

# **PRIMARY SOCIAL STUDIES SYLLABUS**

## **CLASS FOUR**

**SEPTEMBER 2003**

**MINISTRY OF EDUCATION, YOUTH AFFAIRS AND SPORTS  
BARBADOS**

## **TABLE OF CONTENTS**

	<b>PAGE</b>
<b>ACKNOWLEDGEMENTS</b>	<b>iii</b>
<b>RATIONALE</b>	<b>iv</b>
<b>GENERAL OBJECTIVES</b>	<b>v</b>
<b>FORMAT OF THE SYLLABUS</b>	<b>vi</b>
<b>KEYS TO ABBREVIATION USED</b>	<b>vii</b>
<b>SCOPE AND SEQUENCE</b>	<b>1</b>
<b>ATTAINMENT TARGETS</b>	<b>7</b>
<b>SYLLABUS</b>	<b>8</b>
<b>BIBLIOGRAPHY</b>	<b>19</b>

## ACKNOWLEDGEMENTS

The Ministry of Education, Youth Affairs and Sports expresses thanks and appreciation to the following persons for their contribution to the development of this syllabus.

Ms Jennifer Sealy	Erdiston Primary School
Ms Donna Allman	Luther Thorne Primary School
Mr. Hal Ifill	Eden Lodge Primary School
Ms Ometa Hinds	Charles F Broome School
Ms Karen Bobb	St. Christopher Primary School
Ms Beverly Burrows	West Terrace Primary School
Ms Dorien Pile	Principal, Combermere School
Mr Robin Greenidge	Education Officer, Ministry of Education
Miss Celeste Clarke	Education Officer, Ministry of Education
The National Curriculum Development Council	

## **RATIONALE**

The Social Studies Curriculum focuses on the study of man , his interpersonal relationships and his interactions with the cultural, physical and social environment. Therefore, it deals with his origins, historical development and systems of government. It selects relevant concepts and skills from a variety of disciplines. Social Studies brings a unique way of organising content to enable the child to construct meaning of his social, cultural and physical world and so permits the adoption of a child-centered approach to teaching and learning. This curriculum provides an excellent forum for the infusion of values education and social and emotional learning. Every effort must be made to help students to be aware and to accept and develop values such as tolerance, respect, honesty, cooperation and empathy.

The adoption of an integrated approach to the curriculum enables students to see a ‘wholeness’ about their learning in the classroom. A variety of strategies should be used to provide self-directed, integrated learning experiences. This syllabus provides a framework for the development of citizenship education through which students can make meaningful contributions to their community, the region and the world.

## **GENERAL OBJECTIVES**

The major objectives of this syllabus are to:

- ☐ develop responsible citizens.
- ☐ develop an appreciation for our culture and national heritage.
- ☐ enable students to develop good interpersonal skills.
- ☐ inculcate attitudes and habits which enable students to conserve and preserve natural resources.
- ☐ engender a spirit of cooperation and unity among students.

## FORMAT OF THE SYLLABUS

The Social Studies Curriculum is divided into a Scope and Sequence, Attainment Targets and a detailed syllabus outline. In the Scope and Sequence and Attainment Targets when a concept/skill is first introduced it is indicated by a ■. A ✓ indicates in which future class(es) the concept/skill has to be developed and maintained.

The Scope and Sequence gives a brief outline of the topics that are to be covered at each level. The Attainment Targets indicate the skills and competencies which each student should be able to achieve by the end of each academic year. The Specific Objectives are clearly outlined and indicate what each student should be able to achieve at the end of this level.

The Suggested Activities are designed to facilitate the development of social and emotional learning skills, decision making skills and critical and creative thinking. They foster cooperative and collaborative learning in the classroom, while consolidating instructions and developing desired skills. These activities are intended only as a guide to teachers and are by no means prescriptive or restrictive.

