between the two types of resources. Why are they both needed? Pupils asked to give other examples of renewable/non-renewable resources
4. Pupils make drawings/or get cuttings from the magazines to show renew/non-renewable resources

### **CONCLUSION:**

Teacher questions pupils about the world's major resources. What they are, where are they, ren-renewable /non-renewable

### **EVALUATION:**

Pupils put together a chart showing some of the world's resources and their classification.

## Appendix 1

### 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 2

### 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 3**

### **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 4**

### **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, Balla 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. Fourneau's estate, and he wanted her by his side. With the help of the Maroons, he attacked the Fourneau 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 everything and everyone 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 5

### 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 6

### 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 signs" 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 floodplains

## **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 7

### 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



