

OECS Education Reform Unit



Primary Social Studies

Grades K-6



Teachers' Guide

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I HOW THE GUIDE IS ORGANIZED

The teachers' guide is a stimulus to encourage teachers to make the learning of Social Studies **meaningful, challenging, active, integrative and value-based**. The guide is organized in such a way to provide teachers with relevant and useful suggestions on various aspects of Social Studies teaching and learning. The section on the purpose of the guide is to provide a general overview of the emphases and focus of the guide. The purpose is followed by the Social Studies learning outcomes. The goals of Social Studies are presented following the purpose. Teachers are encouraged to keep these goals in mind as they plan for instruction. The section on Values Education, which follows, reinforces the importance of incorporating personal and societal values in Social Studies lessons.

The instructional guidelines section contains suggestions for achieving the goals of the subject through teaching and learning in a meaningful way. The guide provides actual examples of lessons for different grade levels. The section on resources provides suggestions on the variety of resources such as newspapers, local popular music, and other community resources available to achieve the learning outcomes. Teachers are encouraged to use these resources to enhance Social Studies learning.

Assessment is critical to the success of the Social Studies programme. This section of the guide introduces the teacher to a variety of assessment techniques for use in Social Studies classrooms.

It is hoped that teachers will use the guide, try out some of the suggested activities, modify them, and design new ones to share with other teachers. Further samples of lesson plans are included in the appendices, along with a list of resource materials and some assessment rubrics.

II PURPOSE OF THE GUIDE

This guide provides an enabling tool for enhancing teacher expertise in the Social Studies classroom. It offers a range of ideas and suggestions to help teachers organize participatory learning experiences that are designed to prepare students for life-long learning. The links between classroom practices and assessment have also been illustrated to help teachers reflect on the dynamic relationship among teaching, learning and students outcomes.

Social Studies classrooms place major emphasis on **student-centred learning** through the acquisition and development of specific cognitive skills and competencies. The **focus is on learning through activities, practice and participation**. It is the development of these skills and competencies, and their application to social issues and concerns that remain the true focus of Social Studies. These skills are expected to produce the ultimate outcomes of Social Studies: students, as citizens, acquiring and demonstrating social understanding and civic efficacy.

Brophy & Alleman (1993, 1994 and 1996) present a very compelling case for the use of activities, particularly 'out-of-class' activities, in the teaching and learning of Social Studies. They argue that the social concerns and issues of Social Studies exist in the community outside the classroom, and that students can best study and investigate these social issues and concerns in their real-life setting.



Both content and materials used in the Social Studies classrooms should therefore be relevant and meaningful to students. Classroom activities should be such that students see the connection between what is done in school and what they encounter outside of the school, in their everyday real-life situations.

Students should be able to think critically and develop the competencies to analyze and evaluate situations, generate solutions to problems, and make informed decisions. Not only should the Social Studies classroom be an active place, but also learning activities should not be confined to the classroom. The issues and concerns to be studied exist in the community and are best studied in that setting. Further, the skills to be developed are best acquired through practice in real-life situations.

Instruction should be **student-centred**, with the teacher functioning as a guide and facilitator of learning instead of merely as the source of knowledge. Students should be actively involved in their own learning. This active involvement should engage the students in the selection and planning of some learning activities. The teacher should also perceive every student as an individual, with varied needs, interests and problems,

and should provide opportunities for students to be involved in activities which encourage them to make use of all their senses as far as possible.


As we journey further into the twenty-first century, learning experiences should be organized “through the eyes of the child” to investigate, question and evaluate the past and present in response to a fast changing world. These skills will contribute to students playing a meaningful role in shaping their future.

It is hoped that this guide will stimulate the teacher to use creative approaches that enable all students to achieve their full potential. The guide offers ideas and suggestions on:

- the goals of Social Studies
- the expected outcomes of Social Studies learning
- integrating the expected outcomes into Social Studies units and lessons
- instructional approaches and practices
- using a variety of resources in Social Studies lessons
- using a variety of assessment methods and tools for evaluating learning in Social Studies
- making Social Studies active, meaningful, integrated, challenging, and exciting.

Figure 1. Suggested steps in using the guide

9	Share your ideas with other teachers
8	Plan a variety of methods for assessing student learning. (see Section 8.0)
7	Identify resources needed. (see Section 7.0)
6	Select appropriate instructional strategies, e.g. dramatization. (see Section 6.0)
5	Plan instructional objectives.
4	Identify relevant learning outcomes, e.g. 2.2
3	Select the subtopic to be taught from the national syllabus, e.g. Choosing a leader
2	Relate topic to the relevant thematic concept (see pg 10)
1	Select the topic to be taught. e.g. Government



References

Brophy, J. & Alleman, J. (1993). *Elementary Social Studies should be driven by major goals of social education*. *Social Education*, 57 (1).

Brophy, J. & Alleman, J. (1994). *Taking advantage of out-of-school opportunities for meaningful Social Studies learning*. *The Social Studies*, 85 (6).

Brophy, J. & Alleman, J. (1996). *Powerful Social Studies for elementary students*. Fort Worth, Texas: Harcourt Brace Jovanovich.

III THE SOCIAL STUDIES LEARNING OUTCOMES

Introduction

Two central features of Social Studies are:

- **the integrated nature of its content**
- **its focus on the goals of social understanding and civic efficacy.**

These features suggest that Social Studies not only draws on a wide range of potential content for the purpose of investigating social issues, but also focuses on integrating that content. Social Studies encourages students to question, to find out, to speculate, and to learn to make decisions and conclusions based on evidence.

Social Studies, as citizenship education, seeks to prepare students for thoughtful and informed participation in the development of their community, their society, and nation, through an understanding of their heritage and of contemporary social issues. In order to effectively meet this commitment, students need to acquire certain skills which will enable them to find and process information and to examine their values and beliefs. The learning outcomes, as well as teaching and learning activities and assessment practices need to reflect this approach to developing citizenship.

It is therefore important to note that the learning outcomes for the OECS Social Studies programme are generated from, and informed by the existing content and objectives in the national Social Studies curricula across the individual OECS countries. These outcomes have been organized into a systematic format that utilizes the organizing concepts/strands of the National Council for the Social Studies' (NCSS, 1993) Curriculum Standards, - while, at the same time, accommodating the curricular variations across the OECS countries. The intention is to provide a common set of learning outcomes that may be relevant in classrooms across the OECS.

Organization of Learning Outcomes

This format uses a set of ten (10) thematic concepts that are common across grades, each with its own set of expected learning outcomes for each grade level. These are detailed in the following section. The ten thematic concepts are:

1. Culture and Heritage
2. Time, Continuity and Change
3. People, Places and Environments
4. Individual development and Identity
5. Individuals, Groups and Institutions
6. Power, Authority and Governance
7. Production, Distribution and Consumption
8. Science, Technology, and Society
9. Global Connections
10. Civic Ideals and Practice

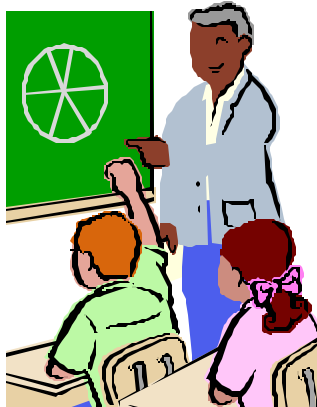
The thematic concepts suggest the **content** to be addressed; and reflect the **integrated nature** of Social Studies, since they draw on a range of social science and related disciplines. Most topics in the curriculum will relate primarily to one or two thematic concepts. For example, for the topic ‘My Family’, the learning outcomes will be related mainly to the thematic concepts ‘Individual Development and Identity’ and ‘Individuals, Groups, and Institutions’. However, some outcomes may relate to ‘Culture and heritage’ and ‘Power, Authority and Governance’. The topic, “My Family”, will therefore be studied in relation to different thematic concepts and from different perspectives. This approach will enable students to develop a deeper understanding of the topic.

Learning outcomes attempt to make clear the knowledge students in a given class/grade are expected to understand, and the skills they are able to perform at the conclusion of a lesson or unit. It is, of course, from these outcomes that specific objectives are identified or generated for specific topics or teaching/learning episodes.

The outcomes and the thematic concepts should therefore form the basis for constructing Social Studies units (see Section 5.0 below), and a guide for formulating lesson plans.

There is, some degree of inter-relatedness among the concepts, given the nature of social issues and the interaction of people with their physical and social environments. To understand culture and heritage, for example, one needs to examine people and places, as well as groups and institutions. Similarly, civic ideals and practices are closely linked with governance and with individual development and identity.

***SOCIAL STUDIES LEARNING
OUTCOMES FOR OECS PRIMARY SCHOOLS
By Grade and Topics***



The harmonization initiative seeks to develop a set of common learning outcomes for Social Studies in OECS Primary schools (Grades K - 6). Using existing curriculum guides in Social Studies from OECS countries, participants at a workshop in Antigua, October 3 - 5, 2001, generated an initial set of learning outcomes across these grades.

It is clear that the development of the outcomes represents a first step - in the redesigning of the Social Studies curriculum and the teaching and learning of Social Studies. It is also considered vital that teachers are prepared effectively and provided with the necessary resources, support and guidance in order to implement the common learning outcomes in Social Studies.

The outcomes below are grouped by thematic concepts; this grouping will assist in accommodating the variations in topics that currently exist among some national curricula.

A. Learning Outcomes: K – Grade 2

1.0 Culture and Heritage

Outcomes		Topics	Grade Level			Social Studies Skills*
			K	1	2	
1.1	Illustrate the ethnic, racial and cultural composition of the community.	Culture, customs and traditions		v		Drawing/colouring, listening, observing, group discussion, participating, comparing, role play and discrimination
1.2	Show how this composition is reflected in the local cultural events, customs, folklore and festivals.	Traditional games			v	Dramatization, modelling, decision-making, cooperating, speaking, listening, participating, questioning and discussion
1.3	Explain the purpose and significance of some local customs, traditions, and cultural celebrations in the community.	Festivals Traditional games	v	v	v v	Discussion, listening, speaking, role-play, participating and understanding
1.4	Give examples of local folk tales and children’s games, and illustrate how these serve as expressions of culture.	Culture, folk tales	v			Role-play, observing, questioning, speaking, listening and participating

Outcomes		Topics	Grade Level			Social Studies Skills
			K	1	2	
1.5	Give examples of customs, which are used for certain purposes such as the production of certain goods, house construction, leisure, entertainment, the spread of information.	Customs and values Relationship in the community	v	v	v	Role-play, speaking, sharing, listening, questioning, appreciating and discussing
1.6	Classify traditional goods and services that are still provided in the community e.g. herbal medicine, utensils, implements and food.	Foods we eat Culture and craft	v		v	Comparing, distinguishing, speaking, listening, drawing, discussing, questioning, appreciating and sharing
1.7	Identify ways in which culture and customs have changed in the community.	Traditions, culture and customs	v			Comparing, speaking, listening, discussing, interpreting, dramatizing, analyzing, researching, questioning, appreciating and sharing

2.0 Time, Continuity and Change

Outcomes		Topics	Grade Level			Social Studies Skills
			K	1	2	
2.1	Identify the early people or groups that settled in the community, and explain how, and why they came.	Early groups in our community			v v	Observing, speaking, listening, role-play, discussing, map-work, appreciating, questioning and interpreting
2.2	Explain the culture, customs, ceremonies and way of life of the early settlers in their community. Investigate the extent to which any of these customs and ceremonies is still in evidence today.	Traditions			v	Discussing, researching, questioning, recording, reporting, listening, communicating and interviewing

	Outcomes	Topics	Grade Level			Social Studies Skills
			K	1	2	
2.3	<p>Locate examples of historical sites and buildings in their community.</p> <p>Explain the role and significance of these buildings and sites in the community's past.</p>	Historical sites			v	Map work, drawing, analyzing, appreciating, listening, discussing, interpreting, describing, speaking and observing
2.4	<p>Compare the community with another one located nearby.</p> <p>Identify ways in which life has changed in the community over the years.</p>	<p>Change in our community</p> <p>Neighbouring communities</p>		v	v	Comparing, speaking, appreciating listening, discussing, distinguishing, researching, drawing, role-play, observing, drawing conclusions, questioning and reporting

3.0 People, Places and Environments

Outcomes		Topics	Grade Level			Social Studies Skills
			K	1	2	
3.1	Give physical descriptions of places of importance in the community (home, school, church, community centres, post-office etc.) using size, colour, shapes, texture, materials used.	Places in the community My home Our Community Our physical surroundings	v v v v	v v v	v	Map work, drawing, listening, interpreting, describing, researching, reporting, speaking and observing
3.2	Describe the location of homes, classrooms, school, and other important places in the community in terms of proximity (near to, far from, by) Describe the location of their home classroom, school and other important places in the community in terms of direction (opposite, right, left) from landmarks such as roads, bridges, prominent buildings, play grounds, etc.	Map and Globe skills Locating places in the community		v		Observing, map-work, describing, drawing, speaking, comparing, questioning and role-playing

Outcomes		Topics	Grade Level			Social Studies Skills
			K	1	2	
3.3	Use simple cardinal directions and estimates of distance to locate local places and neighboring communities. Describe the route taken to school.	Physical surroundings Important buildings in the community Getting to school My neighbourhood	v	v v v v	v	Observing, map-work, speaking, estimating, interpreting, identifying, problem-solving, listening, comprehending, reporting and measuring
3.4	Locate places and features of their local community or country on pictorial maps.	Our country Our towns and settlements		v v	v	Map-work, observing, discussing, listening, speaking drawing and comparing
3.5	Recognize major features of the landscape in the community and identify these on a map.	Caribbean region Physical surroundings Natural environment Our country	v v v		v	Identifying, map-work, comparing, listening, speaking reporting, drawing, describing and interpreting

Outcomes		Topics	Grade Level			Social Studies Skills
			K	1	2	
3.6	Identify the different types of resources. Give the reasons why it is important to use our resources wisely	Resources Animals and plants in the environment Conserving the environment	v		v v v	Identifying, comparing, speaking, analyzing, interpreting, discussing, appreciating, listening and drawing
3.7	Explain the importance of properly disposing of garbage. Plan and participate in a class or group project aimed at reducing wastage or correcting the misuse of a local natural resource.	Clean neighbourhood Use of resources			v v	Explaining, speaking, listening, appreciating, participating, reporting, problem-solving, critical thinking, creative thinking, planning, organizing, discussing, decision-making, cooperating and recording

Outcomes		Topics	Grade Level			Social Studies Skills
			K	1	2	
3.8	Explain the safety methods involved in the use of specific resources (e.g. water).	Use of resources Safety and care	v		v	Decision-making, explaining, peer-tutoring, role-playing, comprehending, observing, listing, speaking, communicating, discussing, problem-solving and critical thinking
3.9	Identify and define the different elements of the weather. Illustrate how the elements of weather are measured and recorded, and give a weather report.	What is weather? Elements of weather Measuring weather features				Identifying, illustrating, measuring, reporting, recording, distinguishing, experimenting, listening, speaking, defining and sharing

4.0 Individual Development and Identity

	Outcomes	Topics	Grade Level			Social Studies Skills
			K	1	2	
4.1	Describe self in terms of name Describe self in terms of physical appearances Describe self in terms of aptitudes and feelings. Demonstrate respect for self in terms of cleanliness, language and behaviour.	Myself Good manners and behaviour When do I feel happy When do I feel sad What can I do?	v v v v	v v v v	v v v v	Describing, drawing, observing, listening, decision-making, demonstrating, speaking, communicating and sharing
4.2	Identify ways in which each individual is similar to and different from others.	I and others	v			Identifying, observing, listening, measuring, comparing, speaking, discussing and estimating
4.3	Explain how we should take care of our bodies.	Keeping healthy	v			Appreciating, explaining, problem-solving, drawing, listening, speaking, questioning, decision-making, and discussing
4.4	Explain why we should take care of our bodies.	Abuse of drugs				Role-playing, explaining, problem-solving, speaking, listening, decision-making, questioning and critical thinking
4.5	Identify the right to a name, opinion, privacy, safety, education and play as some of the basic rights of all children.	Myself Rights of a child	v	v	v	Identifying, appreciating, analyzing, listening, speaking, interpreting, explaining, discussing, questioning and adjusting
4.6	Describe the unique features of one's own family.	My family	v	v	v	Describing, appreciating, role-playing, listening, speaking, discussion, drawing, questioning and empathizing,
4.7	Identify ways in which families may differ, or may change.	Our neighbours		v		Identifying, listening, speaking, reporting, comparing, distinguishing, role-playing, drawing, observing, discussing and communicating

Outcomes		Topics	Grade Level			Social Studies Skills
			K	1	2	
4.8	Explain why all individuals and families are important and special.	Self awareness/ respect My family is important	v	v	v	Appreciating, speaking, critical thinking explaining, drawing and listening
4.9	Show respect for the name, physical appearance and opinions of peers and others.	We have the right to our views	v	v	v	Appreciating, observing, listening, speaking, communicating, demonstrating, group- interaction skills, empathizing and interpreting
4.10	List possible causes of accidents in the home and at play.	Safety and care	v	v	v	Listening, observing, questioning, speaking, drawing, describing, comprehending, dramatizing and reporting
4.11	Plan and institute some safety precautions.	Safety measures	v	v	v	Planning, organizing, group interaction, decision-making, critical thinking, reporting, listening, speaking and questioning
4.12	Recognize the types of street signs and other signs that are designed to protect children (e.g. pedestrian crossing).	Road safety	v	v	v	Identifying, observing, listening, speaking, designing, problem-solving, drawing, questioning, reporting and recording
4.13	Describe the purpose of street signs and other signs that are designed to protect children.	Road safety signs and signals	v	v	v	Describing, appreciating, listening, questioning, speaking, observing, critical thinking, role-playing and problem-solving
4.14	Work independently, and with a partner, to decide on an appropriate course of action in dealing with a problem/ situation.	Cooperating with others		v	v	Problem-solving, creative thinking, decision- making, critical thinking, peer tutoring, communicating, listening, speaking, questioning and researching

5.0 Individuals, Groups and Institutions

Outcomes		Topics	Grade Level			Social Studies Skills
			K	1	2	
5.1	Illustrate the roles of the different family members.	Home and family	v	v		Illustrating, role-playing, appreciating, critical thinking, listening, speaking, questioning and problem-solving
	Suggest ways in which children can assist their families.	Children in families	v	v	v	
5.2	Provide examples of cooperation within the family and in the community.	Cooperation in the family	v	v		Cooperating in groups, speaking, listening, critical thinking, discussing and appreciating
5.3	Explain the importance of rules and laws in helping people to live and work together in the home, school and community	Behaviour at home School rules Behaviour and community customs	v v		v	Explaining, appreciating, critical thinking, listening, speaking, dramatizing and communicating

Outcomes		Topics	Grade Level			Social Studies Skills
			K	1	2	
5.4	Name the various groups and institutions in the community, (family, school, church, government agencies)	Functions of family The school School organization Our community The home Social groups	v	v v v v v	v v v v	Identifying, speaking, listening, observing, discussing, drawing, questioning and role-playing
5.5	Explain the particular functions that each group performs.	Groups and their functions	v	v	v	Explaining, communicating, questioning, role-playing, listening researching, reporting and cooperating
5.6	Identify groups in the community that assist other persons or groups in times of need.	Groups in the community School events Relationships in the neighbourhood	v	v v	v v	Identifying, observing, role-playing, appreciating, listening speaking and describing
5.7	Describe occasions when people in the community come together to share achievement, joy or sorrow in the home, school, or neighbourhood.	Sharing in the community		v	v	Describing appreciation, role –playing, drawing, communicating, empathizing and sharing
5.8	Describe some of the things we do in order to stay healthy.	Things the family does to keep healthy	v		v	Describing, drawing, problem-solving, listening, speaking, appreciating, speaking and role-playing
5.9	Identify the persons in the community who help to keep us healthy	Health workers in the community Foods we eat	v v	v v	v v	Identifying, communicating, reporting, drawing, researching and recording
5.10	Explain the work of the persons who keep us healthy	Clean neighbourhoods Environmental workers		v	v	Explaining, role-playing, observing, appreciating, listening, speaking and problem-solving
5.11	Give examples of conflict within and between families and groups in the community. Suggest ways of dealing with such conflicts.	The family Social relationships Living together	v v	v v	v v	Problem-solving, listening, decision-making, communicating, critical thinking, listening and speaking

Outcomes		Topics	Grade Level			Social Studies Skills
			K	1	2	
5.12	Identify some of the heroes, outstanding individuals, and outstanding achievement of their community and their country.	Heroes in my community National heroes			v v	Identifying Researching Recording Reporting Appreciating Cooperating Sharing Questioning Listening Analyzing Comparing Observing Role-playing
5.13	Explain the significance of these personal and national achievements.	Achievements of my community National achievements		v	v v	