Since assessment is an essential part of any educational program, an Assessment section with examples is included for each topic. This syllabus recommends a range of assessment methods.

### KEY TO ABBREVIATIONS USED

The following abbreviations are used to indicate the various subject areas where integration is possible

<b>SUBJECT</b>	<b>Abbreviation</b>	<b>SUBJECT</b>	<b>Abbreviation</b>
Business Studies	<b>BS</b>	Drama	<b>D</b>
Foreign Languages	<b>FL</b>	Geography	<b>G</b>
Health and Family Life Education	<b>HFLE</b>	History	<b>HI</b>
Home Economics	<b>HE</b>	Industrial Arts	<b>IA</b>
Information Technology	<b>IT</b>	Language Arts	<b>LA</b>
Mathematics	<b>M</b>	Music	<b>MU</b>
Physical Education	<b>PE</b>	Religious and Moral Education	<b>RE</b>
Science	<b>SC</b>	Social/Emotional Learning	<b>SEL</b>
Social Studies	<b>SS</b>	Visual Arts	<b>VA</b>

## SCOPE AND SEQUENCE

- Begin teaching the concept/skill/fact  
 ✓ Maintain and develop concept/skill/fact

TOPIC		CLASS			
		1	2	3	4
<b>1.0</b>	<b>THE SELF IN RELATION TO THE FAMILY, THE COMMUNITY AND THE NATION</b>				
1.1	The family and the various types found in Barbados. Single parent, nuclear, extended	■			
1.2	The role of family members.	■			
1.3	Mutual responsibilities and relationships among various family members.	■			
1.4	Sound personal and social habits of health, courtesy, kindness, co-operation and regard for others within the family, community and country	■			
<b>2.0.</b>	<b>PLACES AND PEOPLE IN THE COMMUNITY</b>				
2.1	The neighbourhood.	■			
2.2	Important people and significant landmarks in the neighbourhood.	■			
2.3	Characteristics of the school's neighbourhood.	■			
2.4	Goods and services provided in the neighbourhood.	■			
2.5	Respect and caring at the community level e.g. disabled, aged.	■			
2.6	Selected changes in community life over time e.g. jobs, schooling, transportation, communication, religion.	■			
<b>3.0</b>	<b>COMMUNICATION</b>				
3.1	Communication - Verbal and non-verbal	■			
3.2	Communication - Past and present	■			
3.3	Written forms of communication	■			
3.4	What happens to a letter after it has been written	■			



- Begin teaching the concept/skill/fact  
 ✓ Maintain and develop concept/skill/fact

TOPIC		CLASS			
		1	2	3	4
3.5	The advantages and disadvantages of the letter.	■			
3.6	The importance of communication to individuals and the community. Music as a form of communication	■			
3.7	The advantages/disadvantages of the computer as a means of communication.	■			
3.8	Communication centers in Barbados	■			
3.9	Cultural differences in communication eg greetings International influence on communication in Barbados	■			
<b>4.0</b>	<b>TRANSPORTATION</b>				
4.1	Transportation: Types and uses	■			
4.2	Transportation: Past and present	■			
4.3	The importance of transportation	■			
4.4	Methods of transportation in different cultures	■	✓		
4.5	Advantages and disadvantages of the transportation system in Barbados		■	✓	
4.6	The impact of improved transportation on the development of a country / the world		■	✓	
4.7	Transportation and Utilities in Barbados. The telephone and telecommunications			■	
4.8	Transporting energy: Natural gas and electricity			■	
<b>5.0</b>	<b>AN INTRODUCTION TO BARBADOS, THE CARIBBEAN AND THE WORLD</b>				
5.1	Map work: Shape and location of Barbados.	■	✓		
5.2	Map work: parishes, towns, places of interest	■	✓		
5.3	The school compound: locating the main features e.g. offices, library, playground	■			
5.4	Physical features of Barbados	■	✓		
5.5	Weather and climate: drought and flooding	■			
5.6	Hurricane preparedness at the individual, family and community levels.	■	✓	✓	✓
5.7	Globe and Atlas skills: the compass and lines of latitude and longitude.	■	✓	✓	✓

