

November 2024



**Organisation of
Eastern Caribbean States**



OHPC GRADE 5 SOCIAL STUDIES

OUR CARIBBEAN REGION

Historical and Cultural Thinking

Introduction

Learners are provided with an opportunity to learn about the significance of various forms of communication in the lives of early peoples of the Caribbean. They will explore how communication technology has changed over time and the importance of how people use technology to communicate. They will also learn how to appreciate the appropriate and responsible use of communication technology to help them manage and thrive in today's social media heavy society.

Essential Learning Outcome : To determine how communication and transportation technology has evolved over time and influenced our way of life.

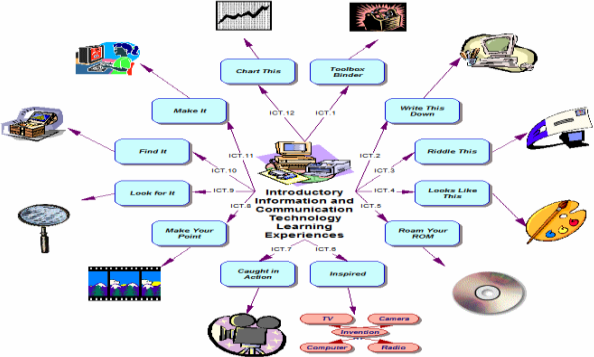
Grade Level Expectations:

Learners are expected to:

1. Explain the advantages and disadvantages of using the different forms of communication technology.
2. Apply different forms of communication technology appropriately for different situations.
3. Demonstrate sensitivity to the importance of proper etiquette when using social media.

Focus Questions:

1. How do different forms of communication positively and negatively impact our way of life?
2. Why is it important to display proper etiquette when using social media?

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>Learners are expected to:</p> <p>5- HCT-K-1 - Explain the advantages and disadvantages of different forms of communication technology.</p>	<p style="text-align: center;">Observation</p> <p>Do learners' presentations show factual information about the communication technologies that they selected?</p> <p style="text-align: center;">Conversation</p> <p>Are learners able to explain the pluses, minuses, and interesting features of different forms of communication technologies?</p> <p style="text-align: center;">Product</p> <p>Concept Development: Advantages and Disadvantages of Different Forms of Communication</p> <ul style="list-style-type: none"> Learners are placed in groups. Teacher presents other forms of communication technology, and each group will select one form. They discuss the advantages and disadvantages. Learners then share with the rest of the class. Learners view a video or conduct research using text or other resources on the advantages and disadvantages of different forms of communication technology. 	<p>Mix-Freeze-Pair: (Review/Previous Knowledge Check Activity)</p> <ul style="list-style-type: none"> Learners “walk around” the classroom when the teacher says “Mix”. Learners stop immediately when the teacher says, "Freeze." Learners form pairs with the closest learner when the teacher says, "Pair." Learners then share with their partner two communication technologies and the ways in which they are used. Teachers may incorporate music or a timer to add an element of fun and to keep learners engaged and motivated to participate. <div style="text-align: center;">  </div> <p>Source: https://www.pinterest.co.uk/pin/this-is-an-image-of-ict-in-education--327425835378188197/</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
	<ul style="list-style-type: none"> Learners record 3 forms of communication technology and explain at least two advantages and disadvantages of each. <p>Interactive Slides: Do learner’s slideshows or posters showcasing selected communication technologies depict the advantages and disadvantages?</p>	<p>Concept Development: Plus-Minus-Interesting (PMI) Activity (Advantages and Disadvantages)</p> <ul style="list-style-type: none"> Learners view several forms of communication technology presented by the teacher. (Teacher uses many of the ones learners presented above.) Learners then complete a PMI organiser focusing on the “pluses”(advantages), “minuses”(disadvantages), and “interesting” aspects of the forms of technology. Teacher provides guided questions during this activity. For example: <ol style="list-style-type: none"> What communication technology is this? What are the pluses (advantages) of using this technology? What are the minuses (disadvantages) of using this technology? What are the interesting things about this technology? Teacher guides learners to understand that there are advantages (pluses) and disadvantages (minuses) and other things (interesting features) of communication technologies. <p>Presentation:</p> <ul style="list-style-type: none"> Learners work in groups to create a simple visual presentation showcasing select communication technologies that they like to use and their advantages and disadvantages, using Google Slides, Padlet or other educational tools. Learners should be encouraged to include pictures and other multimedia aids to enhance their presentation.