6.0 Power, Authority and Governance

Outcomes		Topics	Grade Level			Social Studies Skills
			K	1	2	
6.1	Define “patriotism”	Patriotism	v			Defining, analyzing, communicating, describing, critical thinking, drawing, interpreting listening, speaking, researching, recording and reporting
	Identify and describe the details of the national symbols of the country.	National symbols	v	v		
6.2	Explain the importance of leaders.	Leadership in the school The family Our government Leaders in the community	v		v	Explaining, describing, appreciating, communicating and problem-solving
6.3	Identify leaders in the home, school, church, community groups, and the nation.	Leaders in the family Leaders in the community Leaders in the nation	v v v	v v v	v v v	Problem-solving, identifying, communicating, listening, drawing, appreciating, comparing, observing and interpreting.
6.4	Explain the importance of rules and laws in helping people to live and work in safety and security in the community.	School rules Traffic rules	v	v	v	Explaining, appreciating, problem-solving, decision-making, communicating and role-playing
6.5	Predict some of the consequences for self and others when rules and laws are not obeyed.	Obeying rules	v	v	v	Predicting, appreciating, problem-solving, communicating, analyzing, role-playing and critical thinking
6.6	Identify the persons, groups, and institutions associated with keeping law and order in the community.	Keeping law and order The police service The law courts			v v	Identifying, problem-solving, role-playing, appreciating, communicating, researching, recording and reporting

7.0 Production, Distribution and Consumption

Outcomes		Topics	Grade Level			Social Studies Skills
			K	1	2	
7.1	Give examples of the goods and services which the family and the community provide.	Providing our needs (clothing etc.) Clothes for different occasions	v v	v v	v v	Listening, speaking, listing, researching, recording, reporting and appreciating
7.2	Identify the jobs people do in producing these goods and providing these services.	Goods and services Work and workers Needs and wants Local industries	v v	v	v v v	Identifying, appreciating, observing, decision-making, researching, recording reporting, communicating, role-playing and creative thinking
7.3	Give reasons why some communities obtain goods and services from other communities.	Goods and services in the community Trading			v v	Problem-solving, analyzing, decision-making, researching, reporting, communicating and observing

8.0 Science, Technology and Society

Outcomes		Topics	Grade Level			Social Studies Skills
			K	1	2	
8.1	Give examples of different means of transportation and communication in their community.	How do we communicate?	v	v	v	Listing, communicating, comparing, designing, observing, problem-solving, interpreting and questioning
	Compare modern means of transportation and communication in the past with those used.	Means of travel Transportation centres	v	v	v	
8.2	Give reasons why transportation and communication are important to people and communities.	Why do we travel?	v	v	v	Interpreting, communicating, critical thinking, observing, problem-solving and questioning
		Why do we communicate?	v	v	v	
8.3	Suggest what life would be like without transportation and communication.	Moving between communities		v	v	Critical thinking, communicating, problem-solving and creative thinking

10.0 Civic ideals and Practice

Outcomes		Topics	Grade Level			Social Studies Skills
			K	1	2	
10.1	Show respect for the rights, feelings and property of other children and neighbours.	Respect for others	v	v	v	Appreciating, analyzing, role-playing, empathizing, communicating, questioning and predicting
	Predict some of the consequences of violating the rights of others.	Social responsibilities		v	v	
10.2	Adhere to standards of behaviour concerning school attendance, dress/uniform, safety, property, language, work and dealing with conflicts.	Social responsibilities		v	v	Observing, communicating, critical thinking, role-playing and questioning
		Good manners and behaviour	v	v	v	
		School rules	v	v	v	
10.3	Give examples of special activities that children can undertake to make their neighbourhood a better place.	Safety in the neighbourhood Sharing in the community	v	v	v	Role-playing Creative thinking Critical thinking Communicating Questioning Observing Problem-solving Researching Recording Reporting

Outcomes		Topics	Grade Level			Social Studies Skills
			K	1	2	
10.4	Give examples of ways in which young children can help persons with special needs in their family, school, church or neighbourhood.	Helping people in need	v	v	v	Analyzing, critical thinking, problem-solving, questioning, communicating, role-playing, researching, recording and reporting

B. Learning Outcomes: Grades 3 - 4

1.0 Culture and Heritage

Outcomes		Topics	Grade Level		Social Studies Skills
			3	4	
1.1	Illustrate the ethnic, cultural and racial composition of the nation.	Early settlers Culture and customs	v v	v v	Discussing, creating (drawing weaving etc.), Researching, Communicating (report), Critical thinking
1.2	Explain how the ethnic, cultural and racial composition of their country is reflected in the cultural events, customs, folklore and festivals.	Ethnic Festivals of the groups in community	v v	v v	Discussing, creating (drawing weaving etc.), Researching, Communicating (report), Critical thinking
1.3	Explain the purpose and significance of some customs, traditions and cultural celebrations in their country.	Culture and customs Planning of the festivals	v v	v v	Discussing, creating (drawing weaving etc.), Researching, Communicating (report), Critical thinking problem-solving
1.4	Present information on the different ethnic groups in the community and nation.	Contribution of ethnic groups in the community - composition	v	v	Communicating (discussion) researching Role-playing

Outcomes		Topics	Grade Level		Social Studies Skills
			3	4	
1.5	Give examples of local and national languages, folk tales, children's games, and music.	Culture and customs of local community Culture of national community	v v	v v	Creative activities – singing, rap, speaking, dancing, poetry, song writing, steel band, iron band and drumming
1.6	Identify ways in which culture and customs have changed in their country. Explain why the local culture should be supported and preserved.	Way of life of different groups New practices and celebrations	v v	v v	Creative activities – singing, rap, speaking, dancing, poetry, song writing, steel band, iron band and drumming

2.0 Time, Continuity and Change

Outcomes		Topics	Grade Level		Social Studies Skills
			3	4	
2.1	Identify the early groups of people who came to their country.	Ethnic groups who came	v	v	Creating (drawing etc) Communicating (interviewing) creative thinking
2.2	Explain when, why, and how they came.	Slavery Explorers	v	v	Creating (drawing etc) Communicating (interviewing) , creative thinking
2.3	Portray the culture, customs, and way of life of the indigenous peoples of the nation.	Culture and customs of early people	v	v	Communication – discussion seeking information
2.4	Explain the extent to which any of these customs are still present today.	Survival of early customs	v	v	Communicating, creative thinking, analytical thinking
2.5	Identify examples of historical sites and buildings in the country.	Early settlements Historical sites and buildings in the community	v	v v	Academic Social
2.6	Identify ways in which groups and institutions in the country have changed over time	Institutions in the community Change in social life Change in political system			Creative (drawing etc) Communicative (interviewing) Social, creative thinking Communication – discussion Academic – seek information Role-play Analytical thinking

3.0 People, Places and Environments

Outcomes		Topics	Grade Level		Social Studies Skills
			3	4	
3.1	Graphically illustrate the major characteristics of the local population, size, composition, growth, distribution.	Population of the - community - country	v	v	Research (gathering information and statistical) Analytical and critical Creative thinking Mathematical skills, community reporting
3.2	Explain possible consequences of change in population characteristics. Give reasons why people sometimes move from one area to settle in another.	Effect of change in population Settlements Migration	 v v	v v	Creative, critical, analytical Social skills – discussion Academic (research)
3.3	Illustrate the effect of migration on people	migration	v	v	Creative, critical, analytical Social skills – discussion Academic (research) Creative (drawing and map reading)

Outcomes		Topics	Grade Level		Social Studies Skills
			3	4	
3.4	Name and locate the major settlements on a map.	Settlements The landscape	v	v	Map reading, Social skills (speaking) Academic (speaking, research writing) Creative (drawing)
3.5	Describe the physical surroundings of the community.	Natural features	v	v	
3.6	Indicate what human-made changes have been made to the local environment.	Map and globe skills The community	v	v	Observation, social skills (discussion) Map reading, critical thinking Decision making
3.7	Use directions and distances to locate the country in relation to neighbouring water bodies and landmasses.	Countries of the Caribbean Locating our country	v	v	Map reading, creative (drawing) Academic – speaking, writing Creative thinking analytical
3.8	Identify the country on a large map of the Caribbean.	Map and globe skills			Map reading
3.9	Name and illustrate the physical features of the country.	The landscape	v	v	Map reading, creative (drawing and sketching) Social skills – discussions
3.10	Locate the physical features on a blank map.	Exploring my community	v	v	Map drawing
3.11	Indicate the benefits of physical features of the country	Benefits of Natural features		v	Map reading, creative (drawing) Academic – speaking, writing Creative thinking, analytical
3.12	Demonstrate knowledge of types and examples of resources.	Resources Plant, animals etc.	v	v	Discussion Observation
3.13	Explain the use and importance of local resources to the country.	Use of resources	v	v	Academic – research, reporting, speaking and writing - analytical skills Social – discussions, decision making
3.14	Classify and explain the local weather features	Weather conditions	v	v	Observation, academic – research, reports
3.15	Give examples of how the weather affects the lives of people.	How weather affects our lives		v	Discussions, creative and critical thinking, math skills, decision making

Outcomes		Topics	Grade Level		Social Studies Skills
			3	4	
3.16	Suggest reasons for conserving the natural resources.	Resources Conserving resources	v v	 v	Discussion, research, critical and analytical thinking, creative and decision making
3.17	Propose a course of action for preserving the natural environment.	Preservation of the environment		v	Academic, analytical and creative thinking Decision – advocacy, social, art skills
3.18	Collect geographical information about their country.	Graph skills Information-search skills	v v	 v	Math skills, information research, social skills and creative skills
3.19	Collect economic information about their country.	Graph skills Information skills	v v	v v	Academic (research) social – interview discussion, speaking and writing, math analytical
3.20	Classify geographical information about their country.	Map drawing/shading	v	v	creative skills (drawing) mathematical skills
3.21	Classify economic information about their country.	Graph skills	v	v	map skills
3.22	Present in different forms geographical information about their country.	Graph skills Map drawing skills	v	v v	
3.23	Present in different forms economic information about their country	Graph skills		v	

5.0 Individuals, Groups and Institutions

Outcomes		Topics	Grade Level		Social Studies Skills
			3	4	
5.1	Explain the roles of citizens.	Citizens of my country	v	v	Discussing, academic – researching and reporting, writing, social skills, interviewing, analytical and critical thinking skills, decision-making
5.2	Explain their rights and responsibilities as citizens of their country.	Responsibilities of citizens Rights of citizens	v v	v v	
5.3	Identify groups and institutions, e.g. ethnic, social, cultural service/ volunteer, political, trade etc.	Groups in the community Trade unions, credit unions etc. Service clubs	v	v	Observing, speaking, writing, listening Academic – research Social – interviewing, analytical
5.4	Explain the importance of the functions of social, political and cultural groups.	Groups in the community	v	v	Speaking, listening, writing, interview, computer skills
5.5	Give examples of co-operation among groups in society.	Cooperation among groups	v	v	Observing, academic skills, social skills
5.6	Identify symbols, monuments, heroes, outstanding individuals and awards.	National achievements National heroes	v v	v v	Observing, listening, speaking, writing, computer skills, social skills, academic
5.7	Explain how symbols are used to promote national identity, pride and achievement.	National symbols Symbols of groups	v v	v v	Discussing – speaking, listening, writing, social skills, decision-making, social and political skills (cognitive skills) problem solving

6.0 Power, Authority and Governance

Outcomes		Topics	Grade Level		Social Studies Skills
			3	4	
6.1	Identify the persons, groups and institutions responsible for maintaining law and order in the country.	Our government The police service Community policing	v v v	v v v	Social and communicative Academic – research
6.2	Give examples of the functions and responsibilities of law and order agencies.	The police The law courts	v	v v	Academic, social and communicative thinking, analyzing
6.3	Explain the importance of rules and laws in the home, school, community and country.	Exercising one’s rights Rules of the home School rules, national laws	v	v	Academic creative and analytical thinking Drawing, reporting social Social and communicative thinking, analyzing Academic – research Creative and analytical thinking
6.4	Demonstrate/ enact a scenario of the consequences of having no rules or laws in the country.	Importance of rules and laws		v	Drawing, reporting, Role play (demonstration skills) Social and communicative thinking, analyzing Academic – research, Creative and analytical thinking
6.5	Describe how governments and leaders in the country are elected. Explain the importance of having leaders and the roles performed by the different leaders in government.	Our government Leaders and leadership	v	v v	Drawing, reporting, Role playing (demonstration skills) Decision-making Academic, communicative skills Role play (demonstrative) Problem solving skills Listening, speaking

7.0 Production, Distribution and Consumption

Outcomes		Topics	Grade Level		Social Studies Skills
			3	4	
7.1	Give examples of the types of industries found in the country.	Our main industries Economic activities	✓	✓	Social and academic skills Creative mathematical Skills, social and political skills
7.2	Illustrate the types of products/ outputs from local industries and the technology employed.	Local industries	✓	✓	Social and academic skills Creative math. Skills, social and political skills Observation, computer skills, creative and analytical skills
7.3	Identify the workers who produce goods and provide services in the country.	Earning a living Workers and occupation	✓ ✓	✓ ✓	Social and academic skills Creative math. Skills, social and political skills Co-operation and communicative skills
7.4	Make an assessment of the value of jobs and their contribution to the local community.	Businesses in the community Goods and services	✓ ✓	✓ ✓	Analytical thinking Creative thinking Discussing Decision making Academic skills
7.5	Explain the concepts goods, surplus, demand, exchange, income and jobs.	Earning a living Exports and imports	✓	✓ ✓	Conceptualizing Speaking
7.6	Explain the term 'trade'	Trade		✓	

Outcomes		Topics	Grade Level		Social Studies Skills
			3	4	
7.7	Identify the tourism activities of their country.	Tourism and tourists		v	Observing Listening Research Interpreting Classifying Map work Mathematical skills Decision making skills Social and co-operative Academic – speaking and writing Mathematical drawing
7.8	Explain the importance of tourism to a country.	People who work in tourism	v	v	
7.9	Collect information on various economic activities and practices in their country.	Information collection		v	
7.10	Present the information in various forms (e.g. charts, maps, graphs, stories etc).	Making graphs and charts Writing summaries		v v	

8.0 Science, Technology and Society

Outcomes		Topics	Grade Level		Social Studies Skills
			3	4	
8.1	Compare the different forms of transportation and of communication used within the country with those of the past.	Transportation and communication: past and present	v	v	Questioning, observing Interviewing, speaking Critical thinking, Creative thinking Speaking and listening Researching Decision making
8.2	Identify workers in communication and transportation	Workers in transportation and communication	v	v	
8.3	Predict some of the possible consequences of changes in transportation and communication.	New forms of communication	v	v	
		New forms of transportation	v	v	

10.0 Civic Ideals and Practice

Outcomes		Topics	Grade Level		Social Studies Skills
			3	4	
10.1	Give examples of the rights and responsibilities of members of society.	Human rights Citizenship		✓ ✓	Listening, speaking, thinking Conceptualizing, conceptualization Critical
10.2	Explain the importance of each individual's participation in the development of the society.	People are important to development		✓	Analytical Creative thinking
10.3	Demonstrate sensitivity and tolerance towards people of other racial and ethnic groups.	Human rights Tolerance	✓	✓ ✓	Social skills Conflict resolution, role play Co-operative, listening and speaking
10.4	Illustrate the importance of fostering cooperation in the home, school, church, and society.	Cooperation and conflict in the community		✓	Co-operative skills, listening and speaking Role playing skills
10.5	Indicate ways in which individuals can demonstrate love for their country and respect for its laws and institutions.	Patriotism, National pride	✓		Creative – poetry writing, singing and dancing (music) Academic – research Decision making Conflict resolution skills

c. Learning Outcomes: Grades 5 - 6

1.0 Culture and Heritage

Outcomes		Topics	Grade Level		Social Studies Skills
			5	6	
1.1	Identify the ethnic, racial and cultural composition of population across the Caribbean region.	Customs and cultural practices	v	v	Researching, constructing bar graphs, interpreting, discussing, comparing and contrasting, reporting, observing, listening and speaking
1.2	Explain how this diversity is reflected in the folk lore, customs, cultural events and festivals.	Caribbean population: diversity		v	Comparing and contrasting Critical thinking Listening and speaking
1.3	Give examples of the music, language, and artistic creations in different Caribbean countries.	culture of the early groups	v	v	Comparing and contrasting Categorizing
1.4	Explain how this creativity expression, preserves and enhances culture and heritage.	Caribbean culture and customs	v	v	Reporting Critical thinking
1.5	Describe the influence of other cultures on Caribbean culture.	Cultural links Caribbean culture Preserving Caribbean culture	v v v	v v v	Researching Reporting

Outcomes		Topics	Grade Level		Social Studies Skills
			5	6	
1.6	Construct and administer simple data collection instruments: questionnaires, interviews, observation schedules, document search.	Skills (graphic) Data collection Data display Data interpretation Data Analysis	v v v v v	v v v v v	Data collecting Data displaying
1.7	Present and interpret the data collected from instruments and draw conclusions.				Compare and contrast Translating data Analysis Interpretation
1.8	Explain how the cultural customs and practices in the nation and across the Caribbean have changed over time.	Religious and social practices of early groups Change in cultural practice Change in religious practice	v v v	v v v	Researching Interpreting Decision making

2.0 Time, Continuity and Change

Outcomes		Topics	Grade Level		Social Studies Skills
			5	6	
2.1	Identify the early groups of people who came to the Caribbean region.	Early groups/ settlers in Caribbean	v	v	Researching Comparing and contrasting information Reading Interpreting time line Drawing Discussion Role play/simulation
2.2	Explain when, how and why they came.	Reasons for settlement of Caribbean	v	v	
2.3	Illustrate the sequence of early settlement in the Caribbean	Migration of early groups	v	v	
2.4	Illustrate the movement/ migration of people.	Population changes in the Caribbean	v	v	
2.5	Describe the culture, customs, and way of life of the indigenous Caribbean peoples.	Early groups in the Caribbean	v	v	
2.6	Explain to what extent these indigenous customs are still present in the Caribbean today.	Early cultural forms that are still present	v	v	
2.7	Explain some of the major changes that have taken place in the landscape, population, and economic activities in the Caribbean since its early settlement.	Changes in landscape	v	v	
		Caribbean population	v	v	
		Historical sites and buildings	v	v	
2.8	Identify ways in which groups and institutions in the Caribbean have changed over time, and are likely to change in the future.	Population changes in the Caribbean	v	v	
		Caribbean culture and customs	v	v	

3.0 People, Places and Environments

Outcomes		Topics	Grade Level		Social Studies Skills
			5	6	
3.1	Identify and explain the various factors affecting population change and density, and illustrate examples of these in the Caribbean and the wider world.	Migration of early groups/ people Migration today	v v	v v	Comparing and contrasting Analyzing Discussing Locating Estimating Interpreting information Summarizing Classifying Listening
3.2	Explain how the world's population is distributed – where people live.	Where people live Caribbean population	v v	v v	
3.3	Give reasons why people sometimes move from one area or country to another.	Migration Early civilization and settlements	v v	v v	
3.4	Name and locate the major towns and settlements on a map of the Caribbean.	The Caribbean region	v	v	
3.5	Summarize the physical surroundings of major settlements in the Caribbean.	Caribbean towns and cities Settlements	v v	v v	
3.6	Describe the Caribbean region in terms of cardinal directions, landmasses, water bodies, and latitude and longitude.	Caribbean environment Latitude and longitude	v v	v v	
3.7	Classify the various island groupings in the Caribbean (e.g. political, physical, economic, settlements).	Caribbean environment Physical and political groupings in the Caribbean	v v	v v	

Outcomes		Topics	Grade Level		Social Studies Skills
			5	6	
3.8	Identify the major resources of the Caribbean region.	Caribbean environment Human and non-human resources	v	v	Identifying Classifying Describing Reporting/communicating Listening Creating Discussing Critical thinking Co-operating Problem solving
3.9	Classify the major resources of the Caribbean region.	Renewable and non-renewable resources Resources and industries	v	v	
3.10	Describe a course of action for individuals and for the family in preparing for the various natural disasters that affect the region.	Natural disasters in Caribbean Man-made disasters Disaster preparedness	v	v	
3.11	Identify the different continents and oceans.	Continents of the world Oceans of the world	v	v	
3.12	Present information on creativity in the Caribbean region using poems, songs etc.	Songs and poems of the Caribbean	v	v	

