PRIMARY
SOCIAL STUDIES
FOR THE CARIBBEAN
LEVEL 6

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Macmillan Education’s Primary Social Studies for the Caribbean series helps students understand the people and environment of the Eastern Caribbean region in an age-appropriate way, emphasising the learning of life skills and the importance of good citizenship throughout. The series promotes student-centred learning through the development of specific cognitive skills and competencies.

- Look at and discuss the pictures. Ask questions to guide thinking. Relate the pictures and text to the children's own experiences. Encourage children to reflect upon and talk about their own knowledge of the region.
- Key words are highlighted in bold. Discuss the meaning of the words in class before looking up the definitions in the Glossary.
- There are lots of activities for students to enjoy. After completing them, discuss, ask questions about, and praise their work.

Create activities inspire creativity: reading, writing, drawing and imagination are key.

Critical thinking questions encourage students to analyse and evaluate the information given.

Digital activities allow you to integrate technology into the classroom by inviting students to use online resources.

Discussion topics provide opportunities for role play, debate and discussion so students can test and form their own opinions about their world.

Investigations can be used as homework, and encourage independent research using the media, libraries, questionnaires and online resources.

Map work develops spatial thinking and is linked to success in geography, maths and science.

Recall activities provide opportunities for review by asking students to recall learning from earlier levels.

Role play encourages students to use their knowledge and imagination to think about topics from different angles.

Building on the in-text activities, these end of unit tests allow formal assessment and recap key topics in each unit before moving on to the next to provide a record of students’ progress.

Answers for factual questions included in this book can be found at www.macmillan-caribbean.com.
## Scope and Sequence

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<thead>
<tr>
<th>Section</th>
<th>Unit</th>
<th>OECS Learning outcomes</th>
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| **1 Culture and Heritage**      | 1 Customs and folklore                                               | • Identify the ethnic, racial and cultural composition of population across the Caribbean region (1.1)  
• Explain how this diversity is reflected in the folklore, customs, cultural events and festivals (1.2)                                                                                                               |
|                                 | ▲ Grade 6 Units 1 and 2                                               |                                                                                                                                                                                                                         |
|                                 | ■ Class 4, Units 13.2–13.5                                           |                                                                                                                                                                                                                         |
|                                 | 2 Music, language, art and creativity                                | • Give examples of the music, language, and artistic creations in different Caribbean countries (1.3)  
• Explain how this creativity expression, preserves and enhances culture and heritage (1.4)  
• Present information on creativity in the Caribbean region using poems, songs etc. (3.12)                                                                 |
|                                 | ▲ Grade 6 Unit 2                                                      |                                                                                                                                                                                                                         |
|                                 | ■ Class 4, Units 13.2–13.5                                           |                                                                                                                                                                                                                         |
|                                 | 3 Influences on Caribbean culture                                   | • Describe the influence of other cultures on Caribbean culture (1.5)  
• Explain how the cultural customs and practices in the nation and across the Caribbean have changed over time (1.8)                                                                                     |
|                                 | ▲ Grade 6 Units 1 and 2                                               |                                                                                                                                                                                                                         |
|                                 | ■ Class 4, Units 13.1–13.4                                           |                                                                                                                                                                                                                         |
|                                 | 4 Data collection and interpretation                                 | • Construct and administer simple data collection instruments: questionnaires, interviews, observation schedules, document search (1.6)  
• Present and interpret the data collected from instruments and draw conclusions (1.7)                                                                                                                            |
| **2 Time, Continuity and Change** | 1 Early settlers                                                     | • Identify the early groups of people who came to the Caribbean region (2.1)  
• Explain when, how and why they came (2.2)  
• Illustrate the sequence of early settlement in the Caribbean (2.3)                                                                                                                                           |
|                                 | ▲ Grade 6 Unit 1                                                      |                                                                                                                                                                                                                         |
|                                 | 2 Culture and customs of the early settlers                          | • Describe the culture, customs, and way of life of the indigenous Caribbean peoples (2.5)  
• Explain to what extent these indigenous customs are still present in the Caribbean today (2.6)                                                                                                              |
|                                 | ▲ Grade 6 Unit 2                                                      |                                                                                                                                                                                                                         |
|                                 | 3 Changes in landscape, population and economy                       | • Explain some of the major changes that have taken place in the landscape, population, and economic activities in the Caribbean since its early settlement (2.7)                                                          |
| **3 People, Places and the Environment** | 1 Population change in the Caribbean and the world                 | • Identify ways in which groups and institutions in the Caribbean have changed over time, and are likely to change in the future (2.8)                                                                                       |
|                                 | ▲ Grade 6 Unit 1                                                      |                                                                                                                                                                                                                         |
|                                 | 2 Towns and settlements in the Caribbean                             | • Name and locate the major towns and settlements on a map of the Caribbean (3.4)  
• Summarise the physical surroundings of major settlements in the Caribbean (3.5)  
• Describe the Caribbean region in terms of cardinal directions, landmasses, water bodies, and latitude and longitude (3.6)                                                                 |
|                                 | ▲ Grade 6 Units 1 and 3                                              |                                                                                                                                                                                                                         |
|                                 | 3 Continents, oceans and countries of the world                      | • Identify the different continents and oceans (3.11)  
• Name and locate the continents, oceans, and major countries of the world (9.4)                                                                                                                                   |
|                                 | ▲ Grade 6 Unit 3                                                      |                                                                                                                                                                                                                         |
|                                 | ■ Class 4, Units 15.1–15.2 and 15.4–15.5                            |                                                                                                                                                                                                                         |
|                                 | 4 The Caribbean environment                                          | • Classify the various island groupings in the Caribbean (e.g. political, physical, economic, settlements) (3.7)  
• Identify the major resources of the Caribbean region (3.8)  
• Classify the major resources of the Caribbean region (3.9)                                                                                                                                             |
|                                 | ▲ Grade 6 Unit 5                                                      |                                                                                                                                                                                                                         |
|                                 | 5 Natural and man-made disasters in the Caribbean                    | • Describe a course of action for individuals and for the family in preparing for the various natural disasters that affect the region (3.10)                                                                                                                             |
|                                 | ▲ Grade 6 Unit 4                                                      |                                                                                                                                                                                                                         |
|                                 | ■ Class 4, Units 5.4–5.5                                             |                                                                                                                                                                                                                         |
| **4 Individuals, Groups and Institutions** | 1 Regional groups and institutions                                   | • Identify Caribbean heroes, outstanding individuals and groups, institutions, and outstanding Caribbean achievements (5.1)  
• Explain how knowledge of outstanding people may be used to enhance and promote patriotism, Caribbean identity and Caribbean Integration (5.2)  
• Give examples of the contribution of various groups to the development of the Caribbean region (5.3)                                                                                                           |
|                                 | ▲ Grade 6, Units 2 and 6                                             |                                                                                                                                                                                                                         |
|                                 | ■ Class 4, Units 6.3 and 12.8                                        |                                                                                                                                                                                                                         |