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		<ul style="list-style-type: none"> Learners may also use speech to text to add explanations to their slides. In the absence of a device/internet, learners can create a poster.
<p>5-HCT-S-1 Determine the appropriate form of communication technology for different situations over time.</p>	<p style="text-align: center;">Observation</p> <p>Scenario: Can learners determine the most relevant form of communication technology for various situations?</p>	<p>Scenario: (Small group activity)</p> <ul style="list-style-type: none"> Learners are presented with scenarios to determine the most appropriate form of communication technology. Examples of scenarios: <ol style="list-style-type: none"> <i>Imagine the year is 1975. School is closed but Mr. John wants his 35 learners to continue their learning because they will soon have to write exams. What was the most appropriate form of communication technology he could have used and why? (Mail, letters, radio, telephone)</i> <i>Suppose this situation is happening in today's society. What appropriate form of technology can Mr. John use today? (Whatsapp, email, and online classroom)</i> <i>A hurricane is approaching the island. The local emergency management organisation (NEMO, NaDMA, NODS) needs to inform the public. What is the best form of communication technology to use in this situation, and why? (Social media, sms text message, radio, television)</i> <i>Imagine the year is 1985, what appropriate form of communication technology would have been used to inform the public then and why? (Radio, newspaper, television, posters)</i>

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		<p>3. <i>Sally was not able to attend school today, so she decided to contact a friend in class to find out about the homework. What is the best form of communication technology that Sally should use in this situation and why? (Whats.App, cellular phone, face-time, social media)</i></p> <p><i>Suppose Sally was living in the year 2005, what do you think would be the best form of communication technology she could use then?(telephone, email, msn instant messenger)</i></p> <p>4. <i>The Prime Minister wants to address the nation on a very important matter. What is the most effective form of communication technology suitable for this situation, and why? (Email, letters, radio/television announcements, social media pages, WhatsApp, sms text)</i></p> <p><i>Imagine the year is 1980, what is the most suitable form of communication technology the Prime Minister would have then? (Letters, radio/television announcements, newspapers advertisements)</i></p> <p>5. <i>You are very upset with your friend because he/she did not attend your birthday party. What communication technology will you use to express your disappointment to your friend and why? (Cellular phone, Whatsapp messaging/video)</i></p> <p><i>Imagine you are living in the year 2010. What appropriate forms of communication could you have</i></p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		used then? (Email, instant messaging, cellular phone, SMS text)
<p>5-HCT-V-1 Recognise the need for proper etiquette when using social media.</p>	<p style="text-align: center;">Conversation</p> <p>Are learners able to demonstrate their understanding of proper etiquette when using social media?</p>	<p>Mini-Discussion: Would You Post it?</p> <ul style="list-style-type: none"> The learners of Grade 4 Happy went to a picnic at Beautisafe Beach over the vacation. They took photographs of everyone in their swimwear. Brian wants to post them on Facebook. What do you think about this idea? <p>Learners share their ideas with the teacher about whether or not Brian should share the pics on social media and give reasons to support their views. Learners are guided to the reasons why Brian should not post the pics.</p> <ul style="list-style-type: none"> Learners view the video https://youtu.be/Slh42zKeNRM?t=24 Discussion is convened on whether or not this should be shared on social media <p>Concept Development</p> <ul style="list-style-type: none"> Teacher explains to learners that there is proper etiquette for using social media and the reasons for having them. Teacher provides definition of proper social media etiquette Learners give examples of proper social media etiquette Learners and teachers create a list of proper social media etiquette