5.0 Individuals, Groups, and Institutions

Outcomes		Topics	Grade Level		Social Studies Skills
			5	6	
5.1	Identify Caribbean heroes, outstanding individuals and groups, institutions, and outstanding Caribbean achievements.	Caribbean heroes Regional groups and institutions	v	v	Discussing Analyzing Researching Communicating Interpreting
5.2	Explain how knowledge of outstanding people may be used to enhance and promote patriotism, Caribbean identity and Caribbean integration.	Patriotism A Caribbean Identity Integration of Caribbean people	v	v v v	
5.3	Give examples of the contribution of various groups to the development of the Caribbean region.	Regional groups and institutions		v	
5.4	Define the terms “interdependence” and “regional co-operation”.	Regional co-operation	v	v	
5.5	Give examples of interdependence and cooperation among Caribbean organizations.		v	v	Identifying
5.6	Suggest solutions to some of the social issues and problems facing the people of the Caribbean region.	Drug abuse Alcohol abuse HIV/AIDS	v v v	v v v	Problem-solving

6.0 Power, Authority and Governance

Outcomes		Topics	Grade Level		Social Studies Skills
			5	6	
6.1	Identify some of the regional institutions responsible for law and order in the Caribbean.	Regional law enforcement groups and institutions		v	Identifying Comparing and contrasting
6.2	Give examples of the purpose and functions of law enforcement groups.	Courts of law		v	Communicating Peer tutoring
6.3	Identify the different systems of government in the Caribbean region.	Constitutional monarchy Republic	v v	v v	Providing feedback/responding
6.4	Explain how governments and leaders in the Caribbean are elected.	Political systems in the Caribbean Regional leaders	v v	v v	Discussing
6.5	Explain the roles performed by leaders in government in the country.	Prime Minister Leader of the Opposition Parliament	v v v	v v v	

7.0 Production, Distribution and Consumption

Outcomes		Topics	Grade Level		Social Studies Skills
			5	6	
7.1	Explain the ways in which individuals, communities and countries meet their needs for food, shelter, clothing, and to improve their standard of living.	Employment Industries	v v	v v	Researching information Communicating Classifying information Interpreting information Describing Comparing and contrasting Identifying Data collection Presenting data Analyzing Constructing graphs Construction charts Drawing conclusion
7.2	Classify the major industries and products of the Caribbean.	Work and occupations of Caribbean people	v	v	
7.3	Explain how manufactured products are made: raw materials, energy sources, process and labour force.	Caribbean products Natural resources Primary and secondary industries	v v v	v v v	
7.4	Describe the trade among Caribbean countries and with the rest of the world.	Work and money Trade, import and exports	v v	v v	
7.5	Give examples of different types of tourism. Explain the effects of tourism on the Caribbean.	Tourism and tourist industry. Employment in tourism Social and cultural effect of tourism	v v v	v v v	
7.6	Identify the organizations that form the service industry in the Caribbean.	Services and service industries Transportation and communication	v v	v v	
7.7	Collect and present information on different economic activities in the Caribbean, and interpret and draw conclusions from this information.	Making graphs Making charts Understanding data	v v v	v v v	

8.0 Science, Technology and Society

Outcomes		Topics	Grade Level		Social Studies Skills
			5	6	
8.1	Explain and illustrate how technology has had an impact on the personal lives and health of people in the Caribbean and throughout the world, and on their beliefs and sense of values.	Technology in the following areas: <ul style="list-style-type: none"> - beliefs - values - medicine - food production 		v	Explaining Illustrating Comparing and contrasting information Identifying Making predictions Drawing conclusions Interpreting information Discussing
8.2	Identify examples of how science and technology have changed the physical environment and affected our resources.	Transportation and communication Highways, airports, telephones, computers	v v	v v	Researching Critical thinking
8.3	Compare the current forms of transportation and of communication with some of the forms predicted for the future.	Electronic media	v	v	

9.0 Global Connections

Outcomes		Topics	Grade Level		Social Studies Skills
			5	6	
9.1	Explain how current events in the world affect the safety and well-being of people in the Caribbean.	Wars Disease Natural disasters	v v v	v v v	Identifying Decisions-making Locating Interpreting information Analyzing Categorizing Map skills
9.2	Give examples of the interdependence of people and countries of the world	United Nations Commonwealth of Nations	v v	v v	
9.3	Explain how membership of international organizations benefits the people of the world.	Benefits from international organisations Rights of the child		v v	
9.4	Name and locate the continents, oceans, and major countries of the world.	Homelands of the world Map skills	v v	v	

10.0 Civic Ideals and Practices

Outcomes		Topics	Grade Level		Social Studies Skills
			5	6	
10.1	Recognize the political groupings among Caribbean people.	Nation – states of the Caribbean OECS CARICOM	v v v	v v v	Comparing and contrasting Critical thinking Decision making Discussing Simulation/role play
10.2	Suggest ways of strengthening Caribbean interdependence and integration.	Integration in trade, culture, education, health economies (CSME) (CXC)	v	v	
10.3	Explain the importance of participation in the democratic process.	The right to vote Participation in family and community governance	v v	v v	

It is clear that the development of the learning outcomes represents a first step in the harmonization of the Social Studies curriculum. Teachers should prepare properly and should be provided with the necessary resources, support and guidance in order to implement the common learning outcomes in Social Studies.

The outcomes form the basis for the development of individual lessons. The topics suggested should be stimulus to guide the teacher in developing additional relevant topics to suit the particular class.

References

National Council for the Social Studies (NCSS). (1993). A vision of powerful teaching and learning in the Social Studies: Building social understanding and civic efficacy. *Social Education*, 57 (5).

IV. THE GOALS OF SOCIAL STUDIES

“Social Studies is the study and investigation of social issues.”

Like every other subject area, Social Studies has a clearly defined set of goals. Social Studies educators agree that there are, in fact, five major goals of Social Studies that teachers need to focus on in their classes. The goals of Social Studies are:

- **Knowledge:** Social Studies seeks to provide students with knowledge of social issues and concerns. It also provides students with the important concepts that help them organize and interpret knowledge and experiences. Students will increase their knowledge and understanding of issues such as, caring for the environment, groups that settled in the Caribbean, and selection of leaders to represent us in various social and political groups.
- **Skills:** Social Studies aims to provide students with certain academic skills (finding information), cognitive skills (thinking, analyzing) and social and political skills relating to people choosing. These skills help to enable students to communicate and cooperate, and to think and to solve problems creatively.
- **Valuing:** Social Studies is intended to help students feel valued, to develop their sense of values, and to be tolerant of others and of differences. Students learn how to develop positive attitudes and values, and to appreciate that interdependent relationships are necessary for their survival, growth and development. They also learn to value the contribution that individuals and groups have made towards the improvement of life in their community and in the world. They learn to respect the worth of the views of others and differences based on culture, religion and ethnicity.
- **Social Participation:** Social Studies aims to encourage students to be willing to take responsibility for addressing issues in their local community.

As a later stage in the upper primary and lower secondary level Social Studies is concerned with preparing citizens who are equipped active participants at the wider societal level. Citizens participate actively when they vote, write letters to the press, call the radio and television stations and discuss policy issues. Additionally, they may show concern for others in the community, become members of service clubs or take part in community-based activities.

- **Citizenship Education:** Citizenship education, as the over-arching goal of Social Studies, seeks to provide students with the knowledge, skills and values they need in order to understand modern life, and to participate effectively in their society as responsible citizens with positive attitudes and a sense of duty (Brophy & Alleman, 1993).

It is important to note that both lesson objectives, as well as the actual teaching, need to reflect these goals. These goals become the major criteria by which Social Studies teaching and classroom activities should be determined, and against which they will be assessed.

References

- Brophy, J. & Alleman, J. (1993). Elementary Social Studies should be driven by major goals of social education *Social Education*, 57 (1).
- Griffith, A. (1995). Social participation as a major goal of Social Studies. *Caribbean Curriculum*, 5 (2).

V. VALUES EDUCATION

Citizenship education, as the overarching goal of Social Studies, seeks to develop a sense of civic consciousness in students. If students are to become intelligent, informed citizens who are capable of making decisions, then they ought to develop a core of basic values. Citizens must have a sense of values such as equality, justice, patriotism, tolerance and respect for others and for the rule of law. Such values, it is hoped, will enable them to live meaningful and responsible lives in their society.

Simply defined, values are ideals/principles that individuals hold. These ideals are used to make judgments about worth or rightness of an object or action. Worth may be determined as good, bad, useful, ugly. Values influence people's attitudes towards other persons and may influence their actions. Society usually is built on a set of common values since shared commitment is critical to the survival of any society. However, in any society there are sets of values that are in conflict. These values may be based on religious or cultural beliefs.

Values education, therefore, involves helping students to develop their sense of what is worth doing, worth having, or worth trying to attain. In short, teachers should guide students to examine and appreciate different points of view, ideas, and ways of behaving, and the reasons why other persons, groups or societies may have different values. They can do this through the activities, and learning experiences they provide for the students and the ways in which the classroom is structured.

There are two sets of core values, that are viewed as important in Social Studies education. These are values of being and values of giving.

The values of being include, among others: honesty, courage, peace, self-discipline and moderation, self-reliance, fidelity and chastity. Core values of giving include: kindness and

friendliness, justice and mercy, unselfishness and sensitivity, loyalty and dependability as well as respect.

Values education should be incorporated into the Social Studies curriculum and lessons in order to help students

- Learn to respect and value themselves and others as persons (Grades K-6)
- Appreciate the interdependence of people within society (Grades 3-6)
- Develop an understanding of one's self and one's relationship to others and to the environment in which one lives (Grades K-6)
- Develop an awareness of what is shared, as well as what is different about their own cultural traditions (Grades 4-6)
- Recognize that conflict does arise, but that it can, and should, be handled in non-violent ways (Grades K-6)
- Be aware that values and attitudes, and the actions that flow from them, all have certain consequences (Grades 4-6)

King et al (2001) observe that "... Values should be taught directly, especially to younger children. Young children need to be taught to say 'No' to drugs and to sexual molestation. Social Studies stresses the development of positive attitudes and values. While values are sometimes difficult to assess, they are essential to the social and emotional development and maturity of students. The Social Studies teacher must therefore create the atmosphere and provide the learning experiences in which these students have an opportunity to develop positive attitudes and values.

Values education underlines some forms of Social Studies education known as:

- Character education, or
- Moral education

Character education is based on the acquisition of traditional values, which are often labelled as character traits or virtues. Character education is based on the premise that young children need to acquire virtuous habits and behaviours even before they have reached a certain level of moral development. Character education is effective when reference can be made to exemplain

outstanding moral persons in the society. Character education may be used as a base for understanding the social ills that plague our society, such as HIV and AIDS, drug abuse, teenage pregnancies, high crime rates and falling standards of public discipline. If the school emphasizes a set of core values there is the possibility that some of these problems may be addressed and probably solved.

The following strategies may be useful in introducing students to important core values.

- **Using self-inventory** – to help students express how they feel about children with special needs or those who are less fortunate economically;
- **Group discussion** – showing respect for country, all workers in the community;
- **Analysis of songs/music** – on the problems affecting young and mature people in the community; songs that praise the people in the community;
- **Community service learning** – to provide the opportunity for students to show care and concern for needy people, especially children in the community;
- **Study of newspaper articles** - to examine varying views on the same topic students of Grade 6 can read the various views on legal punishment and other topical issues;
- **Dramatization/Role-play.** –Grade K – 2 students can act out the roles played by different workers in the community.

Moral education is the development of values and rules that are used for judging the conflicting interests of self and others. Such development includes internalizing those basic principles of social morality, that are necessary for dealing with the moral choices that have to be made from time to time. As children grow older, they learn to reason in a logical and informed way about conflicts between principles or values. As students mature, they learn to accept others' values and beliefs as they interact with members of their classroom and the wider community. For example, students may come to appreciate the values of religion other than their own without necessarily subscribing to the values.

In order to deal effectively with the social, moral and even scientific changes that are rapidly taking place, such as using torturing to obtain information, euthanasia, cloning, stem cell research using embryos, for example, students need to have a value base to anchor their arguments. Moral education also deals with issues surrounding ethical or unethical means to reach moral ends.

Students can be given the opportunity also to engage in:

- Debates which encourage students to accept and analyze the views of others, especially in relation to controversial issues (Grades 4-6)
- Discussion which involves sharing their views in a supportive, non-threatening classroom environment (Grades K-6)
- Group activities which require them to work together with others (Grades K-6)
- Out-of-class activities research and interviews that require them to relate to others in the community, and sampling their views (Grades 3-6)
- Moral dilemmas where students are faced with a situation where they have to make a choice between two values that are in conflict with each other. Such situations will require students to think about the choices they make as well as the consequences (Grades 3-6)
- Analysis of news items where they can identify bias, and different opinions (Grades 4-6)
- Analysis of songs and the messages they carry (Grades 3-6)

Use of the above strategies in Social Studies classes will aid students in the building of character and a set of pro-social values, and in improving their reasoning skills. As they become involved in activities, which require them to examine the values of themselves and others, they are in a better position to make decisions.

References

King, R., Morris, P., Morrissey, M., & Robinson, P. (2001). *Social Studies through discovery*. UWI, Kingston: Chalkboard Press.

VI. INSTRUCTIONAL GUIDELINES

“Real teaching...happens
inside a wide triangle of relations
– among teachers, students, subject –
and all points of the triangle shift
continuously....”

Joseph Mc Donald, 1992

Social Studies lessons/activities as learning experiences should reflect:

- **active learning**
- **challenging tasks**
- **attention to relevant values/attitudes, responsibilities**
- **the integration of the subject areas, concepts and skills**
- **student/learner- centredness.**

6.1 Planning for Teaching of Social Studies

“Social Studies teaching and learning are powerful when they are **meaningful, integrative, value-based, challenging and active.**” (Martorella, 1989).

In planning Social Studies lessons teachers should ensure that the activities are:

Meaningful: The content selected for emphasis is worthwhile and related to students’ daily experiences.

Integrative: Opportunities are provided to co-ordinate cross-curricula learning, - as for HFLE, Language Arts, Mathematics and Science. Current events programmes should become an integral component of Social Studies, for example, Carnival,

Independence Anniversary, Nobel Laureate Day, Creole Music Festival, Crop Over Festival.

Value based: Opportunities are provided to address issues that shape and reflect our values. Let students discuss values laden issues such as caring for the environment and showing appreciation for workers in the community.

Challenging: They provide opportunities to practise critical-thinking and decision-making skills and analysis to deal with controversial issues.

Active: Opportunities are there for students to be engaged in their own learning - that is, using a variety of instructional materials; field trips, etc. Activities should be student-centred and involve the student in “doing” things.

The role of the teacher is to provide a wide range of activities to enable students to acquire knowledge and skills to make sense of their world. In order to promote learning in the classroom the teacher should:

- **Ask probing questions:** For example, in dealing with the topic of cultural heritage, the teacher may ask students, "What do you think may be done to promote our cultural activities?"
“How may we show respect for our National Heroes?”
- **Provide stimulus material to initiate interest in a topic:** For example, present graphs, pictures/photographs, cartoon strips, excerpts from newspapers, video recordings, pamphlets, leaflets, and brochures from relevant agencies.
- **Encourage students to examine alternative viewpoints:** For example, in discussing ‘Rules and laws’ present the views of a police officer, a religious leader, a judge, a teacher and an ex-convict.

- **Present certain issues to encourage critical thinking and decision-making skills:** For example, discuss capital punishment, family violence, improper garbage disposal, child abuse, rights and responsibilities of children.
- **Guide the students to use a variety of tools to gather information:** For example, guide them to use libraries and interview schedules, newspapers, brochures and the Internet.

In light of the above considerations, an effective teacher should display certain characteristics to ensure that students' learning is meaningful, integrative, value-based, challenging and active.

The teacher of Social Studies is one who:

- ? keeps abreast with local, regional and international issues by reading newspapers, journals, listening to the news via radio, television and Internet. This practice will assist the teacher in providing material on social issues and concerns for students.
- ? strives to be competent in the use of audio-visual equipment such as, television, video players, video cameras and computers. The teacher may then use these resources in presenting information to enhance the learning of concepts.
- ? takes an active part, as far as possible, in community affairs by, for example, joining a local civic group. This practice will provide opportunities for organizing community and service learning activities.
- ? is creative and generates his/her own resource materials. For example, the teacher makes jig-saw maps of the Caribbean, displays and collages, as well as writes stories, poems, case studies and songs.

- ? subscribes to professional journals such as:
 - o Social Education
 - o The UNESCO Courier
 - o Social Studies and Young Learner
- ? models desirable behaviour by his/her actions towards individual students and reaction to situations that occur in the classroom. For example; the teacher shows respect, impartiality and tolerance in day-to-day interaction with students.
- ? creates and maintains a non-threatening classroom climate in which students feel free to discuss issues that are value-laden.

It is essential that planning is informed by how children learn, by the fact that children come to school from different socio-economic and cultural backgrounds, with different value systems, experiences and learning styles. The following are some general guidelines for teaching and learning.





Students learn by....

listening

reading

looking

doing

writing

thinking

creating

researching

developing

speaking

interacting

questioning

discussing

discovering

“Variety is essential. Do something different in your programme.”

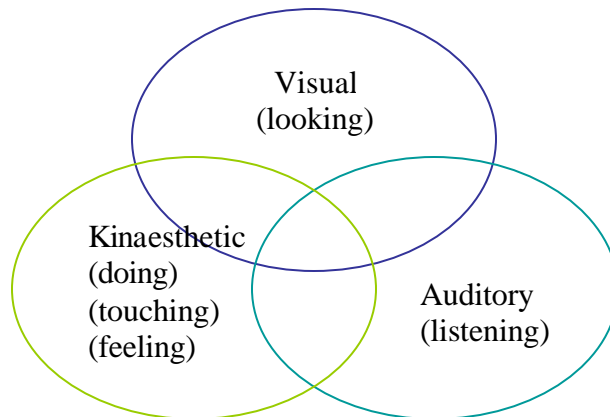
Figure 4. Planning A Unit Of Work

- 1.0 Select a *topic* from the curriculum for the grade.
- 2.0 Plan the unit so that it addresses the relevant set, of the *ten Social Studies themes* outlined. See Figure 1 and p.10.
- 3.0 Check the *Learning Outcomes* under these appropriate themes for those that are relevant to the topic.
- 4.0 Plan a set of *instructional objectives and learning activities* for the unit.
- 5.0 Identify and locate the *resource materials* needed.
- 6.0 Plan a variety of methods for *assessing student learning*.

Use some of these following experiences to cater for all students

Visual - We learn and remember **15%** of what we see.

- Use of exhibits and displays by teacher.
- Viewing pictures/photographs of famous places, people, and events.
- Use of maps, globes and transparencies.
- Use of graphic illustrations, timelines, tables and graphs.



Auditory - We learn and remember **10%** of what we hear.

- Listening to local and regional music (calypsoes, national songs);
- Listening to a resource person for whom students have prepared a series of questions;
- Listening to individual student's oral reports.

Doing – We learn and remember **80%** of what we experience directly or in which we participate.

- Students holding a mock/real election for a class monitor/prefect or other position using leaflets, slogans, etc;
- Role-playing to illustrate an important issue, to stimulate imagination.
- Taking field trips to view local landforms or events.
- Keeping a personal journal noting impressions and feelings.



The teacher who uses a combination of visual, auditory and kinaesthetic experiences is therefore more likely to cater for all students.

Figure 5. Preparing to teach a Social Studies Lesson.

- 1.0 Select *your topic* from the curriculum for the grade
- 2.0 Check the *Outcomes* for the relevant grade level in order to verify which outcome(s) the topic needs to address.
- 3.0 Check, or develop, your *lesson objectives*.
- 4.0 Select the appropriate *teaching/learning method(s)*.
- 5.0 Prepare a set of meaningful and challenging learning *activities* for students.

6.2 Sample of Teaching Strategies

One way to enhance learning in Social Studies is to employ various teaching strategies when teaching new material or material that you want students to understand better. Students have different learning rates and patterns. When a teacher varies her teaching approach she is more likely to meet the learning needs of all students. The following are some general strategies that may be used in Social Studies.

- **Discussion** – Conduct a class discussion with Grade 3 students on how to prepare for a disaster.
- **Dramatization**- Prepare Grades K and 1 students to take part in a role-play activity to illustrate the function of various workers in the community.
- **Out-of-Class Activities** – Students of Grade 4 may take part in an activity where they interview persons in the community about their reasons for working.

- **Community Service Learning** – Students of Grades 5 and 6 may take part in an activity where they visit a children’s home to present the children with items of food, clothing, toys and other necessities.
- **Projects** – Grade 2 students may engage in a project aimed at collecting and presenting information on the culture of different groups of people who migrated to their country

Strategies for teaching and learning in Social Studies must be consistent with the goals of the subject in general (See Section 2.0), and with the goal of the Social Studies programme in OECS countries. These strategies should facilitate the students’ personal development and their learning capabilities. At the same time students should become competent to function in a democracy and to work independently, and collaboratively, towards the solution of problems in their community. These strategies ought to be informed by current research on how children learn, by the developmental and cultural characteristics of children.