- Begin teaching the concept/skill/fact  
 ✓ Maintain and develop concept/skill/fact

TOPIC	CLASS			
	1	2	3	4
5.8 Caribbean: map work, major islands and groups, towns, relief and resources		■	✓	✓
5.9 World map: Oceans and continents		■		
<b>6.0 NATIONHOOD AND THE RIGHTS AND RESPONSIBILITIES OF THE INDIVIDUAL</b>				
6.1 The journey to independence major nation builders	■	✓	✓	
6.2 Meaning and importance of independence.	■	✓	✓	
6.3 National symbols: Types, importance, respect for, need for. Designers of symbols	■	✓	✓	
6.4 Benefits and challenges of Independence.			■	✓
6.5 Importance of individual contributions to growth and stability of Barbados	■	✓	✓	✓
6.6 Respect for our national heritage and culture.		■	✓	✓
6.7 Citizenship. Importance, duties and rights		■		
6.8 The importance of rules and laws to the community and the country.	■	✓	✓	✓
6.9 Elections.		■		
6.10 Our system of government: Composition and functions.		■		
6.11 Parliament: Composition and functions.		■		
6.12 Rights and responsibilities of the child.	■	✓	✓	✓
<b>7.0 THE AMERINDIANS</b>				
7.1 The early inhabitants: Origin, settlements, livelihood, e.g. farming and fishing	■			
7.2 Amerindian way of life and contributions to Barbados' history	■			
7.3 Art forms, pottery and tools	■			
7.4 Amerindians in Barbados - Archaeology	■			
7.5 Amerindians who live in our neighbouring islands		■		
<b>8.0 AFRICAN STUDIES</b>				
8.1 Map work: Size and vastness, main physical and climatic regions, major countries, selected important cities		■		
8.2 Main ancient kingdoms of West and Southern Africa e.g. Benin, Mali, Yoruba and Zimbabwe		■		
8.3 The importance of the R. Nile and Egypt in Africa		■		
8.4 African contributions to world civilization e.g. Science, Art, Music		■		
8.5 African links with the Caribbean and Barbados: Past and present		■		

- Begin teaching the concept/skill/fact
- ✓ Maintain and develop concept/skill/fact

TOPIC		CLASS			
		1	2	3	4
8.6	Slave Trade :Its impact on Barbados' population, economy, crops		■		
8.7	African roots: Aspects of Barbadian culture		■		
<b>9.0</b>	<b>EUROPEAN AND OTHER SETTLERS</b>				
9.1	European discovery and settlement of Barbados		■		
9.2	European and Caribbean links: map work		■		
9.3	English settlement and colonization. Farming, trade, government and growth of towns		■		
9.4	Impact of English settlers on the development of local traditions and culture		■		
9.5	Recent settlers from Asia and the Caribbean. An overview		■	✓	✓
<b>10.0</b>	<b>NATURAL RESOURCES</b>				
10.1	What are natural resources		■		
10.2	Renewable and non- renewable resources in Barbados.		■		
10.3	Water resources in Barbados – Sources and uses		■		
10.4	Collection, storage and distribution of underground water		■		
10.5	Wastage and pollution / Conserving and protecting local supplies		■		
10.6	Natural resources of the region e.g. water, solar energy, oil and natural gas, bauxite, fish			■	
10.7	The importance of natural resources to the region			■	
10.8	Conserving local and regional resources		■	✓	✓
10.9	An appreciation for the beauty of the natural environment and the challenges of protecting it			■	✓
<b>11.0</b>	<b>AGRICULTURE</b>				
11.1	Factors that influence importance of agriculture		■		

- Begin teaching the concept/skill/fact  
 ✓ Maintain and develop concept/skill/fact