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		<p>For example:</p> <div data-bbox="1317 323 1948 1094" style="background-color: #f0f0f0; padding: 10px;"> <p style="text-align: center;">SOCIAL MEDIA ETIQUETTE</p> <ul style="list-style-type: none"> <input type="checkbox"/> Remember People are Real <input type="checkbox"/> Treat Others well <input type="checkbox"/> Say Thank You <input type="checkbox"/> Be True to Yourself <input type="checkbox"/> Talk to Your Friends <input type="checkbox"/> Share Smartly <input type="checkbox"/> Respect Others' Space <input type="checkbox"/> Share Useful Things <input type="checkbox"/> Don't Be Rude <input type="checkbox"/> Don't Mixup things <input type="checkbox"/> Don't Share Too Much <input type="checkbox"/> Don't Share others Secrets <input type="checkbox"/> Don't Ignore Your Friends <input type="checkbox"/> Don't Bully <input type="checkbox"/> Don't Share others Secrets <input type="checkbox"/> Don't Ignore Advice </div> <p>Game: Would you post it?</p> <ul style="list-style-type: none"> ● Learners are presented with flashcards (printed/digital) with scenarios or situations of social media posts. ● Examples of scenarios/situations include: <ol style="list-style-type: none"> 1. Karen posts a photograph of a classmate (e.g. swimsuit photo) without her permission. The friend asked Karen

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		<p>to remove the post but she refused because it had received many likes.</p> <ol style="list-style-type: none"> 2. Jim and John argued on WhatsApp. John screenshots the argument to share on Instagram or Facebook for others to see. 3. Your friend did well in a dance competition. You want to tell people about her success. <ul style="list-style-type: none"> ● After each scenario is presented, learners walk to the designated corner that represents their response: <ol style="list-style-type: none"> a. Post it b. Don't post it c. Not sure ● Learners then state the reasons for choosing their corner. <p>The teacher may also present live appropriate social media posts to demonstrate.</p> <p>Oral Report: Audio or Video Recording</p> <ul style="list-style-type: none"> ● Learners prepare an oral report using Chattapix Kids or other application of their choice about the specific ways they may demonstrate proper etiquette when using social media.

Additional Useful Content Knowledge for the Teacher

- Advantages of communication technologies include:
 - **Speed and time** - allows for instant messaging and real-time video calls, saving time. Faster delivery and feedback
 - **Cost** - using communication technology can be cost-effective compared to traditional methods, as it reduces the need for physical materials like paper and postage.
 - Mass communication - allows for messages to reach a larger audience.
 - Long distances - allows for remote communication.
 - Builds relationship
 - Productivity- get more tasks/work completed.
 - Arouses interest
- Disadvantages:
 - Reduces human contact
 - Sharing false information
 - Reduces development of other skills - writing, spelling
 - Security risks
 - Dependency on technology
 - Cyber-bullying
 - Poor internet connection
 - Can become a distraction

Opportunities for Subject Integration

- **Language Arts: vocabulary:** cyber bullying, etiquette / netiquette, device, dissemination

Essential Learning Outcome: To determine how communication and transportation technology have evolved over time and influenced our way of life.

Grade Level Expectations:

Learners are expected to:


1. Explain the roles that the media plays in our society.
2. Recognize how the media has evolved over time.
3. Distinguish between facts and opinion when communicating.
4. Assess the credibility of the content/information provided by the media.

Focus Questions:

1. Why is the media important?
2. How has it evolved?

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>5-HCT-K-2 - Discuss the role of the media in our society. And outline how it evolved</p>	<p style="text-align: center;">Conversation</p> <p>Based on discussion, are learners able to identify at least two roles of the media in our society?</p>	<p>Introduction: Media Scavenger Hunt (Concept Building)</p> <ul style="list-style-type: none"> ● Learners participate in a media scavenger hunt to gather physical or digital examples of different types of media (e.g. newspapers, magazines, websites, and social media posts) ● The gathered media is displayed in front of the class and learners are informed that the displayed items are all called "media". ● Learners work individually or in pairs to create a definition of media based on the examples.