NB. *In all of the sample lesson plans below, only one instructional strategy is examined in order to illustrate how it may be used. Teachers are encouraged, however, to employ more than one strategy in their lessons, wherever possible.*

Discussion

Discussion is an exchange of ideas, and involves active learning and participation by students and teachers. The process consists of student-student or student-teacher interaction in the classroom. Discussion is a strategy used to generate interest in a topic, analyze issues and problems, and to arrive at decisions. As students share thoughts and feelings they ought to learn to respect the rights of others and to express themselves in a coherent way.

The teacher’s role in discussion is crucial. Here are some general guidelines that may be helpful to use during discussion.

- Create a supportive atmosphere so that students will feel that their contributions are important and valued. For example, listen to the students and do not embarrass them by rejecting their contributions.
- Ensure that students have adequate time for doing research and reading on the topic *prior to* the discussion in class.
- Maintain the discussion as an exchange of points of view, and interaction, *among the students*.
- Limit the role of the teacher to that of a *moderator and guide*, intervening mainly to stimulate the discussion if it is flagging, or to keep it on track.
- Keep the topic to be discussed in focus. Do not let the students stray from the topic.
- Allow students adequate time for thinking through points made by other students.
- Encourage students to listen to one another while views are being expressed.
- Encourage students to clarify points made during the discussion.
- Do not allow a few students to dominate the discussion.
- Encourage shy students to make a contribution.

A Sample lesson plan for a Discussion - 1:

Topic: A Clean Neighbourhood.

Grade level: K-2

Learning Outcome: 3.7 Explain the importance of properly disposing of garbage

Objectives: Students will be able to:

- Identify the different types of garbage disposal used in their neighbourhood.
- Create posters, slogans etc. to encourage the proper disposal of garbage.
- Demonstrate a willingness to adopt practices that will maintain a clean environment.

Concepts: community, environment, pollution, garbage disposal, resources.

Generalization: Correct methods of garbage disposal lead to a healthy environment.

Strategy: Discussion.

Activity: - Teacher takes students on a walk in the school compound or immediate school environment in order to observe and take note of different types of garbage/waste, and how they are disposed.

- In the classroom the students talk about the types of garbage they observed as well as the manner in which the garbage was disposed. Teacher encourages students to talk about the effects of improper garbage disposal. Students are prompted to talk about the proper way of disposing garbage and the importance of properly disposing garbage/waste.
- Students are given a worksheet to complete with ways of disposing garbage. They are to put a smiley face by the methods to indicate their willingness to practise proper methods of garbage disposal.
- In groups, students work on developing posters, slogans, etc. for encouraging proper garbage disposal.
- Groups share their finished product with the class and clarify the intended message.

Resources: - The community is used as the major resource. (See Section 6.0, Sub-topic C).
 - Bristol board, markers, etc. are used for creating the posters.

Assessment:

- Group presentations will be evaluated by an Oral Presentation Rubric (see Appendix C.3).
- A Teacher Observation Checklist will be used to monitor students' disposal of garbage over a set or agreed period of time.

Sample lesson plan for a Discussion – 2

Topic: Early settlers

Grade level: Grades 3-4

Learning Outcome: 1.3 Present information on the different ethnic groups in their community and their country.

Objectives: Students will be able to

- Identify the different groups of early settlers who came to their country.
- Classify information on the early settlers under given headings.
- Show tolerance of people of different cultural groups within their school and community.

Strategy: Discussion.

Activity:

- Students previously have read the book passage and handouts on early settlers in the Caribbean.
- Teacher displays pictures showing groups of early settlers. Students examine the pictures for similarities and differences in dress, physical appearance, etc. Students classify the information on the groups under the headings: physical appearance, dress, cultural practices, etc.
- Students refer to the reading and handouts, and discuss the information gleaned. Teacher guides students to talk about the physical appearances, dress etc. Students are advised to use the following questions to guide their discussion.
 - Why did those people come to the Caribbean?
 - What were some of the practices they took part in?
 - What contributions did they make to the Caribbean in terms of food, clothing, and cultural practices?
- Based on the information from the hand-outs the teacher encourages students to express their views on the contributions made by the various groups who settled in the Caribbean. They are encouraged to identify examples of some of the foods,

clothing cultural and other practices of these early groups that are evident in their country today.

Resources:- Text: Relevant pages in ‘Caribbean Primary Social Studies’.

- Hand-outs on ‘Groups’.[prepared by the teacher]
- Pictures showing groups of early settlers.

Assessment: Teacher may use any two, or a combination, of the following assessment tasks.

- A quiz contest for groups. Class is divided into 2 groups.
- Students, in groups, will prepare a poster on the different groups of early settlers. Poster will be assessed for each of content, accuracy, creativity, and neatness on a scale of 1-4.
- An oral presentation on the information learned on the different groups of early settlers. This will be assessed through an Oral Presentation Rubric.
- A Creative Expression in which students, in groups, will role-play/dramatize different aspects of the life of the early settlers. Members of the other groups, using a teacher-developed checklist, will assess each group’s dramatization.

B. Dramatization

Dramatization is an enactment, - that is, acting out real-life situations and/or events.

Dramatization may be done through

- (1) ***Role playing*** which is a form of acting intended to lead to a deeper understanding of events and of other people – their thoughts and feelings – as they try to deal with critical issues in their lives.
- (2) ***Simulation*** of real events or issues in their lives or community; (Michaelis & Garcia 1996). A simulation may be used as an avenue to practise social skills, examine issues, and explore values and alternatives. Simulations also provide a context for solving problems or resolving conflict through a process in which students are engaged in interaction towards a purpose.

Role-Play

Role-play is often useful for helping students to develop social consciousness and to experience what it is like to ‘walk in someone else’s shoes’.

Role-playing often helps in decision-making activities. It may be structured or unstructured but teachers should ensure that, in role-playing activities, students are dealing with a problematic situation. ‘Problematic’ does not necessarily mean a negative situation, but instead a situation that needs to be clarified to enhance knowledge and understanding. For example,

A Grade 1 teacher, having taught ‘Functions of the Family’, decides to test understanding and knowledge of two functions, namely: (a) providing love and care to family members, (b) providing for material needs for children.

Role-Play activity: Selected students role-play parents fulfilling certain functions.

When selecting students for unstructured or structured role-playing activities, the teacher must ascertain that all [actors and audience] understand the situation. In the unstructured situation, there is some form of teacher direction as well as spontaneity from students. Teachers need to be prepared to deal with unexpected outcomes, like honest emotions and opinions which may create

some element of discomfort in the classroom, e.g., the parent being a perpetrator of domestic violence instead of a giver of care and love.

When a teacher plans to address specific issues in the role-play activities, he may use a structured format. This structure includes roles and specific sample positions. For example, the teacher may add a position statement, such as: ‘The parent hugs and kisses her/his children various times - when she wakes them up; when they leave for school; when they arrive home from school; when they do something good’.

Therefore the structured role-play involves

1. an open-ended problematic situation.
2. roles for the individuals involved, and
3. position statements for each role player.”

Welton and Mallan, (1996), *Children and Their World*

Role-playing also helps students to deal with conflict. In today’s world, conflict and violence seem to be ever-increasing problems, especially in schools. It is not unusual for conflict to be presented as something bad that should be avoided; but in reality, “life is a series of conflict resolutions”. Conflict is a natural part of human existence. Conflict resolutions refer to finding peaceful and alternative ways of dealing with situations that involve a certain amount of disagreement or tension.

It is therefore necessary that students be given opportunities to experience and practise conflict resolution. These opportunities may help students to think critically, develop tolerance, patience and respect for differences. Students will also learn to develop positive means of resolving conflicts, instead of using violence as the prime, and often the only, method.

It is very important that activities involving dramatization are carefully planned and that students participating are given adequate time to prepare for their roles/parts. Some important guidelines to observe are:

- Avoid thrusting students into role-play activities at short notice, without adequate preparation.
- Ensure that students clearly understand their role.
- The class should be made aware that role-play activities dealing with sensitive or serious issues are to be treated accordingly. Fun and laughter, when dealing with a sensitive topic, makes light of the issue and may detract from the lesson and the lesson objectives.
- Any role-play activity used should address the main point(s) of the lesson, and should not be just a ‘side show’.
- Whether the activity is used at the beginning or during the lesson, it should be integrated into the overall development of the lesson.

The following activities illustrate how role-playing may be used with different topics and grade levels.

Sample lesson plan for a Role Play – 1.

Topic: Tourism and the Tourist Industry

Grade level: Grades 5-6

Learning Outcome: 7.4 Give examples of different types of tourism. Explain the effects of tourism on the Caribbean.

Objectives:

- List the different types of tourism promoted in the Caribbean.
- Demonstrate the role of the local population in promoting tourism through their attitude to visitors.

Concepts: industry, foreign exchange, economy, tourism, service, attitude.

Generalization: As a service industry, the success of tourism, as a major foreign exchange earner, depends largely on the attitude of the local population to visitors.

Teaching strategy: Role-play.

- Activity:
- Students use reading material to identify and examine different types of tourism, - including the type promoted in their country.
 - Students are put into groups. Groups are presented with a scenario.
 - A group of tourists are in the city centre, looking tired after a long trip around the island and need some assistance from residents. In their groups through a role-play activity students are to come up with two or more different ways in which the residents may react to the visitors.
 - Each group presents its activity to the rest of the class and class members are asked to note the attitude of the local population to visitors.
 - The class then discusses possible effects of each of these reactions to the visitors: e.g. Will they be encouraged to spend money, return to the island, take back a good impression of the island, or encourage other people to visit?

Resources:- Appropriate tourist-type dress for students in role-play activity.
Text, teacher prepared reading material on types of tourism

Assessment:- A rubric to assess the role-play activity. [See Section 7.0, sub-section 1.0].

Sample lesson plan for a Role Play – 2

Topic: The School

Grade level: Grades K-2

Learning Outcome: 5.4 Name the various groups and institutions in the community, (Family, School, Church, Government agencies, etc), and the people that make them up; and explain the particular functions that they **each** perform.

Objectives:

- Identify the name of their school
- List the people who work at their school, and state the function/job of each individual/worker.
- Develop an awareness of the role of each worker at the school

Concepts: school, worker, function, role, cooperation.

Generalization: Workers in a school must also their share of the work if the school is to function properly.

Strategy: Role-play.

Activity:

- Encourage students to talk about their school and what they know about it: name, location, motto, etc.
- Students will then list the main workers: principal, class teacher, janitor, security guard, etc. They will talk about the functions that the various workers perform.
- Students will be put into groups. In their groups, students will be asked to plan an activity to portray each of the workers carrying out a function. The teacher passes around to monitor the groups.
- In their groups, students will select a worker/post, and write talk about what may happen if that person does not perform his or her duties.
- As a special follow-up activity, the class, with the teacher's help/advice, will identify and acquire a small gift or token to present to each group of workers. At the next class assembly, a representative of each group will be invited to come forward to accept the token. With each presentation, a student will briefly indicate why the class appreciates the work/job of that person (group of workers).

Resources:- Copies of the school's handbook, motto, song, pledge, etc.

- Drawing of the school's crest.
- Appropriate clothing to dress up for role play, functions of the workers.
- List of functions of each worker

Assessment: Role-play enactment will be assessed through a teacher-made checklist.

C. Out-of-Class activities

These are learning activities that take place outside of the normal classroom setting and involve the use of the local environment or the immediate school environment to enhance learning. These activities are more commonly referred to as *field trips*, and include:

neighbourhood tours, walking tours, site visits or any learning activity that takes place outside of the classroom. They provide first-hand experiences and promote the development of a variety of skills. The students are engaged in observing, gathering recording and presenting information, organizing, analyzing and evaluating data.

The following are general guidelines that the teacher should follow if she/he plans to use an out-of-class activity.

Guidelines

- Establish clear and specific objectives for the trip, and inform the students of the purpose of the activity/visit.
- Seek permission from the relevant body to visit the site.
- Visit the site prior to the trip to become familiar with the major features.
- Seek permission from the relevant school authorities and parents for students to go on trips.
- Develop the appropriate worksheets, checklists, maps, etc.
- With the help of the students, plan the questions to be asked during the visit, and other activities.
- Plan the activities to be undertaken by the students both during the visit and after the visit.
- With the help of the students, establish rules for behaviour/code of conduct.
- Focus the students' attention on the features of the trip that are most important.
- Engage students in some specific activity during the visit. For example, interview persons, take pictures, make drawings, complete a checklist, etc.
- Engage the students in follow-up activities. For example, hold a discussion on what students have learnt from the trip, compile a report on the information gathered; also propose a solution to a problem investigated, or a display of materials or information gathered, etc.
- Review the objectives for the trip and relate the experience to previous learning.

Sample Lesson Plan for an Out-of-Class Activity – 1

Topic: Comparing Communities.

Grade level: Grades K-2

Learning Outcome: 2.4 Compare their community with another one located nearby; and identify ways in which the way of life has changed in their community over the years.

Objectives:

- Identify economic and cultural activities of their community and one nearby.
- Illustrate ways in which the communities are different.

Concepts: community, change, way of life, culture, difference.

Generalization: All communities, over time, will develop and experience changes in their culture, way of life and in their livelihood.

Teaching strategy: Out-of-class activity/Field trip.

- Activity:
- Teacher explains the purpose of the trip, and involves students in the planning prior to the actual activity.
 - In groups class prepares, questions to ask. Question will be based on the different economic and cultural activities they will look for, observe and record. For example, students will prepare checklists for recording the activities of the different groups.
 - During the trip students will use their checklists to make a note of the economic and cultural activities of the people in the community. They will ask questions of people in the community to get an idea of the activities engaged in where these are not evident.
 - After the field trip, students report on the different activities they observed, and compare the activities with those in their community.
 - Students, in groups, draw conclusions on the differences between the two communities.

- Resources: - Large scales maps of the two communities or three dimensional models.
- Worksheets for recording information on the cultural and economic activities.
 - Relevant information already collected on their community, written at grade level
- Assessment: - Group presentations on their findings and conclusions will be assessed by an oral presentation rubric.

Sample Lesson Plan on an Out-of-class Activity -2

Topic: Festivals

Grade level: Grades 3 – 4

Learning Outcome: 1.2. Explain the purpose and significance of some of the customs, traditions and cultural celebrations in their country.

Objectives: After interviewing resource persons in the community, students will be able to:

- Name popular festivals in their community;
- Outline the history behind the popular festivals in their community;
- Show appreciation for the role of festivals as part of their cultural heritage.

Concepts: culture, customs, festivals, traditions, cultural heritage, community.

Generalization: Local festivals and customs form part of the cultural heritage of a community, and help to define its identity.

Instructional strategy: Out-of-class activity: Interviewing persons in the community.

Activity: -Teacher stimulates interest through a video of festivals obtained from a Government Information Service or local television station.

- In groups, students, under the guidance of the teacher, prepare an interview schedule to obtain information from resource persons in the community, on a particular festival, for example Carnival, Crop Over. Questions may relate to name of festival, history, activities/customs, costumes, dances and their meaning, rituals, foods, songs, etc. Questions may also focus on how people feel about celebrating the different festivals.

- Students, in groups will go to different households in the community to interview persons about various aspects of the festivals.
- After the interviews, students, in groups, will create a display/exhibition on aspects of the festival to present to the rest of the class. The display should focus on the role of the festivals in the cultural heritage of the community.

Resources:- Magazines from the local Tourist Board/Bureau with information on the festivals.

- Local newspapers with a write up on the festivals.
- Video on festivals from Government Information Service
- Costumes
- Cultural foods/dishes

Assessment: The teacher-made Visual Presentation Rubric see below may be used to assess group displays.

Visual Presentation Rubric.

- Criteria: 1. Cultural Aspects = Foods, costumes, dances, songs.
 2. Notes/information = Names, titles, history, activities.
 3. Creative expression = Dance, songs
 4. Layout = Organization, presentation of exhibits.

Criteria:	Exemplary = 3	Good = 2	Fair =1
Cultural aspects	All aspects are appropriate to the festival under study	At least two aspects are appropriate to the festival under study	At least one aspect is appropriate to the festival under study
Notes/information:	The information presented is adequate, correct	Most of the information presented is adequate, correct	Only a small portion of the information is adequate, correct
Creative expression:	Presentation matches the festival being portrayed	Some aspects of the presentation matches the festival being portrayed	The portrayal has little to do with the festival
Layout:	Neatly put together, and attractive to the audience	Neat, but with some flaws	Laid out in an unattractive manner.

D. Community Service Learning

Community service learning (CSL) is an interdisciplinary activity that involves the planned, deliberate integration of a community service activity as part of a Social Studies lesson. A CSL activity is designed to benefit the community through offering, or performing, some service of worth to the community. At the same time CSL provides a learning opportunity for the students. CSL is an exciting activity that teachers may employ to help students learn by using the community as laboratory. Through this form of social participation students learn to display positive values of leadership, citizenship and personal responsibility. Community service learning also assists in deepening the bonds between the school and community as students are engaged in finding, or offering, solutions or suggestions on local issues and concerns.

There are three types of CSL activities. The **first is advocacy** which involves students in examining a specific concern in the community, raising an awareness of it and offering proposals for addressing the concern. This activity is usually done largely in the classroom. However, the students are not involved in any community service. For example, students may create and distribute posters to advertise a food drive, or pass out brochures publicizing garbage clean up, or submit letters to a newspaper on the plight of the homeless.

When the students are involved in an activity, such as raising funds for supplies for a charity or a service organization, this form of CSL is identified as an ***indirect service activity***. Students may collect canned foods for donation to a home for the elderly, or make holiday cards for distribution in a children's home.

Where students become involved in face-to-face interactions with a group in the community, the experience is a ***direct service activity***. Students may prepare and serve meals in a feeding programme, or regularly visit residents in a nursing home.

Benefits of CSL to students

- Students experience a sense of personal growth and they feel a sense of worth since they have contributed in some way to the community.
- Students' self-esteem is enhanced as they become aware of their positive inner resources.
- As students go out to engage in the various community-related experiences they tend to develop a value system as they are faced with issues that require them to make choices.
- Students are given the opportunity to discuss a variety of social issues without being too judgmental.
- Opportunities are provided for students to experience improvement in their social skills and become active members of their own community.
- Students are able to develop their problem solving skills, since they are confronted with a number of community problems for which they may offer solutions.
- Involvement in community-based activities encourages students to be active caring citizens.
- Students experience greater relevance of their education by engaging in real-life experiences.

Planning a CSL activity.

There are six steps to planning an activity:

- Identify “the community”, or persons/group to benefit from the ‘service’, and identify some of its problems.
- Research the community and select a manageable aspect of the problem or concern.
- Analyze the feasibility and practicality of the class carrying out an activity related to solving the problem.
- Plan and implement with the class an appropriate activity to address the problem.

- After the activity has been conducted the class, in terms of the set objectives, should assess the results in. Assessment should focus on how students have benefited from the activity.
- Students' work or product should be recognized by the community.

Example of CSL projects

- Adopt a home for the elderly in your community for a short period of time, (1 month).
- Organize a clean-up campaign - the beach in your community or the street closest to your school.
- Spend some time in the nursing home assisting and observing (1 month).
- Adopt an elderly person in the community for a period of time.

Thematic Strands that could be linked with CSL activities are:

Culture and Customs	Caring for the sick is a custom of some countries.
Time Continuity and Change	Caring for the sick in earlier times; how this aspect of our culture has changed with the advent of nursing homes.
Production, Distribution and Consumption	Provision of goods and services to the elderly; Occupations where workers are exposed to hazards.
Power, Authority Governance	Show how the laws of the land affect the elderly and the role of the government in taking care of the elderly.
People, Places and the Environment	Location of homes for the elderly; Management of these homes/accommodation.

Sample Lesson Plans on Community Service Learning

NB. The CSL activity below is provided as a sample. Teachers may use any other Social Studies topic to organize a community service-learning activity/project.

The project here is divided into three (3) parts or phases. The first two parts deal primarily with the planning of the activity, - and may also be seen as a form of ‘advocacy’. This may therefore be suitable for students in the earlier grades; while Part 3 may be undertaken with the Grades 4-6. The teacher may also choose, to undertake only one part or stage of a full CSL activity at a time.

Title: Community Service Project - Part 1

Grades: 3 – 6

Topic: Social skills / Social responsibility

Learning Outcome(s): 10. 3 (for both Grades 3-4, and 5-6).

Objectives:

- Design and implement a service project to be done as a class in a neighbourhood or school community.

Concepts: service, community, reflection, participation, learning.

Generalization: The experience of providing a service to the local community may be both rewarding and an example of experiential learning.

Activity:

In teams, let students make a list of different concerns in their communities. One student from each team will share his or her list with the class. Write all ideas for each team on the board.