TOPIC		CLASS			
		1	2	3	4
11.2	The development of agriculture in Barbados		■		
11.3	Types of farming and size of farms		■		
11.4	Plantation agriculture: sugar cane cultivation, sugar production and trade		■		
11.5	Cultural traditions associated with the sugar industry		■	✓	
11.6	Small farming e.g. poultry industry, vegetable production – Agro-industries			■	
11.7	Characteristics of small and large farms			■	
11.8	Challenges which farmers face			■	
11.9	An appreciation for the growth and development of agriculture in Barbados		■	✓	✓
<b>12.0</b>	<b>MANUFACTURING IN BARBADOS</b>				
12.1	Definition of manufacturing.		■		
12.2	Industrial estates: Location and types of industries		■		
12.3	Importance of manufacturing and the factors that influence its growth in Barbados.		■	✓	
12.4	The interdependence of capital, raw materials, markets and trade		■	✓	
<b>13.0</b>	<b>OUR CULTURE</b>				
13.1	What is culture		■		
13.2	Aspects of our culture and an appreciation for them e.g. language, music, dance, artifacts, architecture		■		
13.3	Local dishes				■
13.4	Cultural diversity e.g. religious and other festivals, national celebrations		■		
13.5	Origins of major ethnic groups and evidence of their culture				■
13.6	Preserving our history and cultural legacy				■
<b>14.0</b>	<b>TOURISM IN BARBADOS</b>				
14.1	Who are tourists			■	
14.2	Reasons why tourists come to Barbados			■	
14.3	Main countries from which tourists come			■	
14.4	Accommodations and attractions			■	
14.5	Types of tourism e.g. eco-tourism, sports tourism			■	

- Begin teaching the concept/skill/fact  
 ✓ Maintain and develop concept/skill/fact

TOPIC		CLASS			
		1	2	3	4
14.6	Tourism and culture			■	
14.7	Importance of tourism to the individual Barbadian	■	✓	✓	✓
14.8	Problems associated with tourism.			■	
<b>15.0</b>	<b>MAJOR PHYSICAL FEATURES OF THE EARTH</b>				
15.1	Major physical features of the earth: Volcanoes, mountains, rivers and deserts of the world.			■	
15.2	Mountains and plains: Benefits to man			■	
15.3	Volcanoes and their effects on human activities			■	
15.4	Major rivers: Benefits and hazards			■	
<b>16.0</b>	<b>TRADING WITH THE WORLD</b>				
16.1	Regional and international trade			■	
16.2	Trade and transportation	■	✓	✓	✓
16.3	Major benefits of trade: Revenue, taxes, duties				■
16.4	Importance of regional and international trade: CSME, WTO and globalization				■
16.5	Technology and trade				■
<b>17.0</b>	<b>THE FISHING INDUSTRY OF BARBADOS</b>				
17.1	Fishing resources: Inshore, offshore and pelagic. Types of fish caught, methods, boats				■
17.2	Fishing ports and villages				■
17.3	Fishing and cultural celebrations				■
17.4	Conserving fish and other marine life in our waters				■
17.5	Importance of fishing to Barbados				■
17.6	Challenges associated with the fishing industry				■

## ATTAINMENT TARGETS

### CLASS 4

**Discuss and explain culture, local, regional and international trade and methods of communication.**

*The pupils should be able to:*

- ❑ outline why it is necessary for nations to trade with each other;
- ❑ extend the knowledge that people in different places around the world depend on each other for trade;
- ❑ map air routes from countries to Barbados;
- ❑ stimulate an awareness of the need to protect the physical environment;
- ❑ know the location of the country on the map and globe;
- ❑ undertake active projects to beautify the school, the community and the national environment.