**Unit in Dominica syllabus**  **Unit in Barbados syllabus**
<table>
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<tr>
<th>Section</th>
<th>Unit</th>
<th>O ECS Learning outcomes</th>
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<tr>
<td>2 Interdependence and regional cooperation</td>
<td>Grade 6 Unit 6</td>
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- Define the terms ‘interdependence’ and ‘regional cooperation’ (5.4)  
- Give examples of interdependence and cooperation among Caribbean organisations (5.5)  
- Suggest ways of strengthening Caribbean interdependence and integration (10.2) |

3 Political groupings among Caribbean people |  
• Recognise the political groupings among Caribbean people (10.1) |

4 Social issues in the Caribbean | Grade 6 Unit 10 |  
• Suggest solutions to some of the social issues and problems facing the people of the Caribbean region (5.6) |

5 Government |  
1 Law and order | Grade 6 Unit 9 |  
- Identify some of the regional institutions responsible for law and order in the Caribbean (6.1)  
- Give examples of the purpose and functions of law enforcement groups (6.2) |

2 Government systems | Grade 6 Unit 9 |  
- Identify the different systems of government in the Caribbean region (6.3)  
- Explain how governments and leaders in the Caribbean are elected (6.4) |

3 The importance of the democratic process | Grade 6 Unit 9 |  
- Explain the importance of participation in the democratic process (10.3) |

4 The roles of leaders | Grade 6 Unit 9 |  
- Explain the roles performed by leaders in government in the country (6.5) |

6 Production, Distribution and Consumption |  
1 Wants and needs | Grade 6 Unit 7 |  
- Explain the ways in which individuals, communities and countries meet their needs for food, shelter, clothing, and to improve their standard of living (7.1) |