Go through the list and let students make suggestions for solutions to their concerns. Discuss which options are more realistic. For example, building a new recreation centre to keep children off the street may not be a viable option, but organizing an after-school programme might be.

Vote to choose the top three options.

Assign one-third of the class to each option. Discuss all of the considerations for a project. For example, are there community organizations in place dealing with that problem that could use help?

How may they involve their families?

How may the school help?

Does their project require any resource or money?

Give each group chart paper and have them web out their project's components.

What would have to happen?

How would they do it?

Is there a job for everyone in the class?

What are some possible problems?

Students as a class discuss options. Let students vote which of the three options would be the best project undertaken immediately.

Closing: Students will use their note books to reflect on how they feel about the chosen project. This activity will give them a chance to record any immediate thoughts generated by discussion activities

Materials: Chart paper, markers

Assessment: Teacher observation to see that all students are participating in the group brainstorming process.

Title: **Community Service project - Part 2**

Grade Level: Grades 3 - 6

Learning Outcome: 10.3 Demonstrate sensitivity and tolerance towards people of other racial and ethnic groups

Objectives:

- Design and implement a service project to be done as a class in a familiar community (neighbourhood or school).
- Create and organize a service project
- Carry out the service project as a class

Activity:

This lesson is more difficult to plan since the project will be student-driven. However, the activities to help the students plan their project include these steps.

- Research the project. <http://www.peacecorps.gov/www/students/service/> has an excellent student section on service learning that can help to generate ideas for planning the project.
- Students determine exactly what will be done to complete the project. They will need to determine whether or not it can be done during school time, and how long it might take. If it involves a local organization, students may call and arrange for a resource person to come in and speak about the organization's work. If it is a beautification project, the students will need to determine whose permission they need to complete their project (i.e. principal's permission to paint a mural).
- Students brainstorm all the possible tasks needed to carry out the project and make sure that everyone has a task. One of the tasks will be to take photographs. Several students will be trained to use a digital camera to record the steps of the project.

Once the project is planned, the students will begin the steps, whether that means designing a mural and finding a location for it, **or** getting the necessary materials to do a neighbourhood trash clean-up.

Materials: Will vary with the type of project

Assessment: Teacher may use the first two criteria (Effort, and Cooperation) on the assessment rubric below.

Title: **Community Service Project - Part 3**

Grade Level: Grades 4, and 5 - 6.

Learning Outcome: 10.3 Demonstrate sensitivity and tolerance towards people of other racial and ethnic groups

Objectives: -

- Design and implement a service project to be done as a class in a familiar community (neighbourhood or school).
- Reflect on the effect of their project.

Activity:

The class will review the pictures taken during the project. They will work together to place them in chronological order. Each student will pick one picture and create a book page for it. The page must include a caption of what is happening in the picture and a reflection of it. For example, “Here we are deciding what colours of paint we will need. We couldn’t agree, so we had to take a vote.” The students will decorate a page and prepare it for publication.

Each student will also write a formal reflection detailing what he or she learnt while working on the project. They will include what they learnt about working together- what was easy, what was hard, how they feel the project benefits the community, and a personal story about working on it. All of the pages will be laminated and bound together in chronological order, with student reflections interspersed.

Materials: Paper, markers, glue, decorating/note-book materials, photographs from project, laminator, spiral binding machine.

Assessment: Assessment will be based on the students’ effort and cooperation throughout the project, and their written reflection. See Rubric below.

Rubric for a Community Service Learning Project

	4	3	2	1
EFFORT	Student participated in all activities, contributed to each step of the process: brainstorming, organizing, implementing	Student participated in most activities and was active throughout most of the steps in the process.	Student participated in at least half of the activities and contributed to at least two steps of the process.	Student participated in fewer than half of the activities and contributed to at least one step of the process
COOPERATION	Student worked with class and with teammates effectively. He/she had no behaviour problems with peers, and was encouraging to classmates.	Student worked with class and teammates effectively. He/she had no more than 3 behaviour problems and was not discouraging to classmates.	Student worked with class and teammates with some difficulty. Had no more than 5 behaviour problems and was not discouraging to class mates.	Student worked with class and teammates ineffectively, had more than 5 behaviour problems, and was discouraging to classmates.
NOTEBOOK PAGE	Caption and reflection are appropriate and accurate, with correct conventions. Page is aesthetically pleasing.	Caption is appropriate and accurate, with no more than 2 conventional mistakes. Page is aesthetically pleasing.	Caption is accurate. Reflection is present. No more than 5 conventional errors. Page is decorated	Caption is present. Page has some decoration.
REFLECTION	Student has used at least 5 Six Traits* writing strategies, and has detailed at least two ways that the project benefits the community. Student has also addressed what he/she learned from the project about working together and doing things for others.	Student has used at least 4 Six Traits strategies, and has detailed at least one way that the project benefits the community. Student has also addressed what he/she learned from the project.	Student has completed reflection, using 3 Six Traits strategies and has mentioned how the project benefits the community and if he/she learned anything.	Student has completed reflection, using at least 1 Six Traits Strategy. Student has mentioned if he/she learned anything.

*Integrating Language Arts into Social Studies. See www.cyberspaces.net/6traits for information on the strategies.

E. Projects

A project is an in-depth investigation of a topic. It involves a task or an activity, or a set of activities in which the students must be involved over a period of time, including time outside of the normal classroom setting. A project suggests the utilization of a variety of learning skills, as well as interdisciplinary activities that are not merely ends in themselves. Instead, students investigate and struggle with the complexities of the content in order to answer an important question or to solve a problem. Students then produce a final product that shows their understanding of the topic they have investigated and the skills they have used. In project-based learning, students are allowed to generate their own content, and construct their own knowledge.

Projects may be investigative and/or problem-solving in nature and they may also be community service learning (CSL)-oriented. Projects are sometimes referred to as “enactive experiences”.

Guidelines for planning a project.

◆ With your students

- identify the type of project;
- establish the learning outcomes and the objectives;
- map out a time frame for the project;
- generate the key question(s) and plan the activities;
- determine how you will assess the students’ output/product.

◆ Monitor students’ progress and offer any help they need.

Here are some examples of possible projects.

Individual:- (i) Collecting stamps; (ii) making a personal stamp album to highlight a set of national heroes. (see Themes: Culture and Heritage, **or** People, Places and Environments).

Group (Collective):- Plan and carry out a mini exhibition to show various forms of environmental features (see Theme: People, Places and Environments).

Example

Under the Theme – “ Power, Authority and Governance”, a suitable project may be on ‘Leaders’.

Target population/grade: Grade 5, Outcome 6.3.

Duration: 3 weeks

Task for students:

- (i) Identify four different types of leaders in the community.
- (ii) Do a biographical outline of at least two different types of leaders.
- (iii) Design an interview schedule and use it to interview at least one leader (Your teacher will work with you to design the questions for the interview schedule.)

Instructions for students:

- Work will be done in groups of three or four.
- Ensure that the guidelines given are followed.
- Ensure that the project is developmental.
- Make sure that it is well presented utilizing ICT knowledge and skills.

The following **rubric** may be used as the instrument to assess the project. [See **Appendix C** for a sample of other rubrics that may be used for assessing learning in Social Studies].

Rubric To Be Used With The Project

Dimensions	Very Good	Good	Average	Poor
Shared responsibility	Responsibility for task is shared by all group members	Responsibility shared by most group members	Responsibility shared by half of group	Very few students shared responsibility
Appropriateness of interview schedule	Very appropriate/ relevant and practical to task	Appropriate and feasible	Somewhat appropriate	Not appropriate and practical
Data Collection and organization	A variety of skills used in collection, organization and presentation of data	Adequate number and use of skills. Useful collection and organization of data	Inadequate collection and organization/representation of data	Data poorly organized and very inadequate
Utilization of critical thinking and problem-solving skills	Demonstrates exceptional levels of critical thinking and problem-solving skills	Demonstrates high levels of critical thinking and problem-solving skills	Shows some level of critical thinking skills	Hardly demonstrates critical thinking skills
Evidence of creativity/innovation	Exhibits very high level of creativity/innovativeness	Exhibits high levels of creativity and innovative-ness	Shows limited levels of creativity	Very limited in terms of creativity and innovation

Some other Instructional Strategies

- Cooperative learning
- Group work
- Questioning
- Fortune-telling game (Predicting/hypothesizing)

“In Social Studies, the local community is your richest resource.”

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VII. USING RESOURCE MATERIALS IN SOCIAL STUDIES

Resource materials are critical to the teaching and learning of Social Studies. In order to effectively teach Social Studies as social inquiry and investigation, the teacher must have access to and use a variety of relevant resource materials.

If we accept the principle that children learn best by ‘doing’; and if Social Studies is seen as an essentially student-centred activity, then the utilization of resource materials *must feature prominently in any Social Studies class.*

Since these resources will form the basis for students learning experiences, and since they will involve objects that children can see, touch and manipulate, then these materials must have the following criteria:

- Adequate and suitable for the lesson
- Appropriate for the class (grade level/age level)
- Varied enough for the different strengths of the students.

Appendix B indicates a list of various resources, designated by type and grade level, that are often readily accessible in most Caribbean countries.

Teachers also need to be mindful that individual pieces of resource materials may be used in different ways and for different lessons or parts of lessons. As an example, the brochure on the *St Kitts and Nevis Scenic Railway* can be effectively used:

- to introduce a lesson on ‘Transportation;’
- to show one type or form of transportation in St Kitts and Nevis, or in the Caribbean;
- to illustrate types of tourist facilities in St Kitts and Nevis, and in the Caribbean;
- as a basis for a series of challenging questions or tasks.

Example: Draw a map of the route of the railway, and measure its distance.

Why does the railway follow the route it does?

The scenic railway may also be used to introduce or discuss some aspect of 'Technology' and to look at 'Jobs and employment' in St Kitts and Nevis.

“Resource materials for teaching Social Studies are all around us.”

Examples of Resource Materials for Social Studies

Print materials such as:

- Textbooks
- Newspapers
- Magazines
- Leaflets
- Brochures
- Maps
- Pictures

Non-Print materials, include:

- Films
- Videotapes
- Filmstrips
- Slides
- Audio-Tapes
- Realia
- Television
- Radio

Computer-based resources include:

The computer

Diskettes

CDs

The Internet

Databases/Encyclopaedias, such as Encarta, britannica.com

Community resources include:

Resource persons

Library

Museum

Places of historical, cultural interest

Post Office

The Courts

Parliament buildings

Public markets

Shopping centres

Fire Station

While all of the resources mentioned here are useful and important for Social Studies, *newspapers, songs, and the community*, in particular, represent rich resources that teachers may tend to overlook.

A. Newspapers are not only a vehicle for communication and a source for local news. They represent a valuable, inexpensive and readily available resource for Social Studies. Newspapers are also a flexible teaching tool that can be read, marked up, cut, pasted, coloured, used in a scrap-book, and posted on a bulletin board!

Newspapers can also

- be used with any grade level;
- bridge the gap between the classroom and the real world ;
- stimulate student motivation as they read about real issues and people ;
- provide a range of activities for students to do and enjoy;
- encourage group work and interaction among students;
- help students to develop their reading skills;
- encourage students to be critical thinkers and to propose solutions to issues in their community.

You are encouraged to also visit the site: www.nieonline.com

A perusal of a newspaper will indicate coverage of a range of topics, including:

Front Page News	Advertisements
Weather News	Social Column
Television & Radio News	Feature articles
Announcements: Births, Deaths, Engagements, Marriages	
Editorials and Letters To The Editor	
Comics and Crosswords	
Special Sections on: Business and Industries, Trade, Economics, Government Business, Sports, etc.	
Notices to: Farmers, Mariners and Fishermen, Road users, etc.	
Presentation includes a variety of Pictures, Cartoons, Photographs, Charts, Graphs, Maps, etc	

Teaching Social Studies with newspapers, therefore, allows the teacher to engage the students in many activities, specifically activities in which they

- investigate a topic or issue;
- study a cultural event or festival;
- examine aspects of an industry (including Tourism), or the country's trade;
- study how government, or the police and the courts, function;
- collect information on a leader, national hero, or other important person in the community;
- examine different views or sides of an issue;
- submit a letter to the newspaper on a matter affecting the school or the local community;
- submit a letter or article on the outcome of a community service learning activity that the class has undertaken.

These activities allow the students to develop their skills in

- reading
- research, i.e. finding and collection information
- presenting information in different forms
- interpreting and analyzing information
- synthesizing information
- differentiating between fact and opinion
- detecting bias
- examining controversial issues
- writing their own news stories
- producing their own newspaper!

Using the newspaper in Social Studies can make the lessons livelier, and can make school work exciting and fun. There is evidence of greater retention among students and a greater willingness

to do homework that when the newspaper is used. Whether through sports, comics or the entertainment page, students relate to the newspaper in some way. Teachers, therefore, need to take advantage of this practice and to

- be willing to use the newspaper other than for discussing current events;
- view Social Studies as more than the learning of facts;
- plan meaningful learning tasks and activities for the students;
- view the newspaper as one of the four up-to-date Social Studies resources available;
- recognize that the newspaper contains information on all significant social issues.

B. Popular songs, folk songs and calypsos may all serve as a tool to capture the imagination and interest of students, as well as devices to bridge the social distance between teacher and student. The use of songs and music as teaching/learning resources also provides variety in teaching methods, and presents opportunities for students to learn in different ways and to express themselves in the classroom.

Students can gain valuable insights into local culture, history, values and morals, social issues and events through music and songs. Everyone, for example, knows of Bob Marley's 'Songs of Freedom' which is very philosophical, and David Rudder's 'Rally round the West Indies' which seeks to develop a Caribbean identity through cricket. Many local calypsoes and folk songs in the different countries also address issues of local culture, government, leadership, human rights, social issues and so on.

There is a wealth of lyrical material from songs that may be introduced in Social Studies classes in order to

- stimulate debates and discussion;
- allow students to better relate to their contemporary situation;
- encourage group work and interaction among students;
- stimulate students to express themselves and their feelings in different ways;
- examine controversial issues;

- encourage creative expression;
- examine social values and attitudes;
- encourage students to examine the ‘message’ in the song, and not just listen, and dance, to the rhythm.

In order to use songs effectively in the Social Studies classroom, teachers must carefully select the appropriate songs, and have copies of the actual lyrics available for all students to study. But, above all, teachers must be willing to use popular songs and music in their classes; without this willingness to leap beyond the traditional text, the benefits of these resources in the teaching of Social Studies will remain under-utilized.

Local songs, folk songs and calypsos may be used in Social Studies classes to engage students in some, or all, of the following activities:

- Identify the topic or issue in the song
- Interpret or summarize the contents or message of the song
- Discuss public perceptions on an issue
- Examine values or attitudes
- Identify existing social problems and issues
- Suggest/examine possible solutions to a problem or issue
- Dramatize a point or issue
- Differentiate between fact and opinion
- Examine songs as an instrument of culture.

Students may also be encouraged to compose songs to reflect their own views, and to be prepared to perform them in class. Some topics in Social Studies in which songs may be used, and for which songs may be found in most, if not all, Caribbean countries, include

- The family
- Culture and heritage
- Continuity and change
- Social problems
- Groups

- Leadership
- Government and politics
- The environment and resources
- Traditional economic activities and practices
- Industries and employment
- Technology
- Civic ideals, human relationships, respect, justice, etc.

The use of popular songs, calypsos and folk songs will not only bring variety to teaching, but may also make classes livelier and more exciting, and heighten student motivation. Songs may be used also as ‘expressive activities’ - at the higher end of Taba’s Model of learning activities. These expressive activities encourage and allow students to be creative, and to express their understanding through an original product, creation or task. As such, they represent learning that is both meaningful and authentic.

C. The community as a resource Every community, regardless of size, will have someone who has some knowledge or skill that can be useful in the Social Studies programme; and in every community, there is something or some place students may visit that will be an asset in Social Studies. There is, therefore, no real problem in identifying community resources. The problem lies in the seeming reluctance of teachers to use these resources in a more systematic way.

Social issues form a major content for Social Studies. The community should be seen as a potential ‘classroom’. The use of the community, must be seen as supporting a powerful learning activity that provides students with the opportunity to

- investigate ‘real life’ issues;
- learn from and about the community’s rich heritage ;
- interact with older and knowledgeable persons in the community;
- extend Social Studies education to the home and the community;
- apply the knowledge and ideas gained in class to issues outside of the classroom;

- express their individual differences and abilities;
- exploit learning opportunities that are not cost effective or convenient during class time;
- enhance students' social understanding and help them develop into effective citizens.

Using the Community as a Resource :

Site visits to museum, courtroom, historic places, radio/TV station, public markets, airport, hotel

Tours Demonstrations Walking Tours

Observing cultural festivals and activities

Community surveys of
 recreational practices
 houses and buildings
 forms of transportation
 traditional customs and cultural practices
 etc.

Resource persons and groups
 police officer
 journalist
 health officer
 lawyer
 musician
 nutritionist
 members of ethnic groups
 senior citizen
 workers in various occupations
 scientist
 members of service groups/NGO's
 etc

Involvement in Community projects, Clean-up campaigns, Service clubs,
 Community Youth Groups, etc

Community Service-learning activities.

Using these resources, teachers may engage students in:

- interviewing various members and groups of the community on a variety of issues: e.g. traditional customs, cultural practices, government services, etc.
- constructing and administering questionnaires
- a variety of out-of-class activities in the neighbourhood
- community service-learning activities.

In dealing with community resources, teachers need to consider a number of things.

- Select the appropriate resource or resource person. The teacher selects resources or resource persons carefully . *Resources must never be used simply because they are available.* Also, resources should be selected according to the needs of the class and the lesson: relevance, appropriateness, and suitability. With respect to resource persons in particular, teachers need to consider not only the person's knowledge and expertise on the topic, but also their interaction with students and their mode of presentation. Teachers should therefore try to select persons who can
- maintain students' interest;
- effectively use audiovisual media in the classroom;
- interact with students, instead of simply lecturing to them.

Teachers are therefore encouraged to prepare the selected resource persons on the objectives of the lesson, how they may approach the class, type(s) of media they may use, type of questions students will pose, the duration of the presentation, and materials they may bring along for the class.

The students also need to be prepared for the visit and presentation. They must, for example, be clearly aware of

- the objectives of the lesson;
- the specific information for which they are looking;
- the activities they need to undertake during and after the presentation;
- the questions they need to ask the presenter;

- who will give the vote of thanks.

Using resources effectively is often more difficult than finding or identifying them. While resources may be used sometimes to merely introduce a lesson, in most cases, they should also form the basis for a major part of the lesson. In such cases, the activities are planned around the resource, rather than the resource being incidental to the lesson.

VIII. Social Studies Assessment

Assessment is a continual process that involves examining and observing children's behaviours, listening to their ideas and developing questions to promote conceptual understanding.

Social Studies assessment should be goal-oriented, authentic, and appropriate in level of difficulty, feasible and cost effective. Assessment should be designed to examine student performance on and understanding on significant tasks that have relevance to students' life inside and outside of the classroom. The results should be documented in a cumulative way in an effort to develop learner profiles. Be ever mindful that assessment must benefit the learner and also inform teaching practice.

7.1 Purpose of Assessment

The purposes of assessment include:

- providing information to children, parents and administrators;
- guiding instruction;
- improving classroom practice;
- planning curriculum.

When a teacher uses a variety of assessment tools she or he will be able to determine which instructional strategies are effective and which need to be modified.

Assessment in Social Studies should:

- focus on the goals of Social Studies. It should therefore assess knowledge, skills, values and attitudes that are related to the stated goals;
- be used to improve curriculum through content selection and choice of appropriate teaching methods;
- give an indication of whether students understand the purpose of an activity;
- make judgement about students' performance.

7.2 Assessment Techniques

To be comprehensive in the assessment process teachers ought to employ a variety of approaches. This section provides information on some of the ways available to the teacher for assessing learning in the classroom. The following techniques may be utilised:

- Administering questionnaires to students
- Observation of student learning processes
- Use of journals/logs/diaries
- Use of journals/logs/diaries
- Student peer evaluation
- Checklists
- Student portfolios
- Pen-and-paper testing
- Oral tests

7.3 Questionnaires

These are assessment techniques used to assess feelings, interest and attitudes of students that is affective outcomes of instruction. The types of responses required by students may vary. Students may be required to mark smiling or non-smiling faces; respond “yes” or “no”, or respond on a scale with four or more points.

Examples of questionnaires for use in the different grade levels are illustrated below. For the Grades 5 – 6 students, teachers may provide the opportunity for them to participate in the preparation of useful scales by suggesting topics and adjectives that may be used.