**Discuss major physical features of the world and how man has made use of them.**

*The pupils should be able to:*

- ❑ identify some of the major physical features of the earth; e.g. landmass, oceans;
- ❑ identify on outline map volcanoes, mountains and deserts;
- ❑ write short summaries outlining ways in which man has made use of the physical features of the earth;
- ❑ develop an understanding that Barbados is dependent on other countries for raw materials, products and markets;
- ❑ develop pride and respect for different traditions and contributions.

**Explain and discuss rights and responsibilities of good citizenship.**

*The pupils should be able to:*

- ❑ distinguish between citizenship and patriotism;
- ❑ further develop pride in themselves and respect for property, law and order;
- ❑ list characteristics of being a responsible citizen;
- ❑ value the importance of education and use it for self - development;
- ❑ show respect for our progress and cultural heritage;
- ❑ list ways in which the rights of the child can be infringed.

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<b>AN INTRODUCTION TO BARBADOS, THE CARIBBEAN AND THE WORLD</b>  <b>1. What are some hurricane preparedness precautions which should be taken at family and community levels?</b>	Discuss the need for hurricane preparedness at family and community levels.	Role play to identify precautionary measures to be taken. <b>D</b> Create comic strips which illustrate hurricane preparedness. <b>VA</b> Picture study of the effects of hurricanes. <b>LA</b>	Observe and critique the presentation. Complete a word search/ puzzle which identifies associated vocabulary. Create a checklist of 'things to do' for hurricane preparedness.	Newspaper clippings  Resource persons from CERO 'Hurricane Preparedness'-GIS
<b>2. What are some major resources of the region?</b>	Name and locate some major resources of the region.	Question students to identify major resources and countries of production. Use wall map to locate countries. <b>G</b>	Individual map work to name and locate major resources of the region.	Wall map and individual maps of the Caribbean.



TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<p><b>NATIONHOOD AND THE RIGHTS AND RESPONSIBILITIES OF THE INDIVIDUAL</b></p> <p>1. What are some benefits and challenges of independence?</p> <p>2. What is the importance of individual contributions to the growth and stability of Barbados?</p> <p>3. How can we show respect for our national heritage and culture?</p>	<p>Discuss some benefits and challenges of independence.</p> <p>Discuss individual contributions to the growth and stability of Barbados.</p> <p>Identify ways in which we can show respect for our national heritage and culture.</p>	<p>Group work to brainstorm and identify benefits and challenges of independence. <b>LA</b></p> <p>Group work – Research and collect pictures of national heroes. Group discussion on the role of students as citizens of Barbados. <b>LA/SEL</b></p> <p>Group work – Use scenarios which illustrate ways in which we can show respect for national heritage and culture. <b>LA/D/SEL</b></p>	<p>Oral presentations by group leaders.</p> <p>Create booklets on national heroes of Barbados. Create checklists to identify what individuals can do to contribute to the growth and stability of Barbados.</p> <p>List ways in which we can show respect for national heritage and culture.</p>	<p>Civics for Barbados – Chapter 9</p> <p>‘National Heroes of Barbados’ - GIS</p>

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
4. Why are rules and laws important to a community/the world?	Discuss reasons why rules and laws are important to a community/the world.	Role play to illustrate the importance of rule sand laws by using the 'paper clip game.' Create a comic strip/poster to illustrate the importance of rules and laws. <b>LA/VA/D/SEL</b>	Write summaries to demonstrate the importance of rules and laws.	The paper clip game – <a href="http://ofcn.org/cyber.serv/academy/ace/sol/high.html">http://ofcn.org/cyber.serv/academy/ace/sol/high.html</a>
5. a) What are 'rights' and 'responsibilities'?	Define the terms 'rights' and 'responsibilities'.	Brainstorm with the aid of posters/scenarios to define the terms.	Make oral statements to define 'rights' and 'responsibilities'.	'Rights of the Child' – <a href="http://www.unicef.org/">http://www.unicef.org/</a>
b) What are some rights and responsibilities of the child?	List some rights and responsibilities of the child.	Class discussion to identify some rights. Work in pairs to identify some responsibilities that accompany specific rights of the child. <b>LA/SEL</b>	Write summaries on a specific right and associated responsibilities.	
<b>EUROPEAN AND OTHER SETTLERS</b>				
1. Who are the recent settlers from Asia and the Caribbean?	Identify the recent settlers from Asia and the Caribbean.	Class discussion to identify recent settlers and their influence in Barbados. <b>LA/SEL</b>	Dramatize a scenario to illustrate the influence of recent settlers from Asia and the Caribbean in Barbados.	