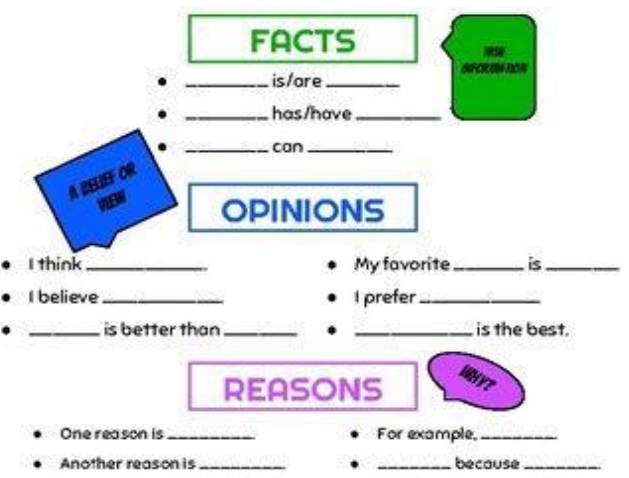
Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies				
		<ul style="list-style-type: none"> ● Learners share their definitions with the class. The teacher notes correct definitions or key words identified by learners in their responses. ● The teacher pulls from learners' responses to create a simple definition of media (e.g. Media is a collection of various forms of communication, including newspapers, magazines, websites, and social media posts, used to share information.). ● Learners complete the following or similar concept map activity to further reinforce their understanding of media and its various forms. <div style="border: 1px solid black; padding: 10px; margin-top: 20px;"> <p style="text-align: center;">Write the word:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;">1. Write what the word means.</td> <td style="width: 50%; padding: 5px;">2. Write a sentence with the word.</td> </tr> <tr> <td colspan="2" style="padding: 5px;">3. Draw a picture to show what the word means.</td> </tr> </table> </div>	1. Write what the word means.	2. Write a sentence with the word.	3. Draw a picture to show what the word means.	
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		<p>Introduction: Concept building</p> <ul style="list-style-type: none"> • Learners participate in a media scavenger hunt to gather forms of communication technology that are hidden in the classroom or around the school. • Learners use a checklist to check what they find. Learners discuss the collective purpose of the communication technology. • Learners engage in discussion that explains the concept of media. • Learners state (written or orally) a definition of ‘media’. <p>Picture inferencing: Role of the Media in Our Society</p> <ul style="list-style-type: none"> • Learners view pictures (highlighting the forms of media used in our society). • Learners identify what the different forms are used for. • Learners with teachers’ guidance create a list of the role of the media in our society. 

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		<p>Video Inferencing (The Evolution of Media)</p> <ul style="list-style-type: none"> ● Learners watch a video on the <u>Evolution of media</u> or other related videos. ● Learners respond to the following guided questions: <ul style="list-style-type: none"> i. <i>What is this video about? / What is the main idea in the video?</i> ● Learners state, after viewing the video, about how the media has changed over time. Discussion also focus on how the role of the media has also changed overtime. <p style="text-align: center;"><u>OR</u></p> <p>Guided Discussion (Role of the Media) Relook scenarios.</p> <ul style="list-style-type: none"> ● Learners will briefly explain how and why they communicate with other people. This will generate a short discussion. ● Learners will then read each situation below and determine the most suitable form of media that will be used and why <ol style="list-style-type: none"> 1. <i>The hurricane season is approaching us, and NEMO wants to demonstrate to citizens what they must do to protect themselves. How do you think this was done in the past?</i> 2. <i>Your school wants to invite everyone to the exhibition/fair. How was this done in the past?</i> 3. <i>The Prime Minister is addressing the nation after his visit to Dubai. How do you think this was done in the past?</i>

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		<div data-bbox="1346 293 1771 847" data-label="Image"> <p>I can identify life long ago and today. Name: _____</p> <h3>Long ago and Today</h3> <p>Directions: Draw a picture of 3 items from long ago and then draw how they are different today.</p> <p>long ago → today</p> <p>long ago → today</p> <p>long ago → today</p> </div> <p data-bbox="1294 895 2128 962">Learners' responses will be used to generate discussion on the role of the media in their society and how it has evolved.</p> <p data-bbox="1294 1007 1753 1038">Guided Inquiry/Guided Discussion:</p> <ul data-bbox="1346 1046 2157 1307" style="list-style-type: none"> • Learners bring to class examples of media (newspapers, magazines) they use. • Learners in groups observe the different examples of media, the note the following: <ul style="list-style-type: none"> ○ Type of media being observed ○ Type of content featured (e.g. news, sports, entertainment, advertisements)