The following are examples of questionnaires that may be used with students of the different grade levels:

Grades K – 2

Circle the face that shows how you feel

- | | |
|---------------------------------|---|
| 1. Keeping your community clean | ? |
| 2. Helping your neighbour | ? |
| 3. Listening to your friends | ? |

Grades 3 – 4

Place a tick (v) in the appropriate column to show your interest in these cultural activities.		
	<u>Yes</u>	<u>No</u>
1. Cropover Festival 2. Creole Day Activities 3. Carnival 4. Flower Festivals		

For the above chart the examples will be country-specific.

Grades 5 – 6

For the following place a tick (v) in the appropriate column to show how you feel.				
	SA	A	D	SD
We should practise conservation of our resources				
The forest is a valuable resource				
Gold, petroleum and iron ore will never run out				
Renewable resources cannot be exhausted				

SA – Strongly Agree

A - Agree

D - Disagree

SD – Strongly Disagree

7.4 Observation

This is one of the most useful techniques in assessment. The teacher's observation of students as they participate in discussion, role play activities, seat work, group work and other social studies activities is very important. Through observation the teacher is able to assess the interests, attitudes, work habits and other behaviour displayed by students. Checklists may be used to focus the observation.

The following example contains specific behaviours to observe and is easy to use in a variety of situations.

Participation in Group Work	Students			
Behaviour	Mary	Andrew	John	Debra
Keeps the task in mind				
Co-operates with the leader				
Does not disturb others				
Is courteous to others				
Contributes to the group				
Helps find ways to improve				

Suggestions

To improve the quality of observation the teacher should take the following into consideration.

- Focus on a few students and look for specific behaviours.
- Look for both positive and negative instances of behaviour.
- Avoid being influenced by the overall impression of a student (the halo effect).

7.5 Journals/Logs/Diaries

These devices may be used by individual students, particularly from Grades 3 to 6 and contain information for use in assessment. The students can make a scrap book or use an exercise book, or small notebooks to record daily activities in the social studies classes. The teacher may decide to let the students record information in their journals after every social studies lesson t or at the end of a unit done in social studies.

The following format may be useful in assisting Grades 3 – 6 students to provide information for the teacher on enhancing instruction.

Name _____	Unit/Topic _____	Date _____
Two (2) things I learned today _____ _____		
An activity/exercise I enjoyed most _____		
An activity I did not enjoy _____		
Any other comments _____ _____		

The teacher may modify the statements in the format above to suit her class/grade level.

7.6 Peer Evaluation

When students are engaged in assessing one another's achievement they develop skills in making positive comments and constructive suggestions. Students also benefit by an improvement through self-appraisal by comparing their own work with that of others. As students assess each one another, they gain from the feedback that is expressed in terms they understand and based on the perception of their peers.

Students should be provided with guidelines for assessing one another. Rating forms may be developed by the teacher to assist the students and to ensure that assessment is done constructively.

7.7 Use Of Checklists

A **checklist** is a tool that will be appropriate to assess creative expression. Role Playing is one aspect of creative expression. The intent of role playing is to provide students with opportunities to experience and analyze a problem situation. It is therefore necessary to understand what a checklist is and how to develop and use one.

Definition: 'A checklist consists of a set of descriptive statements/concepts. The assessor makes a check mark (v) when an item in the checklist is observed'

How to develop a checklist? The teacher decides the areas to be assessed, and ensures that these areas embrace the three domains - cognitive, psychomotor and affective;

Sample of a checklist:

	Items	Not at all	To a small extent	Effective	Very effective
1	Were props appropriately used to bring out themes?				
2	Were the responses appropriate?				
3	Did actors stick to theme/topic				
4	Did the presenters make the role play interesting				

After completing the checklist, teacher and/or student may use the results to offer feedback and provide 'grading' or assessment results.

7.8 The Use Of Portfolios

A portfolio is a collection of student work that is gathered over a period of time and reflects processes, products, achievement and progress. The contents of the portfolio are chosen through collaboration between the teacher and student. Portfolios must be seen simply as a file folder or a notebook compilation. They should be used to promote student reflection, to encourage assessment, and to establish meaningful communication between teacher and student.

Students' reports, map work, semantic maps, diagrams, creative expressions, drawings and poetry may be included in the portfolio. The teacher examines these samples to identify points to clarify during later instruction. Samples of students' work are collected at the beginning and end of lessons and are compared to rate students' progress.

Portfolios function as a method for teachers to assess student performance and progress. As such, they not only assess a given task or piece of work; but also **how** the student arrived at the end product, - i.e. the process. As a diagnostic tool, the portfolio can assess students' knowledge as well as:

- skill development
- written expression
- collaboration with others
- intellectual development.

Benefits of Portfolios in Assessment

Portfolios enable students to set person goals for themselves as they create their portfolios; the work included in the portfolios reflects the attainment of these goals. Students also feel a sense of pride and ownership of their work, and value themselves as learners as they proceed through the process of selecting the pieces of work and reflecting on each piece. It is useful if students see the rubric, or know the criteria being used for assessing their portfolio, at the beginning of the activity.

In summary portfolios help students to

- determine what is meaningful work
- reflect on their strengths and needs
- set learning goals
- see their own progress over time
- think about the ideas presented in their work
- see the effort they have put into their work
- feel ownership and pride in their work

What goes into a portfolio?

Anything that teachers and students consider important – but not everything - goes into a portfolio. The teacher and the student need to make choices about the content of the portfolio. The teacher should take care to ensure that students are fully involved in the assessment process, since involvement provides motivation for the student and increases interest in the work to be undertaken.

What will be included in the portfolio?

Samples of

- students' written work
- journal entries
- diagrams, photographs and art, videotapes or audio tapes
- group assignments and projects
- teacher anecdotal comments
- vocabulary development
- selected samples of specific content over time
- self-evaluation by student to show reflection
- work that the students would like to do again
- teacher checklists
- map work
- student reports

When to develop a portfolio?

During the course of a unit (e.g. on Tourism), Grades 5 – 6 students may develop a portfolio, highlighting work and activities related to various topics studied. For example:

- Popular tourist destinations in the Caribbean
- Local historical sites/tourist attractions
- Areas that comprise the National Park
- Night-time entertainment spots.

Similarly, Grades 3 – 4 students may develop a portfolio highlighting activities related to the early settlers and groups who came to the Caribbean. For example, the portfolio may include information and pictures related to their

- foods
- customs and traditions
- dress
- art forms
- religious ceremonies
- economic activities

Assessment forms are generally used to assess portfolios. See the assessment form below, as well as the Portfolio Assessment Rubric in **Appendix C**.

The criteria, or dimensions, on the rubric may also address such elements as

- table of contents
- quality of pieces/work included
- level of reflection
- creativity
- organization
- presentation

For each of those elements, there will be appropriate descriptive indicators for each grade level.

Sample Portfolio Assessment Form

Name _____

Date _____

Poor	Fair	Good	Excellent
1	2	3	4

Contents

Completeness	meets all the requirements
Variety	includes a variety of pieces
Organization	shows clear organizational plan
Volume	includes sufficient amount of work
Focus	meets intended purposes

Attributes

Effort	demonstrates concerned effort
Quality	illustrates appropriate level of quality
Creativity	shows imagination and creative ideas
Risk-taking	takes risks in creating/choosing work that goes beyond minimum expectations
Growth	shows improvement
Reflection	shows sign of personal reflection
Self Evaluation	shows awareness of strengths and weaknesses

Things you'd like to add

Summary Score

Meets the requirements of programme goals	1	2	3	4
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Comments

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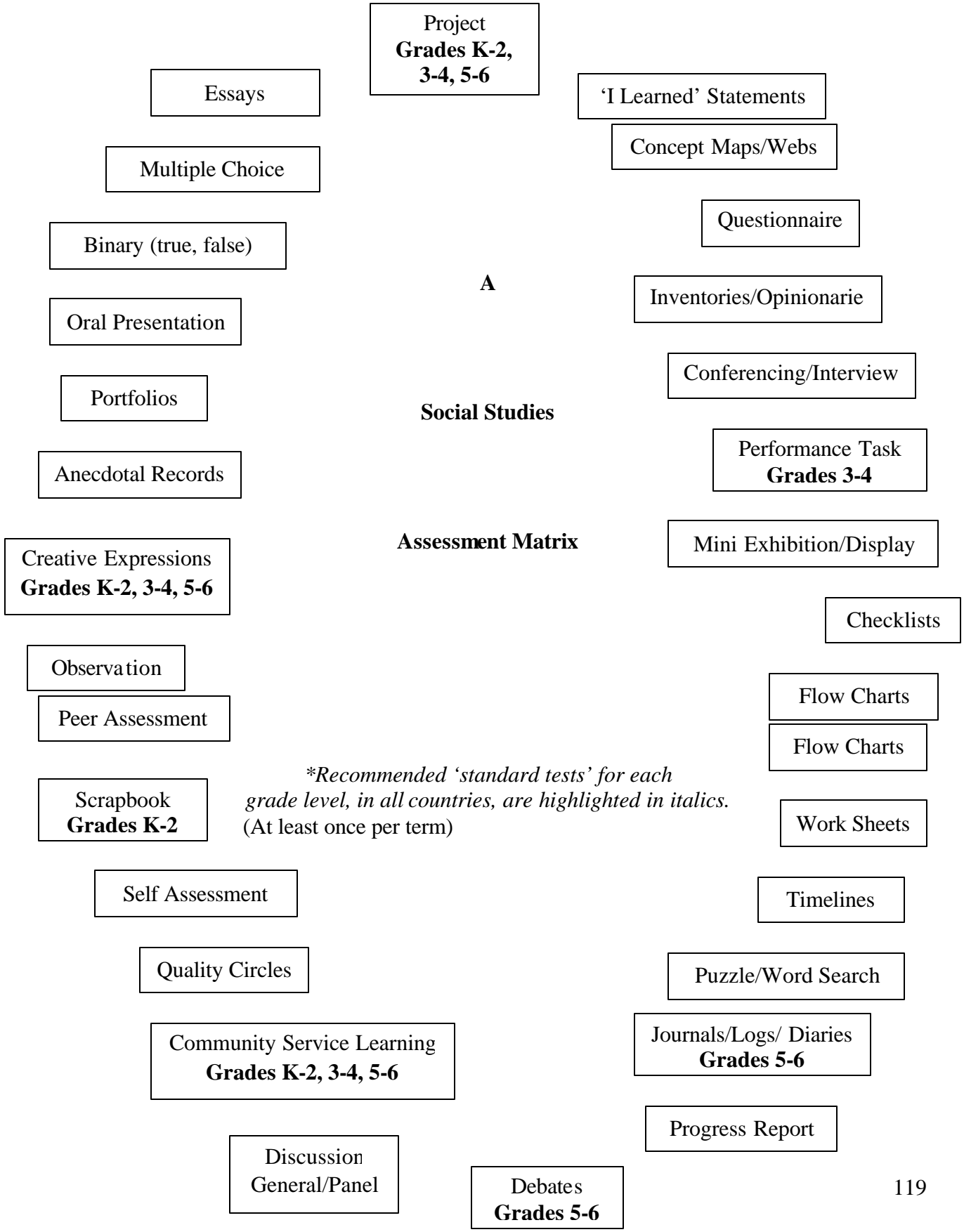
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At the end of this section, there is a list of assessment techniques/methods that may be used in Social Studies. The teacher is encouraged to use them in class. Some of them are indicated as being more appropriate for certain grades.

Note: Teacher may utilize the results of any assessment activity to enhance the teaching/learning process in their classrooms by using the following questions to guide the assessment of a given teaching technique.

- What was the purpose of the assessment? For placement? Diagnosis? Formative/summative evaluation?
- Was the purpose of the assessment clear, to both students and teachers?
- Was it fulfilled?
- Were the technique(s) used appropriate?
- What areas of weakness were highlighted?
- What areas of strength were highlighted?
- How can I improve on my teaching technique?
- In what area(s) do I need to motivate students to achieve higher and demonstrate achievement of the goals of Social Studies?

Please note that this list of questions is not exhaustive, but instead, is a guide.



7.9 Testing

Two main types of test items may be prepared by the Social Studies teacher to assess learning. They are:-

1. Selection type items – These are objective type items and are relatively easy to score. However, much care must be taken to construct these tasks accurately. Examples include *multiple choice*, *binary choice (true – false, yes – no and matching)*
2. Supply-type items – These items are particularly useful when students are expected to construct the answer to a question instead of choosing one. Examples include short answer, completion and essay questions.

To ensure that test items are well constructed, teachers should ensure that directions are clear, the appropriate reading level is used and the sentence structure is correct.

The following section includes guidelines for the different types of test items and examples to illustrate.

7.10 Multiple Choice Items

These items consist of a question or an incomplete statement (called a stem) followed by three or more possible options. The correct one or best answer is known as the key. The others are distracters.

The following guidelines are useful when constructing multiple choice items.

1. The stem should contain one question or statement
2. Avoid negatively stated items, if possible, particularly in the early grades (K – 2)
3. Ensure that only one of the options is the correct or best answer.
4. Ensure that options are about the same length
5. Keep all choices in the same category, i.e. do not mix people, places and things
6. Avoid giving clues, e.g. words in the stem that are also in the answer.
7. Ensure that each alternative is grammatically consistent with the stem.

Examples of multiple choice items

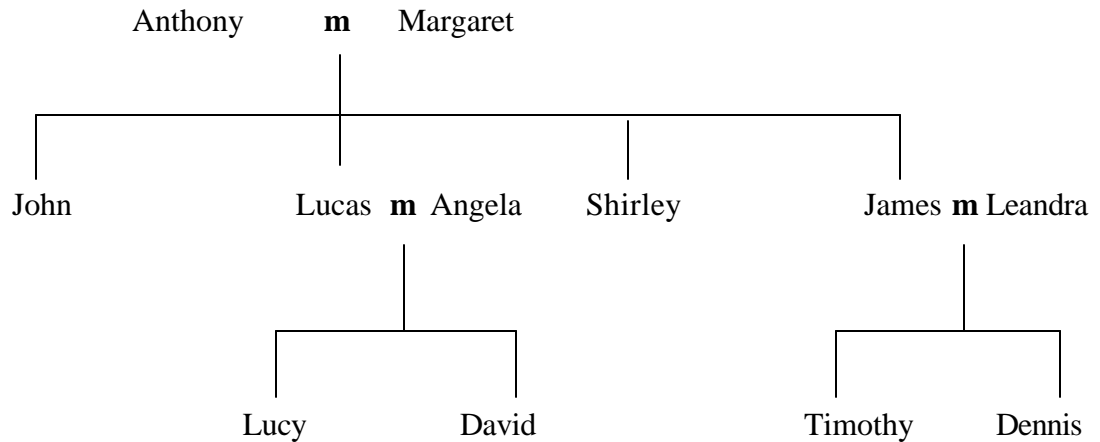
Grades 3 – 4

1. Which of the following is a natural resource that can be renewed?

- A. Diamond
- B. Forest
- C. Gold
- D. Petroleum

Grades 5 – 6

Answer the following three questions that are based on the family tree below



1. How many siblings does John have?

- A. One
- B. Two
- C. Three
- D. Four

2. How many children did Anthony and Margaret have?

- A. Two
- B. Four
- C. Six
- D. Ten

3. What is the relationship between David and Timothy? They are

- A. brothers

- B. brothers-in-law
- C. cousins
- D. nephew and uncle

7.11 Matching Items

Matching items are used to assess students' capability to associate terms and meanings, persons and events, cause and effect, and other related items. In the early Grades, K – 2, matching pictures with description or names is widely used. A variety of item-types may be used in later Grades (3 – 6).

Guidelines

- Keep the number of items small, i.e. three to seven.
- To minimize guessing, provide extra responses in one column, or permit some responses to be used more than once.
- Arrange the items in one column in some logical order (alphabetical, chronological) and those in the other column in random order.
- Keep both columns on the same page so that students will not have to turn the page to match items.

The following examples for the different grades may be used as a guide.

Grades K – 2

Match the workers in column A to tools they use in column B

A	B
Farmer	Fishing boats
Nurse	Fork
Teacher	Syringe

Grades 3 – 4

Match the meanings in column A to the terms in column B

A	B

7.12 Binary-Choice Items

These items require students to respond True – False, Yes – No, Right – Wrong. They should be used only when two plausible answers are possible.

Guidelines

- Ensure that an equal number of true items and false items are included.
- Arrange items in random order.
- Make each item definitely true or false. Avoid the use of terms such as *few*, *many*, *important*.
- Do not used double negatives, for example, Kingstown is not the capital of a Caribbean country.
- Avoid use of *all*, *none*, *always*, *never* and other specific determiners that are usually false and generally, *should* and *may*, which are usually true.

7.13 Short Answer Items

Short answer items may be constructed in a variety of ways. Students may be asked to

- complete sentences
- give examples
- define specific terms
- write main ideas
- supply other items to questions.

In short answer items, the teacher is able to assess objectives in the knowledge, skill and values/attitudes categories.

Guidelines

- Use blank spaces of uniform size.
- Avoid using a or an before a blank space so that no clue is given.
- Use definite statements that call for one correct response.
- Give an extra example in the options when students are required to fill blank spaces.

Examples of short answer items

Grades K – 2

Use the following words to complete the sentences

teacher dentist nurse farmer

1. The _____ takes care of the sick
2. The _____ cleans our teeth
3. The _____ grows bananas

Grades 3 – 4

Answer the following questions on the map.

1. Name the body of water to the south of Cuba.
2. List the island which is to the west of Barbados.
3. Name two of the mainland countries of the Caribbean.

Grades 5 – 6

1. Define the following terms:
 - Deforestation
 - Conservation
 - Pollution
2. Who designed your country's national flag?
3. Give three examples of renewable resources.

7.14 Essay Type Question

Essay type questions are used by the teacher to assess higher order thinking skills, such as application, analysis, synthesis and evaluation. These types of questions are particularly useful with students in the higher grades who have the necessary writing skills.

Two types of questions maybe used –

- Restricted response questions: these questions allow the teacher to set clear limits for the student's response
- Extended response questions: these questions allow students a greater freedom of response.

Guidelines

- Prepare questions that define the task clearly.
- Prepare a marking scheme to score responses with divergent answers. Include criteria such as completeness, organisation, originality, use of examples, accuracy.

- Inform students when spelling and grammar are to be scored
- Prepare questions within the writing competence of students. Set a word limit to guide students writing

Examples of restricted or structured response question

Grades 3 – 4

Write a paragraph about your island. Be sure to include the following:

- Name of the island
- When it was discovered
- Some of its physical features
- Who were the different groups who settled there
- Who was the first Premier? Prime Minister?
- Date when it became independent
- The major industries

Example of an extended response question

Grades 5 – 6

Select a person in your country whom you consider to be a national hero/heroine.

Write two paragraphs explaining the contribution that person has made to your country's development. Say why you consider the person to be a hero/heroine.

While traditional methods of assessment are accurate and effective, teachers are encouraged to use some of the other techniques suggested in this section. In the final analysis, to be comprehensive in the assessment process, a variety of methods should be employed. This variety will ensure that the goals of assessment are achieved and all the goals of Social Studies are adequately addressed.

References

Michaelis, T. U. & Gracia, J. (1996) *Social Studies for Children – A Guide to Basic Instruction* 11th edition Allyn and Bacon

King, R. et al (2000) *Social Studies Through Discovery* 2nd edition, Jamaica: Stephenson Litho Press

Class: Grades 5 – 6

Topic: ***Either** 'The death penalty'
#**Or** 'The free movement of people between Caribbean countries as a result of the CSME'

Learning Outcome: *6.1 (if the topic is 'The death penalty.')

#10.2 (if the topic is 'The free movement of people between Caribbean countries as a result of the CSME').

*Outcome 6.1 Identify some of the regional and sub-regional institutions responsible for law and order in the Caribbean, and give examples of their purpose and functions.

#Outcome 10.2 Give examples of co-operation and the interdependence among Caribbean people, and suggest ways for strengthening Caribbean integration.

Objectives: Students will be able to

- Explain the issues involved in ... (the topic);
- Examine the issues from different perspectives;
- Plan and present a reasoned defence **or** critique of any one perspective on the issue;
- Appreciate the need to hear the different sides of an issue before making up one's mind;
- Be willing to respect other views while disagreeing with them.

Instructional strategy: Dealing with controversial issue – using the newspaper.

Activity:

- Students, in groups, read a selection of different newspaper articles/stories on the topic.
- For each article, students list the point(s) of view expressed.
- *N.B.* Teacher establishes rules for discussion of controversial issues (see below).
- Class briefly discusses (i) the different points of view, (ii) possible background to them, and (iii) why persons may hold these views.
- Each group
 - selects (or is assigned) one point of view;
 - re-reads the relevant articles on it;
 - prepares a defence **or** a critiques of that point of view, including answers to questions such as: Why do you agree/disagree? What evidence do you use to support your position? What values are involved? What further information would you like to have;
- Each group will give a presentation of their position on the point of view examined, to be followed by a class discussion.