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<b>NATURAL RESOURCES</b>				
<b>1. What are some ways in which we can conserve regional resources?</b>	Identify ways in which we can conserve our regional resources.	Group work – Role play to illustrate ways in which we can conserve regional resources e.g. natural gas and oil in and around the home.	Class discussion on the presentations.	Caribbean Primary Social Studies – Book 2 Chapters 12 - 14  <a href="http://www.barbados.org">http://www.barbados.org</a>  The environment
<b>2. a) How can we show appreciation for the beauty of the natural environment?</b>	Suggest ways in which we can demonstrate appreciation for the natural environment.	Role play to demonstrate appreciation for the beauty of the natural environment. Create slogans/poems/jingles to encourage an appreciation for the natural environment. Plant and maintain a garden at school. <b>D/LA/SC</b>	Critique the role play, slogans, poems and jingles.   Observe and evaluate plant growth and garden output.	
<b>b) What are the challenges of protecting the natural environment?</b>	Identify some challenges of protecting the natural environment.	Class discussion on some problems associated with maintaining the garden. <b>LA</b>	Create a checklist of activities to improve maintenance of the garden.	

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<b>AGRICULTURE</b>				
1. How can we demonstrate appreciation for the growth and development of agriculture in Barbados?	Suggest ways in which we can show appreciation for the growth and development of agriculture in Barbados.	Role play aided by rhythm poetry which illustrates appreciation for the growth and development of agriculture. <b>D/LA</b>	Mount an exhibition which portrays agricultural scenes through the years.	The Barbados Museum Sunbury Museum Persons who worked on plantations
<b>OUR CULTURE</b>				
1. a) What are some of our local dishes?	Identify some of our local dishes.	Display and discuss pictures of local dishes.(likes/dislikes, nutritional value) <b>HFLE/ SC/IT</b>	Write a poem/jingle/ Composition on 'My Favourite Dish'.	Magazines, local calendars etc. resource personnel – family members
b) How are some of these dishes prepared?	Discuss main ingredients used in the preparation of some Barbadian dishes.  Work together to prepare and present simple Barbadian dishes.	Write recipes for some dishes. Expository writing on a specific dish. Small group preparation of simple dishes and drinks e.g. fishcakes, bakes, coconut bread, sugar cakes, mauby, golden-apple juice, ginger beer. <b>M/HFLE/LA/SEL</b>	Discuss recipes.  Sample and discuss dishes and drinks prepared. Write reports on the preparation of dishes	Resource personnel – PTA members Barbadian recipes Print Media

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
2. a) What are the major ethnic groups in Barbados?	State the major ethnic groups in Barbados.	Role play using costumes to identify different ethnic groups. View pictures and discuss ethnic groupings. Map work to identify origins of groups. Read/Construct graphs that illustrate the composition of the population as it relates to ethnic groups. <b>D/M/SEL</b>	Create booklets which illustrate different ethnic groups in Barbados. Complete word searches/puzzles that identify associated vocabulary.	Magazines Associated wardrobe
b) What evidence is there to suggest that their culture exist?	Identify aspects of our culture which have been influenced by various ethnic groups.	Listen to various types of music. Associate dress and food with ethnic groups. Interactive lectures and discussion on the same. <b>RE/MU/SEL</b>	Critique visual presentations. Complete fact sheets.	Resource materials/personnel from different ethnic groups
3. How can we preserve our history and cultural legacy?	Suggest ways in which we can preserve our history and cultural legacy.	Discuss scenarios which portray ways of preserving our history and cultural legacy. E.g. tolerance, pride and nationhood, appreciation of differences, supporting cultural events. <b>D/LA/SEL</b>	Role play of situations which demonstrate aspects of our history and cultural legacy.	