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		<ul style="list-style-type: none"> ● Learners then discuss their observations as a class. Guided questions may include: <ol style="list-style-type: none"> 1. What type of media did you bring to class? 2. What do you use this media for? 3. What kind of information is being presented? 4. How is the information presented? 5. How important do you think it is to have this different type of media, and why? 6. What do you think would happen if all of these media ceased to exist? ● Teacher pulls from learner responses to explain the role of the media in communication information to a wide audience.
<p>5-HCT-S-2 - Demonstrate skills in determining facts and opinions when using various mediums of communication.</p>	<p style="text-align: center;">Product/Conversation</p> <p>Can learners differentiate or identify facts and opinions based on the examples specified/given?</p> <p style="text-align: center;">Observation</p> <p>Game - Fact & Opinion Ball Toss</p> <p>Teacher gets a beach ball. Write ‘fact’ and ‘opinion’ in as many places as possible. Then, throw the ball to a learner. The learner will give a fact or opinion based on the word that his right thumb is closest to. (Excitement can be added by making it a team game or an elimination game)</p>	<p>Concept Mapping:</p> <ul style="list-style-type: none"> ● Learners are introduced to the concept of facts and opinions by the teacher sharing a number of statements that are either fact or opinion as shown below: <ol style="list-style-type: none"> 1. The tastiest food in the world is saltfish. 2. Saltfish is made by drying fish and adding salt. 3. The climate on our island is perfect. 4. The climate on our island is hot. 5. The Caribbean produces some highly successful cricket and football players. 6. Cricket players from the Caribbean are the greatest in the world. 7. Everything that we read on social media is a fact.

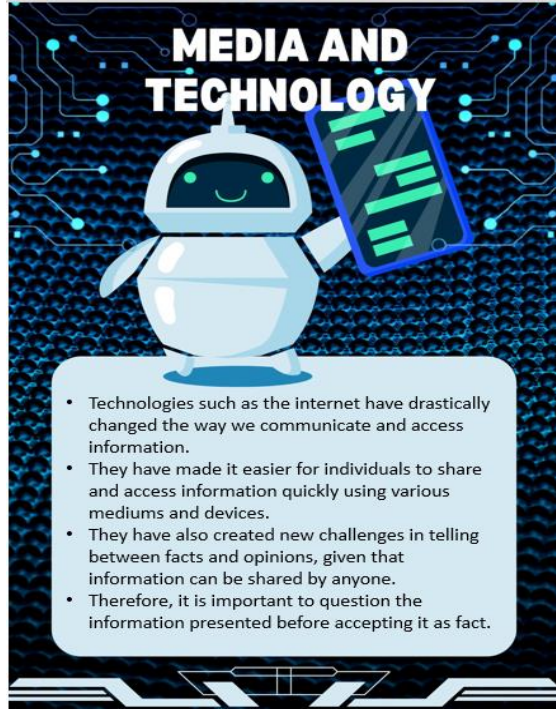
Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
	<p>OR</p> <p>Fact and Opinion Bingo</p> <p>Teacher can create Bingo cards with facts and opinions statements. The first child to Bingo gets a prize.</p> <p>OR</p> <p>Fact and Opinion Relay</p> <p>Teacher sets up a relay race where learners run to a table, pick up a card with a statement on it, and decide if it's a fact or opinion before tagging the next person. First team gets a prize</p> <p>This adds a physical activity component to the learning process.</p>	<ul style="list-style-type: none"> Learners and teacher categorize the statements into facts and opinions and give reasons for their responses. Learners will recall what they know about facts and opinions. <div style="text-align: center;">  </div> <ul style="list-style-type: none"> Learners and teacher construct definitions of 'fact' and 'opinion'. (A fact is a statement that can be proven. An opinion is a statement that expresses what someone believes or feels about something.) <p>Think Piece / Guided Discussion:</p> <ul style="list-style-type: none"> Learners read or listen to the article “Danger of A One-Sided Story”.

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<div data-bbox="1308 304 1989 427" style="border: 2px solid black; padding: 5px; text-align: center;">  WARNING </div> <div data-bbox="1308 448 1989 927" style="border: 2px solid black; padding: 10px; margin-top: 10px;"> <p style="text-align: center;">The Danger of A One-Sided Story</p> <p>Do you know some people give their opinions as if they are facts? For example, some authors from a long time ago said that the Kalinago people were warlike and liked to fight. As we learned more about the Kalinagos, we learnt that they were only trying to keep Europeans from taking over their land. The Kalinagos were also said to be cannibals, which led many people to fear this group for a very long time. However, historians have since discovered that this was likely not true after going over historical records and speaking with descendants of the Kalinago people.</p> <p>In the same way, some stories about the Africans who were brought to the Caribbean have not been completely true or based on facts. For example, some writers published that that Africans were all wild and uncivilised before they were captured and brought to work on slave plantations. In fact, a lot of Africans had rich cultures and strong societies before they were brought against their will.</p> <p>These examples show that it is important to question information that we hear, view or read on the television, radio, or social media. Learning to tell the difference between facts and opinions will help us understand the difference between what is true and what someone believes.</p> </div> <ul style="list-style-type: none"> ● Then answer the following questions. <ol style="list-style-type: none"> i. <i>What is the main idea in the article?</i> ii. <i>From the passage, state one example of an opinion that was not true.</i> iii. <i>State two facts in the article?</i> iv. <i>What is a rule that everyone should practise when they get information from the media?</i> v. <i>How does learning to tell the difference between facts and opinions in the media help us to make better life choices?</i> ● To consolidate learners' learning, the teacher provides a summary of "Guidelines for Telling the Difference between Facts and