Resources: Relevant newspaper articles/stories on views expressed by difficult persons, and organizations (e.g. Church, Amnesty International, etc. on the death penalty; Trade unions, economists and other professional groups, on free movement of people, politicians, on both issues!)

Assessment:

- Teacher will grade groups on their presentation, including such things as the strength and logic of their position, etc. using a presentation rubric (see Appendix C) or a teacher-made checklist.
- Individual students will be graded on such things as their level of participation, willingness to listen to other points of view, evidence of thinking/reasoning, etc.

Guidelines for discussion of controversial issues:

- Listen respectfully to what other students are saying.
- Keep an open mind.
- Do not get personal, deal with the issue.
- Be fair in your comments.
- Do not take extreme positions, or refuse to listen to other views.
- It is OK to change your mind/position on the basis of new or additional information.

The role of the teacher in all of this is (i) not to take sides, (ii) nor to deal with the rightness or wrongness of any point of view, but instead to

- Focus on the logic of the student's argument, and evidence of thinking, reasoning.
- Make it clear that it is quite OK if anyone changes his/her mind during or after the discussion, provided he/she can give a reason why, and defend the new position.

Class: Grades 5 – 6

Topic: Early Settlers and Groups in the Caribbean

Sub-Topic: Culture and Customs

Learning Outcome: 2.3 Describe the culture, customs and way of life of the indigenous Caribbean peoples, and explain to what extent these are still present in the Caribbean today.

Objectives: Pupils should be able to:

- List at least five (5) aspects of the culture and customs of the indigenous people in their country
- Find and display evidence of present-day practice of this culture and customs

Teaching Strategies: Group Investigation

Activity:

- Students have previously gone on a field trip to a community where descendants of a group of early settlers still live, **or** to a site where early settlers once lived.
- Materials from the field trip and from other sources (museum, library, etc.) are displayed in class.
- Students, in their groups,
 - discuss their observation from the field trip;
 - list and describe aspects of the culture and customs of the indigenous people;
 - identify aspects of the culture and customs that are still evident/practiced today;
 - suggest reasons why some aspects of these are practised today, and why some are not.

Resources: Artifacts, pictures, etc. of an indigenous group in their country.

Assessment: Each group will mount a display on the culture and customs of the indigenous group, and make a short oral presentation. These will be assessed by the teacher, using an appropriate rubric or checklist.

APPENDIX A

RESOURCE MATERIALS FOR SOCIAL STUDIES OUTCOMES

Themes/Topic	Name/ Title	Suitable for Grade	Author	Source/ Publisher
1.0 Culture and Heritage - Culture - Customs and traditions - Festivals - Folk tales - Cultural/ethnic differences: food, practices, etc.	People in Our Community, Book 2	2		Carlong Publishers, Jamaica
	Caribbean Primary Social Studies Our Local Community, Book 1 (New Edition)	1	Albertin M., Brathwaite, M. and Glean, C.	Heinemann
	Caribbean Social Studies Local Community, Book 2	2	Morrissey, M.	Macmillan
	Commonwealth Currents	3 – 6	Commonwealth Secretariat	London thecommonwealth.org
	LIAT Islander Magazine			LIAT Airlines
	Compere Lapin (Folk Tales)	1 – 6	Jacintha Lee	St. Lucia
	Education in Human Values – Teachers’ Handbook	1 – 6 Teachers		EHV Society of Trinidad & Tobago, Box 1003, Port of Spain (1992)
	- Samples/video of local tales, games, costumes, national dress etc. - Documentaries of cultural/historical events, famous persons, etc.			The Ministry of Culture, Cultural Foundation Local Folk Society, Heritage Foundation, etc.

Themes/Topic	Name/ Title	Suitable for Grade	Author	Source/ Publisher
2.0 Time, Continuity and Change <ul style="list-style-type: none"> - Historical events/sites, etc. - Early settlers - Changes in the community - Changes in culture, customs, etc - Developments in the community, society - Growth/expansion of the community/society (population, industries, etc) 	Caribbean Primary Social Studies Our Local Community, Book 1 (New Edition)	1	Albertin, M., Brathwaite, M. and Glean, C.	Heinemann
	Caribbean Primary Social Studies Our Island Community, Book 2	2	Albertin, M., Brathwaite, M. and Glean, C.	Heinemann
	Caribbean Social Studies My Country, Book 3 (Books on individual islands), Book 4	3 4	Morrissey, M.	Macmillan
	Commonwealth Currents	3 – 6	Commonwealth Secretariat	London www.thecommonwealth.org
	<ul style="list-style-type: none"> - Pictures, posters, charts, etc - Samples of cultural artifacts: household implements, clothing, etc. - Historic buildings, sites 	K – 6		The National Museum National Library Heritage Foundation etc
Education in Human values – Teachers’ Handbook	Teacher			EHV Society of Trinidad & Tobago, Box 1003, Port of Spain (1992)

Themes/Topic	Name/ Title	Suitable for Grade	Author	Source/ Publisher	
3.0 People, Places and Environments - The neighbourhood - Physical surroundings - Places in the community - Cities, and towns - The environment - Resources - The climate and weather - Caribbean region - Homelands of the world	Carl long Primary Social Studies My Home and School Communities, Book 1	1		Carl long Publishers, Jamaica	
	Book 2	2			
	Book 3	3			
	Caribbean Primary Social Studies (New Edition)			Albertin, M., Brathwaite, M. and Glean, C.	Heinemann
	Our Island Community, Book 2	2			
	Our Caribbean Community, Book 3	3			
	Our World Community, Book 4	4			
	Caribbean Social Studies My Country, Book 3	3		Morrissey, M.	Macmillan
	Separate Books of Individual Countries, Book 4	4			
	The Caribbean Region, Book 5	5			
	The Earth – Our Home, Book 6	6			
	The Caribbean and Beyond	5 – 6		Wilson, M. and Ottley, J.	Longmans
	The Birds of our Islands – A Teacher’s Guide	K – 6			Caribbean Conservation Association. The Garrison, St. Michael, Barbados

Themes/Topic	Name/ Title	Suitable for Grade	Author	Source/ Publisher
3.0 (cont'd)	A – Z Book of Animals	K – 6		St. Lucia National Trust
	UNESCO Courier	5 – 6		UNESCO. www.unesco.org
	Commonwealth Currents	3 – 6		Commonwealth Secretariat, London www.thecommonwealth.org
	LIAT Islander	1 – 6		LIAT Airlines
	Caribbean Action on Population and Development	5 – 6		Economic Commission for Latin America and the Caribbean (ECLAC)
	Local Environments/ Conservation Association	K – 6		
	The Caribbean Environmental Health Institute	3 – 6		
	<ul style="list-style-type: none"> - Weather Instruments - Pictures, posters, charts, etc - Maps, diagrams, etc - Local population census figures - Videos of/about the country - Books/videos on local villages, towns, cities, etc 	K – 6		Local Weather Station Environmental/Conservation Association Government Statistical Dept

Themes/Topic	Name/ Title	Suitable for Grade	Author	Source/ Publisher
4.0 Individual Development and Identity - Myself and others - Good manners and behaviour - Keeping healthy - Rights of the child - Self awareness/ respect - Safety - Use of drugs - Interpersonal relationships	Caribbean Social Studies Myself, My Family, My Home, My School, Book 1	1	Morrissey, M.	Macmillan
	Carlong Primary Social Studies My Home and School Communities, Book 1	1		Carlong Publishers, Jamaica
	Children in Focus	1 – 6		UNICEF Caribbean Office, Barbados. www.unicef.cao.bb
	AIDS Window	4 – 6		CAREC, Trinidad. www.carec.org
	Child Health	3 – 6		Healthlink Worldwide www.health.org.uk
	- Pictures, posters, charts, etc. - Specimens/ copies of street signs, warning signs, etc. - Family tree/ chart	K – 6		UNICEF/UN Ministry of Transport Communication & Works
	- Materials on self-awareness, rights of the child, etc. - Materials on health education	K – 6		Ministry of Health UNESCO Office

Themes/Topic	Name/ Title	Suitable for Grade	Author	Source/ Publisher
5.0 Individuals, Groups and Institutions - The home and the family - The school - Groups in the community - Important persons in the community - Social relationships - Regional groups and institutions	Caribbean Social Studies Myself, My Family, My Home, My School, Book 1	1	Morrissey, M.	Macmillan
	The Local Community, Book 2	2		
	Carlong Primary Social Studies My Home and School Communities, Book 1	1	Albertin, M., Brathwaite, M., and Glean, C.	Carlong Publishers, Jamaica
	People in our Community, Book 2	2		
	Caribbean Primary Social Studies Our Local Community, Book 2	2		
	Commonwealth Currents	3 – 6		Heinemann
	Circle time for Primary Schools	2 – 6		Commonwealth Secretariat, London www.thecommonwealth.org
- Pictures, posters, etc. of the family and other social groups - Pamphlets on local social groups, institutions, etc.	K – 6	Jenny Moseley Publishers		

Themes/Topic	Name/ Title	Suitable for Grade	Author	Source/ Publisher
6.0 Power, Authority and Governance <ul style="list-style-type: none"> - Leaders, leadership - National symbols - Our government - Rules, law and order - Patriotism - Citizens and citizenship - Leadership in the home, community - Types of government - The election process 	Carlong Primary Social Studies, Book 3 & 4	4		Carlong Publishers, Jamaica
	Caribbean Primary Social Studies Our island Community, Book 2	2	Albertin, M., Brathwaite, M. and Glean, C.	Heinemann
	Caribbean Social Studies My Country Book 3 & 4	4	Morrissey, M.	Macmillan
	Commonwealth Currents	3 – 6		Commonwealth Secretariat, London www.thecommonwealth.org
	<ul style="list-style-type: none"> - Specimens/samples of national symbols, laws, etc - Pictures, maps, posters, charts, etc - Pamphlets on government, elections, courts, police, etc 	K – 6		

Themes/Topic	Name/ Title	Suitable for Grade	Author	Source/ Publisher
7.0 Production, Distribution and Consumption - Goods and services - Occupations and work - Local industries - Businesses in the community - Traditional goods and services - Thrift, credit, and savings - Trade and exchange - Imports, exports - Transportation - Tourism	The Caribbean and Beyond	5 – 6	Wilson, J., Ottley, J.	Longman
	Training Modules in tourism	5 – 6		Caribbean Tourism Human Resource Council 2001
	Carlong Primary Social Studies, Books 3 & 4	3 – 4		Carlong Publishers
	Caribbean Primary Social Studies Our Caribbean Community, Book 3	3		Heinemann
	Caribbean Social Studies Books 3, 4 & 5	3 – 5		Macmillan
	Tourism File	4 – 6		St. Lucia Hotel & Tourism Association
	LIAT Islander	K – 6		LIAT Airlines
	- Specimens of advertisements for goods, products, services, tourist attractions, etc. - Information and statistics on products, jobs, manufacturing, trade, etc. - Government Economic Reports			The Ministries or Depts. of Finance, Tourism, Industry, Trade, etc. Caribbean Tourism Organization (CTO)

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Themes/Topic	Name/ Title	Suitable for Grade	Author	Source/ Publisher
8.0 Science, Technology and Society - Effects on society of - Transportation - Communications - Means of travel - Inventions - Technology and change - Electronic media - Scientific discoveries -	Caribbean Challenges	5 – 6	Wilson, M., et al	Longmans
	UNESCO Courier	5 – 6		UNESCO www.unesco.org
	The Caribbean Environmental Health Institute	4 – 6		The Caribbean Environmental Health Institute, The Morne, St. Lucia
	‘Discovery Kids’	K – 6		The Archives
	- Modules/pictures/brochures of different forms of transportation, communication - Videos, slides, films on transportation, communication - Pictures, brochures on inventions, technology, developments and discoveries in science and medicine			Local Folk Society, Heritage Foundation, etc.

Themes/Topic	Name/ Title	Suitable for Grade	Author	Source/ Publisher
9.0 Global Connections <ul style="list-style-type: none"> - Interdependence of people/societies/nations - International organizations - United Nations - Homelands of the world 	Carlong Primary Social Studies Our World Environment, Book 6	6		Carlong Publishers, Jamaica
	Caribbean Primary Social Studies Our World Community, Book 4	4		Heinemann
	The Earth – Our Home, Book 6	6		Macmillan
	UNESCO Courier	5 – 6		UNESCO www.unesco.org
	Commonwealth Currents	3 – 6		The Commonwealth Secretariat, London www.thecommonwealth.org
	<ul style="list-style-type: none"> - Maps, pictures of other countries, lands, and societies - Charts/brochures of the UN, Human Rights, Rights of the Child, etc. 			

Themes/Topic	Name/ Title	Suitable for Grade	Author	Source/ Publisher
10.0 Civic Ideals and Practices - Social skills - Democratic practice - Cooperation - Service - Pro-social behaviours and attitudes - Caribbean integration - Tolerance, respect for others, other groups	Education in Human Values	Teacher		EHV Society of Trinidad and Tobago
	‘Seventh Heaven’	K – 6		TV programme
	Quality time in the Primary classroom	K - 6	Moseley, Jenny	David Fulton
	- Christian Council/Conference of Churches			
	- Police Community Liaison/ Outreach			
	- Scenarios			
	- Simulations			

2.0. Journals

Name/Title	Source/Publisher
Social Studies and the Young Learner	NCSS, 8555 Sixteenth St, Silver Springs, Maryland 20910, USA.
Social Education	NCSS, 8555 Sixteenth St, Silver Springs, Maryland 20910, USA.
The Social Studies	Heldref Publishing, Washington, DC
The Clearing House	Heldref Publishing, Washington, DC
Commonwealth Currents	The Commonwealth Secretariat, London. thecommonwealth.org
UNESCO Courier	UNESCO unesco.org

3.0. Methods

Name/Title	Author/Publisher
Children and their World	Welton,D. & Mallan, J. 1996. Houghton-Mifflin
Social Studies in Elementary Education, 10 th Edition	Parker, W. & Jarolimek, J. 2000, Merrill/Prentice Hall
Social Studies for Children	Michaelis,J. & Garcia,W., 1996. Allyn & Bacon.
Social Studies through Discovery	King, R. et al. 2001. Chalkboard Press, UWI, Mona.
Teaching Strategies	Orlich, D.C. et al. 2001. Houghton-Mifflin
Powerful Social Studies Teaching and Learning	Brophy, J. & Alleman, J. 1996.
-Sample lesson plans -Assessment rubrics -Instructional/Classroom ideas	[See web-sites on next page(s)]

4.0 Some Useful Websites for Social Studies.

www.chill.org/csss/socials/socials.html

www.socialstudies.ab.ca

www.csun.edu/~hcedu013/index.html

www.lessonstop.org

www.learnweb.harvard.edu/alps/

www.indiana.edu/~ssdc/digest.html

www.socialstudies.org

www.kagancooplearn.com

www.activecitizenship.org

www.teachtci.com

www.americanpromise.com/ap3810

www.closeup.org/anaheim.htm

<http://scrtec.org/track>

www.ncss.org/standards/toc.html

www.angelfire.com/sc/soced/index.html

www.ed.gov/free/s-social.html

<http://educate.si.edu/resources/lessons/siyc>

<http://edsitement.neh.gov>

<http://lessonplanz.com>

<http://ericir.syr.edu/Virtual/Lessons/>

www.teachweb.net

<http://mecha.barry.edu>

www.sped.ukans.edu/~soess/index.html

APPENDIX B

A Sample of Rubrics

1. (a) Cooperative Learning Project Rubric A: Process

Name: _____

Date: _____

Class: _____

	Exceptional	Admirable	Acceptable	Amateur
Group Participation	All students enthusiastically participate	At least 3/4 of students actively participate	At least half the students confer or present ideas	Only one or two persons actively participate
Shared Responsibility	Responsibility for task is shared evenly	Responsibility is shared by most group members	Responsibility is shared by 1/2 the group members	Exclusive reliance on one person
Quality of Interaction	Excellent listening and leadership skills exhibited; students reflect awareness of others' views and opinions in their discussions	Students show adeptness in interacting; lively discussion centres on the task	Some ability to interact; attentive listening; some evidence of discussion or alternatives	Little interaction; very brief conversations; some students were disinterested or distracted
Roles Within Group	Each student assigned a clearly defined role; group members perform roles effectively	Each student assigned a role, but roles not clearly defined or consistently adhered to	Students assigned roles but roles were not consistently adhered to	No effort made to assign roles to group members

1. (b) Cooperative Learning Project Evaluation Form A: Process

Name: _____

Date: _____

Class: _____

	Exceptional	Admirable	Acceptable	Amateur
Group Participation				
Shared Responsibility				
Quality of Interaction				
Roles within Group				

COMMENTS:

2. (a) Classroom Discussion Rubric

	Exemplary	Effective	Minimal	Unsatisfactory
<i>SUBSTANTIVE :</i>				
• States and identifies issues	Accurately states and identifies issues	Accurately states an issue	States a relevant, factual, ethical, or definitional issue as a question	Does not state any issues
• Uses foundational knowledge	Accurately expresses relevant foundational knowledge pertaining to issues raised during the discussion	Accurately expresses relevant foundational knowledge pertaining to an issue raised during the discussion	Accurately expresses relevant foundational knowledge pertaining to an issue raised by someone else	Does not express any relevant foundational knowledge
• Stipulates claims or definitions	Pursues an issue with a stipulation	Does not stipulate a claim or definition	Does not stipulate a claim or definition	Does not stipulate a claim or definition
• Elaborates statements with explanations, reasons, or evidence	Pursues an issue with more than one elaborated statements	Pursues an issue with at least one elaborated statement	Elaborates a statement with an explanation, reasons, or evidence	Does not elaborate any issues
• Recognizes values or value conflict	Recognizes values or value conflict	Does not recognize value or value conflict	Does not recognize value or value conflict	Does not recognize value or value conflict
• Argues by analogy	Uses analogy to advance the discussion	Does not use analogy to advance the discussion	Does not use analogy to advance the discussion	Does not use analogy to advance the discussion

Classroom Discussion Rubric (Continued)

	Exemplary	Effective	Minimal	Unsatisfactory
<i>PROCEDURAL :</i>				
• Invites contributions from others	Engages others in the discussion by inviting their comments	Invites comments from others	Does not invite comments from others	Does not invite comments from others
• Acknowledges the statements of others	Engages others in the discussion by acknowledging their contributions	Does not acknowledge the statements of others	Does not acknowledge the statements of others	Does not acknowledge the statements of others
• Challenges the accuracy, logic, relevance, or clarity of statements	Constructively challenges the accuracy, clarity, relevance, or logic of statements made	Responds in a civil manner to a statement made by someone else by challenging its accuracy, clarity, relevance, or logic	Does not challenge the accuracy, clarity, relevance, or logic of statements	Does not challenge the accuracy, clarity, relevance, or logic of statements
• Summarizes points of agreement and disagreement	Summarizes points of agreement and disagreement	Does not clearly summarize points of agreement	Does not summarize points of agreement or disagreement	Does not summarize points of agreement or disagreement

Adapted from Harris, David E. "Assessing Discussion of Public Issues: A Scoring Guide." In Handbook on Teaching Social Issues, edited by Ronald W. Evans and David Warren Saxe. Washington, D.C.: National Council for the Social Studies

2. (b) Classroom Discussion Evaluation Form

Name: _____ Date: _____

Class: _____

	Exemplary	Effective	Minimal	Unsatisfactory
<i>SUBSTANTIVE</i>				
• States and identifies issues				
• Uses foundational knowledge				
• Stipulates claims or definitions				
• Elaborates statements with explanations, reasons, or evidence				
• Recognizes values or value conflict				
• Argues by analogy				
<i>PROCEDURAL</i>				
• Invites contributions from others				
• Acknowledges the statements of others				
• Challenges the accuracy, logic, relevance, or clarity of statements				
• Summarizes points of agreement and disagreement				

COMMENTS:

3. (a) Oral Presentation Rubric

Name: _____

Date: _____

Class: _____

	Exceptional	Admirable	Acceptable	Amateur
Content	An abundance of material clearly related to thesis; points are clearly made and all evidence supports thesis; varied use of materials	Sufficient information that relates to thesis; many good points made but there is an uneven balance and little variation	There is a great deal of information that is not clearly connected to the thesis	Thesis not clear; information included that does not support thesis in any way
Coherence and Organization	Thesis is clearly stated and developed; specific examples are appropriate and clearly develop thesis; conclusion is clear; shows control; flows together well; good transitions; succinct but not choppy; well organized	Most information presented in logical sequence; generally very well organized but better transitions from idea to idea and medium to medium needed	Concept and ideas are loosely connected; lacks clear transitions; flow and organization are choppy	Presentation is choppy and disjointed; does not flow; development of thesis is vague; no apparent logical order of presentation
Creativity	Very original presentation of material; uses the unexpected to full advantage; captures audience's attention	Some originality apparent; good variety and blending of materials/media	Little or no variation; material presented with little originality or interpretation	Repetitive with little or no variety; insufficient use of multimedia

	Exceptional	Admirable	Acceptable	Amateur
Material	Balanced use of multimedia materials; properly used to develop thesis; use of media is varied and appropriate	Use of multimedia not as varied and not as well connected to thesis	Choppy use of multimedia materials; lacks smooth transition from one medium to another; multimedia not clearly connected to thesis	Little or no multimedia used or ineffective use of multimedia; imbalance in use of materials—too much of one, not enough of another
Speaking Skills	Poised, clear articulation; proper volume; steady rate; good posture and eye contact; enthusiasm; confidence	Clear articulation but not as polished	Some mumbling; little eye contact; uneven rate; little or no expression	Inaudible or too loud; no eye contact; rate too slow/fast; speaker seemed uninterested and uses monotone
Audience Response	Involved the audience in the presentation; points made in creative way; held the audience's attention throughout	Presented facts with some interesting "twists"; held the audience's attention most of the time	Some related facts but went off topic and lost the audience; mostly presented facts with little or no imagination	Incoherent; audience lost interest and could not determine the point of the presentation
Length of Presentation	Within two minutes of allotted time +/-	Within four minutes of allotted time +/-	Within six minutes of allotted time +/-	Too long or too short; ten or more minutes above or below the allotted time

3. (b) Oral Presentation Evaluation Form

Name: _____

Date: _____

Class: _____

	Exceptional	Admirable	Acceptable	Amateur
Content				
Coherence & Organization				
Creativity				
Material				
Speaking Skills				
Audience Response				
Length of Presentation				

COMMENTS:

4. Portfolio Assessment Rubric

Name: _____

Date: _____

Use this form to assess the portfolio as a whole. Since individual items in the portfolio have likely already been evaluated, it is important to evaluate the strengths and weaknesses of the entire portfolio and to focus on progress.