2 Industries and products of the Caribbean | Grade 6 Unit 7 |  
- Class 4, Units 6.6 and 6.7 |  
- Class 3, Units 10.6–10.7 and Class 4, Unit 14.8 |  
- Classify the major industries and products of the Caribbean (7.2)  
- Explain how manufactured products are made: raw materials, energy sources, process and labour force (7.3) |

3 Trade | Grade 6 Unit 7 |  
- Class 4, Unit 16 |  
- Describe the trade among Caribbean countries and with the rest of the world (7.4) |

4 Tourism | Grade 6 Unit 7 |  
- Class 3, Unit 11 |  
- Give examples of different types of tourism. Explain the effects of tourism on the Caribbean (7.5) |

5 The service industry in the Caribbean | Grade 6 Unit 7 |  
- Identify the organisations that form the service industry in the Caribbean (7.6) |

6 Collecting and interpreting economic data |  
- Collect and present information on different economic activities in the Caribbean, and interpret and draw conclusions from this information (7.7) |

7 Science, Technology and Society |  
1 Science and technology | Grade 6 Unit 8 |  
- 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 (8.1) |

2 Science and technology and the physical environment | Grade 6 Unit 8 |  
- Identify examples of how science and technology have changed the physical environment and affected our resources (8.2) |

3 Changes to transportation and communication |  
- Compare the current forms of transportation and of communication with some of the forms predicted for the future (8.3) |

8 Global Connections |  
1 The safety and well-being of Caribbean people |  
- Explain how current events in the world affect the safety and well-being of people in the Caribbean (9.1) |

2 The interdependence of people and of countries |  
- Give examples of the interdependence of people and countries of the world (9.2)  
- Explain how membership of international organisations benefits in the people of the world (9.3) |
SECTION 1: Culture and Heritage

Customs and folklore

Learning objectives

When I have finished this unit, I will be able to explain what the Caribbean nation is like and how diversity is reflected in customs, cultural events and folklore.

Ethnicity – who we are

In the Level 5 course we learnt that our ethnicity comes from belonging to a group of people who are like us. It includes the way in which we live and practise similar customs, in things like food, festivals and family traditions. However, in the Caribbean, the long history of cultural diffusion means that most cultures have changed over time. The cultures of Caribbean countries are therefore a blend of colonial influences and the unique traditions of other ethnic groups in the region such as Africans and East Indians. This means that our ethnicity is changing all the time.

Activity 1

1. In small groups, discuss and compare each person’s cultural background by identifying the following:
   - a song you were taught when you were little
   - clothes you would wear for a special occasion
   - some food you would eat at a celebration
   - a sport or leisure activity your family enjoys
   - a dance that your parents might do

2. What activities do you take part in today, that are different to those of your parents and grandparents?

Race – what we look like

People sometimes look different from others because they have certain physical characteristics. This is sometimes referred to as their race. Unfortunately, in the world today, people make judgements about individuals or groups because of the colour of their skin. These can be based on racial discrimination or misunderstanding, as well as ignorance about the similarities and differences
between people, which should be celebrated rather than criticised. Societies all over the world need to recognise and promote the value of racial diversity, refusing to allow the victimisation of others because of their race. Although people may look different on the outside, on the inside we are all very much the same.

Activity 2

1. Draw an outline of yourself. Label your unique features, e.g. brown hair. Write on the inside of the outline the things you share with others of your age, e.g. want to do well at school, learn to drive, get a good job.

2. In pairs, list any ways in which a person might experience racial discrimination. Cut up the list and place in order of severity. Discuss your ideas with your teacher.

Culture – how we live

Caribbean culture is made up of a combination of traditions from different places. Some of these traditions have died out, some have survived and some have evolved.

Case study

Barbados is often seen as having a western culture because daily life has strong similarities to life in Britain. Over 300 years of British rule allowed British culture to dominate things like food, music and cultural events. The famous horse racing events at the Garrison Savannah date from 1845 when the island was part of the British Empire. British officers would enjoy competing against local merchants and plantation owners. Once the only way of getting around, horses in the area are now used for a very different purpose and the Garrison Savannah is one of the oldest horse racing tracks in this part of the world.

Questions

1. In what ways is Barbados thought to have a western culture?
2. When and how did horse racing begin in the area?
3. What were horses used for in the 19th century?
4. What is the Garrison Savannah known for today?
5. Why do you think horse racing did not stop when the British left Barbados?
When I have finished this unit, I will be able to:

- give examples of music, language and art from different Caribbean countries
- present information on creativity in the Caribbean region
- explain how this creative expression preserves and enhances culture and heritage.