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		<p>Opinions” Learners then engage in discussion on “The Importance of Knowing the Difference between Facts and Opinions.</p> <ul style="list-style-type: none"> Learners write the key points down in their notebooks for future reference. See example below: <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Topic: Determining facts and opinions when using Media</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <p>Who: Everyone</p> </td> <td style="width: 50%; padding: 5px;"> <p>What: Analyse the information seen in media to determine if it is (1) a fact (can be proven true) or (2) an opinion (personal beliefs).</p> </td> </tr> <tr> <td style="padding: 5px;"> <p>When: Whenever reading or looking at news, articles, or social media posts.</p> </td> <td style="padding: 5px;"> <p>Where: Anywhere you view or listen information - online, on TV, in books.</p> </td> </tr> <tr> <td style="padding: 5px;"> <p>Why: It is important to distinguish between facts and opinions to: (1) make informed decisions and (2) avoid spreading misinformation.</p> </td> <td style="padding: 5px;"> <p>How: (1) Look for evidence, (2) consider different views, and (3) ask questions to determine if something is a fact or opinion.</p> </td> </tr> </table> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Ask Yourself:</p> <ol style="list-style-type: none"> Who created this message? Can we trust this source? Is the information a fact or is it an opinion? Why and how is the message being sent? </div> </div>	<p>Who: Everyone</p>	<p>What: Analyse the information seen in media to determine if it is (1) a fact (can be proven true) or (2) an opinion (personal beliefs).</p>	<p>When: Whenever reading or looking at news, articles, or social media posts.</p>	<p>Where: Anywhere you view or listen information - online, on TV, in books.</p>	<p>Why: It is important to distinguish between facts and opinions to: (1) make informed decisions and (2) avoid spreading misinformation.</p>	<p>How: (1) Look for evidence, (2) consider different views, and (3) ask questions to determine if something is a fact or opinion.</p>
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<p>Why: It is important to distinguish between facts and opinions to: (1) make informed decisions and (2) avoid spreading misinformation.</p>	<p>How: (1) Look for evidence, (2) consider different views, and (3) ask questions to determine if something is a fact or opinion.</p>							


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		<p>Guided Inquiry/ Discussion:</p> <ul style="list-style-type: none"> As a class, learners read aloud the article below, taking turns. <p>HISTORY INC. VOL. 12 ISSUE 14</p> <hr/> <p>THE Y2K SCARE <i>The Day the World Crashes</i></p> <p>Y2K is a perfect example of how facts and opinions can be easily confused in the media. As the year 2000 approached, there was widespread panic about the potential computer glitch that would cause widespread chaos. Some people believed that planes would fall out of the sky and that the world would come to a standstill. Fearing the worst, many people flocked to the stores to stock up on supplies. Some even built underground bunkers in preparation for the supposed doomsday event.</p>  <p>Source: https://time.com/3645828/y2k-look-back</p> <hr/>  <p>Source: https://images.app.goo.gl/CLd5h9pF9MYbyMM8A</p> <p>But when January 1, 2000, came and went with no major problem, it was clear that the Y2K scare was just a belief based on fear and speculation, rather than factual evidence. The fact was that there were indeed some computer systems that were not properly prepared for the change in date format, which could have caused minor problems. However, the widespread panic and extreme measures taken by some individuals were ultimately unnecessary. The Y2K scare serves as a reminder of how important it is for people to critically analyse information and not simply accept everything they hear or read as fact. By questioning and researching, they can distinguish between facts and opinions and make informed decisions.</p>