	Exceptional	Commendable	Acceptable	Unsatisfactory
Variety of items				
Understanding the content				
Evidence of Critical thinking and Problem-solving				
Effectiveness of communication				
Evidence of creativity				
Knowledge of concepts and topical relationships with other content areas				
Overall progress in the course				

COMMENTS:

5. (a) Time Line Rubric

Name: _____

Date: _____

Class: _____

	Distinguished	Proficient	Limited	Attempted
Item Choice	Evidence of care taken in choosing items (either most significant, or revealing some pattern, or showing cause/effect relationship)	Items meet criteria of assignment; few or no inaccuracies	Includes required number of items; some inaccuracies	Does not include required number of items
Scale & Sequence	Scale consistent and accurate; very appropriate for subject matter; all items in sequence with care taken on placement within increments	Scale consistent, accurate, and appropriate; items in sequence; increments marked	Scale roughly drawn; a few items out of sequence; increments marked	No apparent scale; numerous items out of sequence; time increments not marked
Mechanics	Flawless	Few mechanical errors	Some errors in spelling, identification, or dating	Many errors in spelling, identification, or dating
Presentation	Visually striking; attention apparent to making time line an effective tool for communicating information	Clear, uncluttered, and attractive	Legible	Illegible or messy

5. (b) Time Line Evaluation Form

Name: _____

Date: _____

Class: _____

	Distinguished	Proficient	Limited	Attempted
Item Choice				
Scale and Sequence				
Mechanics				
Presentation				

COMMENTS:

Appendix C

Sample Lesson Plans

For

Grades K - 6

NB. *When any of these sample lesson plans is used, teachers are, of course, expected to include the appropriate concepts and generalization(s).*

Grades: Grades K - 2

Topic: Festivals

Sub-Topic: Carnival

Learning Outcome: 1.2 Explain the purpose and significance of local customs, traditions and cultural celebrations in their community.

Objectives:

- List some activities that occur during the carnival season
- Describe two of the activities listed
- Give reasons why carnival is an important festival in (name your country).

Teaching Strategy: Dramatization, - with Class Discussion

Activity:

- Set up a learning centre in your classroom. Ensure all resources are available such as costumes, videos, general display of carnival items and music, information on the history of carnival.
- Pupils observe costumes, look at pictures showing carnival scenes and a video about our carnival celebrations.
- Teacher selects different groups of pupils to dress in carnival costumes and dramatize different carnival events/activities.
- After each dramatization, teacher guides discussion about the importance of the activities observed.

Questions to guide discussion,- all of which students know beforehand:

1. What do you think about carnival? /How do you feel about it?
2. How did carnival originate? Who started it?
3. In what ways do you think carnival is important to us?

Resources:

- Various carnival costumes, videos of carnival shows (calypso monarch, carnival queen) and street jump up.
- Pictures of carnival scene and various ornaments, accessories and decorations used at carnival time (such as glitter dust, dyes etc.).
- Banner with the carnival theme.

Assessment:

Group dramatizations will be assessed by other class members, and by the teacher, using a teacher-made checklist.

Grade: Grade 1

Topic: Our Community

Sub-Topic : Changes in our community

Learning outcomes: 2.4 Compare their community with another one located; and identify ways in which the way of life has changed in their community over the years.

Objectives:

- List aspects of the way of life of people long ago
- Identify aspects of the way of life today
- Identify the ways in which the way of life has changed in their community.

Teaching strategy: Guided inquiry

Activity:

1. Students select and study pictures of people. Identify how people lived long ago and give reasons.
2. Students listen to a talk by an elderly person.
3. After the presentation, students identify and discuss ways in which the way of life in their community has changed.

Resources:

- Pictures of people long ago and today
- Resource person

Assessment: Students, working in groups, find answers to these questions. These are marked by the teacher.

- ✓ What can you say about the way people lived long ago?
- ✓ How is our way of life today different from that of people long ago?
- ✓ What do you think are some of the reasons for the changes?

Grade: Grade 2

Topic: Our Community

Sub-topic: Our neighboring communities

Learning outcomes: 2.4. Compare the community with another one located nearby;

Objectives:

- Pupils will be able to locate the position of their community using the map of(name your country).
- Identify their neighbouring communities
- Locate their community in relation to their neighbouring community using the cardinal points.

Strategy: Map/atlas exercise

Activities: Students, under the guidance of the teacher,

- Study a large map of (their country)
- Find and write the name of their community
- Locate their community on the map
- Describe the location of their community in relation to other major towns/cities
- Locate and identify their neighbouring communities
- Locate their community in relation to their neighbouring communities using the cardinal points.

Resources:

- Desk-size maps of (their country)
- Large drawing of the cardinal points
- Compasses
- Large map of (their country).

Assessment: In groups, students will, with the aid of an atlas,

1. Mark and name their community on a desk-size map of the country.
2. Identify the neighbouring communities that are to the north, south, east ,and west of their community.
3. Give the correct direction they would be travelling in if going from to

Grades: K - 2

Topic: Our Community

Sub-topic: Important places in our Community

Learning outcome: 3:1 Give physical descriptions of places of importance in their community (home, school, church, community centres, post office,, etc) using size, colour, shape, texture, materials used.

Objectives:

- Identify important buildings in the community
- Describe the important buildings in the community using size, colour, shape and materials used
- Identify and explain some of the activities that take place in these buildings.

Teaching strategy: Out-of-class activity

Activity:

- ✓ Visit some important buildings in the community, noting names, size, colour, etc, and activities taking place.
- ✓ Listen to talk by a resource person on the importance of the buildings, their age, history, etc.
- ✓ In groups, students will
 - name some important buildings in their community;
 - list ways in which the buildings are different from one another;
 - name some activities that take place in these buildings, e.g. post office, health centre, school;
 - In chart form, classify the buildings by size, shape, colour, building materials, and major activities.

Resources: Resource person, pictures of buildings in the community, writing materials to take notes during field trip.

Assessment:

1. Groups will make a brief oral presentation of their work
2. Teacher will mark each group's work/presentation, using an appropriate checklist or rubric.

Class: Grades K - 2

Topic: Family

Sub-topic: Roles of family members

Learning outcome: 5:2 Provide examples of cooperation within the family and in the community.

Objectives: After viewing different stimulus materials on roles in the family, pupils will be able to

- list the roles of different family members
- dramatize ways people in a family co-operate with one another
- give reasons why it is important for family members to have different roles.

Teaching strategy: Using stimulus materials, with questioning.

Activities:

- Students watch a video depicting roles of family members
Teacher asks a series of questions: Who are the people in the video? What is the mother doing? etc
- Students view a set of pictures of a family.
Teacher poses a series of questions: What are the people doing? Are they working together? How? What word can we use to indicate that they are working together?
- In groups of four, students choose a scenario from a list and show how they would cooperate with one another to solve the problems.

Examples of scenarios: Joe does not have lunch.
Mary cannot get her assignment finished.
Larry has lost his pet.
Ben has lost his bus money.

Resources:

- Video depicting family members performing their respective roles
- Pictures of family members at work.

Assessment:

1. Students individually will complete the sentences using the most appropriate word to indicate different roles of family members.
 - a. Mother _____ the food.
 - b. Brother _____ the lawn
 - c. I _____ my room.
2. Students, in a short paragraph (3-4 sentences), write one reason why family member take different roles.

Teacher will mark students' work.

Grades: Grades 3 - 4

Topic: Workers and Occupation

Learning Outcome: 7.2 Identify the workers who produce goods and provide services in their country, and make a reasoned assessment of the value of their jobs and their contribution to the society.

Objectives:

- Name workers who produce goods and services in their country.
- Compare different types of workers.
- Classify workers who provide goods and those who provide services.
- Make an assessment of the value of these jobs and the workers' contribution to the country.

Teaching Strategy: Listing - Grouping

Activity:

- ◆ Students study pictures of different types of workers, and list the different types of workers.
- ◆ Drawing on their prior knowledge, students group the workers according to the type of work they perform.
- ◆ Students then state/indicate whether each type of worker is providing a good or a service.
- ◆ Students are asked to provide/suggest a label or name for each group of workers (i.e. name the occupation).
- ◆ Class discusses the various labels and their meaning.

Resources:

- Pictures of different types of workers and of the goods and services they provide.

Assessment: An in-class written assignment for students:

1. Explain the difference between providing a good and providing a service.
2. Choose one type of worker and explain how this worker is important to the country.

Class: Grade 3

Topic: The Caribbean

Learning Outcome: 3.4 Use directions and distances to locate their country in relation to neighbouring water bodies and landmasses, and identify their country on a large map of the Caribbean.

Objectives:

- Identify five (5) countries/islands on a large map of the Caribbean.
- Give the location of their country in relation to four (4) neighbouring water bodies and Caribbean countries.
- Give the relative location of other Caribbean countries as being North (N) or South (S) of other Caribbean countries.

Teaching Strategy: Map work

Activity:

- Class forms into four or five groups
- Each group receives a list of names of Caribbean countries and bodies of water on separate pieces of paper.
- Class is given about five (5) minutes to locate these countries in their atlas and/or on a large map of the Caribbean.
- Teacher plays a game:
 - Teacher calls out a name of a country or body of water, and groups are to locate it in their atlas. Points are awarded to the first group to find **and** locate it, using terms such as: near to, north of, left of, below, etc.
 - Group answering is also given a chance for further points, to give the location of the country or body of water in relation to their country and two other countries. If the group cannot, another group is given the chance.
 - Game continues for 10 -12 minutes.

[Or teacher could give out riddles: e.g. 'I am a body of water located west of Dominica. What am I? / Name me].

- Individual children volunteer (or are selected) to represent the different islands, and to 'form a map' of the Caribbean (i.e. stand in the position where the island is located relative to the others)*. Teacher gives no help! – at least not for the first 3-4 minutes.

Resources:

- Large wall map of the Caribbean, and blank outline maps
- Caribbean atlas.

Assessment:

1. On a blank outline map of the Caribbean, students colour the bodies of water in blue.
2. Students neatly name the islands/countries on the outline map.

**A similar activity may be undertaken in a lesson on Festivals or Culture, where student's would either wear a costume from the island they represent or carry a picture of a distinctive cultural artifact.*

Class: Grade 4

Topic: Campaigns and Elections.

Learning Outcomes: 6.4 Describe how governments and leaders in their country are elected. Explain the importance of having leaders and the roles performed by the different leaders and departments in government.

Objectives: Students will

- Imitate the national campaign and voting processes in order to hold their own classroom elections.
- Conduct the process and system of an election on a local level.

Teaching Strategy: Simulation

Activity: Activity may run for at least two (2) weeks

- Students will discuss the system of campaigning and voting in their local community. If possible, have their local parliamentary representative come in to discuss this process with the class.
- The class will then brainstorm what offices they feel are important to have in their classroom.
- Students will sign up for the office (s) for which they wish.
- The students who do not wish to run may then divide into campaign groups. These groups will be developing a platform for their candidates to run symbols.
- Students will use examples of local campaign to develop their ideas for buttons and posters.
- Students may begin posting their signs and wearing their buttons at the end of the first week.
- During the second week, students may have their campaign group present 30-second or one- minute commercials during each class session.
- Focusing on the issues of their campaign platform, students in each group will work with the candidate to write a speech that the candidate will present to the class during the (final) week of campaigning.
- During the final week, ‘candidates’ give their final speeches; and student ‘voters’ cast their ballots. Votes are tallied by the teacher and candidates elected are announced.

Resources:

- Posterboard of several colours, markers, pair of scissors, button-making materials
- Coloured paper, tape
- Examples of political speeches and advertisements.

Assessment:

1. The teacher may use a checklist involving the criteria: cooperation, campaign quality of speeches, etc.

To be Considered:

Some parents are particularly sensitive to political issues. Religion may also be a factor.

Grades: 3 - 4

Topic: Community Brochures

Learning Outcomes: 3.3 Name and locate the major settlements on a map of their country. Describe their physical surroundings and indicate what human-made changes have been made to the local environment

Objectives: The student will

- Define a community.
- Discuss different aspects of their community (family, neighbourhood, etc).
- Create a brochure for their chosen community.

Teaching strategy: Cooperative learning/grouping.

Activity:

- Teacher discusses with the class what they think a community is.
- Class talks about the different communities of which the children are a part. These could be school, family, city, neighborhoods etc.
- Students examine posters, pictures and brochures of examples of communities.
- In their groups, students
 - first select a community of which they are a part.
 - use construction paper, and fold it into thirds to make a brochure, create a brochure for the community, with pictures and words about their community.
 - for example, if they want to create a ‘family community’ brochure, they may want to draw pictures of their family or write what their family does together, or what their family means to them.
- Groups display their creation of a community brochure, and explain to class (i) why they chose that particular community, (ii) what the brochure seeks to convey about the community.
- Students take their creation home and share it with their family.

Resources:

- Posters or pictures of examples of communities (family pictures, school pictures, posters of cities etc.),
- Brochures for the community features (could be a brochure about some special, unique feature or historical details).
- Construction paper, crayons, markers, glue, pair of scissors, pencil, sample brochure.

Assessment:

- The brochures are assessed by using a presentation rubric.

Class: Grades 3 – 4

Topic: Prejudice and values

Learning Outcome: 10.2 Demonstrate sensitivity and tolerance towards people of other racial and ethnic groups in their country, and justify the need for each person to defend the human rights of others.

Objectives: Students will be able to

- recognize the relationship between prejudice and actions towards others;
- identify how beliefs shape our attitudes and actions;
- describe their own feelings, beliefs and values with respect to other persons and groups;
- explain their role in helping to protect civil rights and democratic institutions in their country.

Teaching Strategy: Dealing with controversial or sensitive issues.

Activity:

- Students would have been given a prior assignment to define the following terms:

prejudice	stereotyping
discrimination	propaganda
dehumanizing	genocide
- Students complete a short ‘Who am I?’ chart [for inclusion in their journal], -Handout 1.
- Working individually in their groups, students complete the Student Response Statements, - Handout 2.
- Some of the student responses to Handout 2 are listed on the blackboard, and are discussed using questions such as: (i) Is there a pattern that illustrates prejudice? (ii) Where do these feelings and beliefs originate? (iii) Should we believe everything we hear, read or see on TV? (iv) Why is it wrong to label all members of a group in the same way? [In the discussion, the words defined above should be brought in and illustrated/applied.]
- Give each student a blank sheet of paper, and indicate that babies are like this with respect to prejudice: no negative feelings towards any person or group. Ask: ‘How then do they acquire prejudice?’ (It is learned – just like the knowledge, feelings and beliefs that we acquire).
- In their groups and using the newspaper/magazine articles, students list (on one side of the blank sheet) and discuss things that a child or group may hear, see or experience that would cause feelings of prejudice **against** another person or group. Ask students to examine the word ‘propaganda’.

Resources:

- 'Who Am I?' charts (see below)
- Student Response Statements (see below)
- Newspaper or magazine articles dealing with prejudice.

Assessment: Students complete a second 'Who am I?' Chart – Handout 3; and engage in a general classroom discussion of the various responses. No formal assessment is done.

Handout 1: 'Who Am I?' - Chart #1

- How do you see yourself?
- Do you conform to the rules, or are you a rebel?
- Are you tolerant of others?
- Do you have any prejudices?
- Do you feel individual citizens have any responsibility to protect our institutions and way of life?

Handout 2: Student Response Statements

Complete these statements in terms of how you feel about these groups.

1. All teachers
.....
2. All female
athletes.....
3. All people with HIV or AIDS
.....
4. All fat people.....
5. All people who use drugs.....
6. All boys who play games during lunch time
.....
7. All students who bring to school their own
lunch.....

Handout 3: 'Who Am I?' – Chart #2

- Do you have any prejudices?
- What are the results of prejudice and stereotyping?
- Are there examples or instances of prejudice or discrimination in your community?
- What can we do about it?
- What can you as a citizen do to reduce the problems caused by prejudice?

Class: Grades 5 – 6

Topic: Industries

Sub-topic: Types of industries.

Learning Outcome: 7.2 Classify the major industries and products of the Caribbean, and explain how these products are made [raw materials, energy sources, process, labour force, etc].

Objectives: Students will be able to

- differentiate among the different types of industries;
- suggest reasons for the development of industries in the Caribbean;
- classify given Caribbean industries by type;
- appreciate the importance of industries to Caribbean people and development.

Teaching Strategy: Cooperative grouping

Activity:

- In groups, students examine pictures and other materials on various economic activities, and (i) name, and describe the nature of the different activities, (ii) discuss appropriate ‘labels’ for the activities.
- Students are given hand-outs on the characteristic features of different types of industries, and will, guided by the assessment rubric to be used,
 - create a chart* to classify the industries (economic activities) shown; primary, secondary, tertiary, or quaternary, - and indicating the major distinguishing features of each type;
 - suggest how each type of industry benefits Caribbean people/countries.

Resources: Pictures of economic activities, reading material on industries, types, characteristics, etc.

Assessment: Each group mounts a class display of their final product; and this is later assessed by the teacher, using a *Cooperative Learning Project Rubric* as in Appendix C - or a teacher-modified version.

* *Students may decide whether they will use pictures, symbols, icons, etc., on the chart. Let them be creative.*

Class: Grades 5 - 6

Topic: Regional groups and Institutions.

Sub-topic: Groups and institutions in the Caribbean responsible for law and order.

Learning Outcome: 6.1 Identify some of the regional and sub-regional institutions responsible for law and order in the Caribbean, and give examples of their purpose and functions.

Objectives:

- Explain and illustrate the meaning of the term: ‘law and order’
- Identify and compare institutions in various Caribbean countries that are responsible for law and order
- Make a reasoned assessment of the role and importance of these institutions.

Teaching Strategy: Know What they Would like to Learn

Activity:

- Students brainstorm to indicate what they *know* about law and order, and what institutions are responsible for maintaining this. Teacher probes the accuracy of their information, how clearly they really understand the issues, and indicates where the knowledge may be weak or they may need further clarification. The teacher corrects any misconceptions they may have.
- Based on the discussion and with the *guidance* of the teacher, students generate some questions (5 – 6, depending on the number of groups to be formed) on *what they would like to learn* further about these issues: law and order, and the institutions responsible for maintaining it.
- Questions are either written on the BB, or copied and circulated to the class.
- Students discuss the possible sources *where they can get the information* they need , and the methods they can use.
- In their groups, and using the sources available and what resources the teacher can provide, students research the questions posed, - one question per group.
- Groups write up their findings on *what they have learned* about the lesson topic.

Resources: (It becomes the major task of the teacher to facilitate access to as many of the available resources/sources identified by students as possible).

Assessment: Groups will make a presentation (type to be determined by each group) of what they have learned. These will be assessed by the teacher using an appropriate rubric or checklist.