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<p><b>TOURISM IN BARBADOS</b></p> <p>1. What is the importance of tourism to the individual in Barbados?</p>	<p>Discuss the importance of tourism to the individual Barbadian.</p>	<p>Mount an exhibition to display literature, clothing, artifacts, food and other items which portray our history and culture. Discuss cultural activities in which they participate during the 'crop season'. View and analyse 'the ceremonial delivery of the last canes'. <b>LA/SEL</b></p> <p>Role play to portray the importance of tourism to a variety of persons who work/do not work in the industry. <b>D</b> Discussion on the importance of tourism to the individual Barbadian. <b>LA</b></p>	<p>Class discussion on the items exhibited.</p> <p>Role play to portray some cultural traditions.</p> <p>Write a summary on the importance of tourism to the individual Barbadian.</p> <p>Create slogans/poems to highlight the importance of tourism to Barbadians.</p>	<p>The National Cultural Foundation</p> <p>Literature and personnel from the BTA, BHTA and the Ministry of Tourism.</p>

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<b>TRADING WITH THE WORLD</b>				
<b>1. How are goods transported within the region?</b>	State ways in which goods are transported within the region.	Discuss methods of transporting goods within the region. Discuss and complete simple 'Bills of Laden'. Read and analyse a chart that illustrates the volume of sugar traded over a period of years. <b>M/VA/LA</b>	Draw a flow diagram to illustrate movement of goods from factory to consumer. Make simple statements based on information given on the chart.	Pictures Bills of Laden Statistical information from BSIL.
<b>2.What are some of the uses of foreign exchange earned by the country?</b>	List some of the uses of foreign exchange earned by the country.	Brainstorm and discuss ways in which the country earns foreign exchange. Group assignment to a)collect newspaper articles which show/tell of projects that are funded by Government; b) design posters which display Government's use of foreign exchange. <b>VA/SEL</b>	Create a scrapbook that informs of Government's use of foreign exchange.  Write a paragraph that tells of Government's use of foreign exchange.	Newspapers  Posters  Radio and Television news.
<b>3.Why do nations need to trade with each other?</b>	Identify reasons for trading among nations.	Class discussion to determine reasons why nations trade with each other. Class Debates on advantages and disadvantages of trading. <b>LA/SEL</b>	Write summaries to show why nations trade. List some services which are traded among Barbados and other nations (e.g. teaching, farm-labour etc.).	Literature and Personnel from the IDC/BMA  Caribbean Primary

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
4.Explain the link between communication and trade?	<p>a) Identify the relationship between communication and trade.</p> <p>b) Describe the importance of communication in trading relationships.</p> <p>c) Explain how modern technology increases the relationship between communication and trade.</p>	<p>Group work – research the CSME, the WTO and globalisation. <b>IT/LA/SEL</b></p> <p>Visit a manufacturing industry. <b>SEL/LA</b></p> <p>Interviewing personnel to show linkages between communication and trade as it relates to that specific industry. <b>LA/IT</b></p> <p>Map-work to show links between Barbados and sources of raw materials and markets for that industry. <b>SEL</b></p> <p>Design a communication strategy sheet outlining the levels of communication required in a trading relationship. <b>LA/IT/VA</b></p> <p>Role-play and discussion to show how selected items from a catalogue may be sourced</p>	<p>List some advantages and disadvantages of trading among nations.</p> <p>Oral presentation of research assignments</p> <p>Write reports of interviews conducted.</p> <p>Create booklets to show a case study of the manufacturing industry.</p> <p>True/False statements on communication techniques.</p> <p>Presentations of Role-play (clarity of roles; accuracy of information;</p>	<p>Social Studies – Book 4, Chapter16</p> <p>Civics for Barbados – Chapter 11</p> <p><a href="http://cananews.com">http://cananews.com</a></p> <p>Wall maps of the Caribbean and the World</p> <p>Fact Sheets for interviews</p> <p>Resource Personnel from the manufacturing industry</p> <p>Resource personnel and materials from the Small Business Association</p> <p>Customs and Excise Dept.,</p> <p>FedEx</p>



TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<p><b>THE FISHING INDUSTRY OF BARBADOS</b></p> <p><b>1. What are the categories of fishery resources and how are they caught?</b></p> <p><b>2. Where are some fishing ports and villages located?</b></p> <p><b>3. What cultural celebrations are associated with the fishing industry?</b></p> <p><b>4. How can we conserve fish and</b></p>	<p>Discuss the categories of fishery resources and methods of fishing.</p> <p>Name and locate some fishing ports and villages.</p> <p>Discuss cultural celebrations which are associated with the fishing industry.</p> <p>Suggest ways in which we may conserve fish and other</p>	<p>through communication techniques (internet, magazine etc.) <b>D/SEL</b></p> <p>View, discuss and sort pictures to show categories of fishery resources, methods of fishing and boats used. Interview fishermen. Visit a fishing port and interact with workers. <b>LA/SEL</b></p> <p>Name and locate some fishing ports and villages on a wall map of Barbados.</p> <p>Visit Oistins Fish Festival. Discuss the 'Friday night in Oistins' experience. <b>LA/SEL</b></p> <p>Discuss scenarios which illustrate methods of</p>	<p>communication etiquette) Writing summaries to explain how modern technology increases the relationship between communication and trade.</p> <p>Match pictures with correct names of fish, methods and boats.</p> <p>Name and locate fishing ports and villages on individual maps.</p> <p>Write a report on the festival. Write a paragraph on the importance of the 'Friday night in Oistins' experience.</p> <p>Create poems/jingles/ cartoons to encourage the</p>	<p>'Social Etiquette' - Sunday Advocate (Miss Manners) Catalogues Credit Card</p> <p>'The Fishing Industry of Barbados' Government Printing Dept.</p> <p>A wall map and individual maps of Barbados</p>

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<p><b>other marine life found in our waters?</b></p> <p><b>5. What is the importance of fishing to Barbados?</b></p> <p><b>6. What are some challenges associated with the fishing industry?</b></p>	<p>marine life.</p> <p>Discuss the importance of fishing to Barbados.</p> <p>Identify some challenges. Suggest ways to alleviate /solve the problems.</p>	<p>conserving fish and other marine life. <b>LA/SEL</b></p> <p>Role play to portray the importance of fishing to Barbados. <b>D/LA/SEL</b></p> <p>Brainstorm to list some challenges. Discuss the Barbados-Trinidad saga and scenarios which highlight other challenges. Make suggestions for improvement. <b>LA/SEL</b></p>	<p>conservation of fish and other marine life.</p> <p>Critique the role play.</p> <p>Write a paragraph on any one problem and include suggestions for improvement</p>	<p>Fishermen and other persons working in the industry</p>

## BIBLIOGRAPHY

Albertin, M. & Brathwaite, M. Caribbean Social Studies Books 2,4 (new ed.) U.K: Heinemann 2003

Inniss, W. LeRoy Civics For Barbados (2<sup>nd</sup> ed.) Jamaica: Kingston Publishers Ltd. 1993

The Fishing Industry of Barbados – Government Printing Department

National Heroes of Barbados – Government Information Service

Hurricane Preparedness - Government Printing Department

<http://ofcn.org/cyber.serv/> -

<http://www.unicef.org/>

<http://www.barbados.org>

<http://www.cananews.com>