Music

Caribbean music has distinct characteristics, unique to each island, but they are all a combination of African and European influences. These different styles have developed over hundreds of years and help to preserve the musical traditions of the past, such as the use of percussion and the vibrant singing of Africa. It is important to keep these aspects of cultural heritage alive. Schools, churches, theatres, ethnic associations and other community groups all have a role to play in this. However, it is also important to allow new expressions for current times. This helps communities to develop their own cultural style and enhance it in a meaningful way for those growing up within it.

Case study

Read the text and listen to the clips your teacher will play you. Then answer the questions that follow the text.

St. Lucian folk music

In St. Lucia, the traditional type of folk music is known as Jwé. This is a combination of play, song and dance. There is drumming, a special kind of dancing using the hips and a call-and-response. The lyrics of the songs focus on human relationships and traditionally allow the song leaders to express personal opinions about people and situations that they would not otherwise be allowed to communicate publicly. Historically, Jwé was a way of allowing people to do this without retaliation from the church or the law. Today, Jwé is performed informally, at beach parties or dances, and allows St. Lucians to show off their musical skills and their personal opinions without offending anyone.
St. Lucian reggae

Live music and radio is an important part of St. Lucian culture, and popular music from other countries, such as calypso and soca, is very popular. One contemporary expression of St. Lucian music is through the creativity of the singer Figaro. Figaro was born in Great Britain and started playing the drums at the age of five. His family returned to St. Lucia where he continued to play the drums, mainly in church. When he left school he joined the Royal St. Lucia Police Band where he learnt to play the French horn. He also took part in local calypso competitions, which he won three times. After some time in the United States, he returned to Britain and released a soca album, *Party On*. However, international success came with his reggae single, *Your Loss*, released in 2013.

Questions
1. What are the main features of Jwé?
2. What are the historical reasons for using Jwé as a way of communicating?
3. How does Figaro use elements of Jwé in his work?
4. How has Figaro added to this traditional St. Lucian music to make it more contemporary?
5. How could you help to keep both musical styles alive for future generations to enjoy?

What have you learnt?
Can I explain how musical creativity preserves and enhances culture and give an example?

Language

The Creole language is a demonstration of the creative way in which early slaves and settlers adapted their language in order to communicate with each other. A more recent use of creative language is via Dub poetry, a type of performance poetry which developed from the Dub music of Jamaica where words are spoken over reggae rhythms. Dub poets generally do not use backing tracks but their speeches are usually delivered by means of a chant and dramatic gestures. Sometimes, Dub music features, such as echoes, are pre-recorded and used simultaneously by the poet. Call-and-response is also sometimes used. Dub poetry often includes protest lyrics on subjects such as racism, religion and police brutality.

Dub poets speak of love, life and political issues and like to use call-and-response in their performances.
Activity 1
Watch the clip showing a performance of Jamaican Dub poetry. Discuss what features you notice. What themes are spoken of? Work with a partner to think of a theme for some Dub poetry of your own. Brainstorm some lines you could use in the poem and practise performing them. Make sure you use the features of Dub poetry. Share your poem with the class.

What have you learnt?
Can I demonstrate how the creative use of language can preserve and enhance culture?

Art
Caribbean art is difficult to define as it combines so many different styles and influences, including those of early indigenous people, immigrants and European colonialism. The result is a diverse blend of colours and forms which stand out as unique to the region. Yet they all reflect elements of the physical and cultural environment.

Kadrian Ernest
Kadrian Ernest is an artist from St. Lucia who specialises in the visual arts of painting and drawing. His work is a combination of realism and abstract art. Kadrian says that he is inspired by his own feelings and thoughts when interpreting the world around him. He claims that his success is partly due to a number of people who encouraged him to develop his talent as he was growing up. He learnt never to dwell on his failures but to believe in the possibility of success in his work, often against the odds. Kadrian blends traditional art forms with his own ideas to produce unique and interesting paintings and drawings. His passion is to encourage younger artists. To this end, he has been involved in organising after-school art programmes with an art gallery, where talented students can display their work. He encourages everyone to pursue their dreams and to believe in themselves.

A painting by Kadrian Ernest, a St. Lucian artist who wants to encourage young talent. He tells aspiring artists to use their paintings to pursue their dreams and to believe in themselves.