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		<ul style="list-style-type: none"> ● Learners discuss the article. Guided questions may include: <ol style="list-style-type: none"> i. What is meant by ‘Y2K’? ii. What did people believe was going to happen at the start of this period? iii. What actions did they take because of these beliefs? iv. Were their beliefs factual? v. Imagine that you were living at the start of the century and someone told you the world would ‘come to a stand still’. Create three questions that you would ask to determine if the statement was based on facts or opinions. ● To consolidate learners’ learning, the teacher pulls from learners’ responses and provides a summary of the most important points to look for when distinguishing between facts and opinions.. ● Learners then use a mode of their choice to complete a 3-2-1 reflection Exit Slip where they state 3 facts, 2 opinions, and 1 way to distinguish between fact and opinion based on the discussion. <p>Independent Research: (Extension Activity)</p> <ul style="list-style-type: none"> ● Learners review a newspaper article on events and activities that addressed expectations for the turn of the Century. Identify 2 factual statements and two opinions in the article. + ● Learners and teachers discuss the importance of telling the difference between a fact and an opinion. <p>Problem Solving/Poster Design: Teacher highlights to learners that in today’s society information is easily shared, therefore, we must be careful not to believe fake news. Therefore, they must follow guidelines to ensure they are not victims of fake news and opinions. Examples of guidelines:</p>

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		<ul style="list-style-type: none"> - Check many sites that carry the story to corroborate the information - Look for the date of the article - Check the author to ensure he is not biased. <ul style="list-style-type: none"> • In groups, learners discuss the facts presented in the infographic poster below. <div data-bbox="1294 539 1848 1252" style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p style="text-align: center;">MEDIA AND TECHNOLOGY</p>  <ul style="list-style-type: none"> • Technologies such as the internet have drastically changed the way we communicate and access information. • They have made it easier for individuals to share and access information quickly using various mediums and devices. • They have also created new challenges in telling between facts and opinions, given that information can be shared by anyone. • Therefore, it is important to question the information presented before accepting it as fact. </div>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<ul style="list-style-type: none"> ● Guided questions may include: <ol style="list-style-type: none"> i. How has technology changed the way we communicate and access information? ii. What challenges have arisen as a result of these technologies? iii. How do you think individuals can determine which information is fact and which is opinion? ● Learners then create a simple infographic poster to inform their peers about the importance of fact-checking information online, and how to go about doing so. ● Learners grade each other's infographics using a simple rubric or checklist provided. Learners should also be encouraged to share what they liked about each other's infographics and provide respectful and constructive feedback for improvement. ● The teacher clarifies any misconceptions and provides a summary of the most important points that were discussed by referencing learners' work. <p>Group work (inferencing; facts and opinions)</p> <ul style="list-style-type: none"> ● Learners analyse excerpts across different platforms; newspaper, television, advertisements and social media to distinguish fact from opinion. <ol style="list-style-type: none"> 1. Anecdote of early people who migrated to the Caribbean. 2. List of Caribbean myths and beliefs. 3. Article from a newspapers, or magazines 4. Podcast about an interesting topic. 5. Video clipping 6. Live report 7. News item

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<ul style="list-style-type: none"> In groups, learners complete a worksheet identifying facts or opinions. Learners choose one fact and one opinion and justify their answers.
<p>5-HCT-V-2 - Appreciate the need to critically analyse information in the media.</p>	<p style="text-align: center;">Product</p> <p>Do learner’s visual presentations show they understand how to analyse media?</p>	<p>Guided Discussion:</p> <ul style="list-style-type: none"> Learners analyse the following or similar examples of misinformation in the media: <p style="text-align: center;"><i>News Headline</i></p> <div data-bbox="1451 639 2002 1311" style="border: 1px solid black; padding: 10px;">  <p style="text-align: center;">THE NEWS</p> <p style="text-align: center;">BREAKING NEWS</p> <p>The OECS heads of government finally reached an agreement today on a new historic law to allow children to vote in national elections. This groundbreaking decision comes after years of debate and discussion among the leaders of the member states. The new law aims to promote youth participation in democracy and give children a voice in shaping the future of their countries. The law will take effect next year, allowing children as young as 9 to cast their votes in national elections.</p> </div>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p style="text-align: center;"><i>Social Media Post</i></p> <div data-bbox="1294 360 1998 1072" style="border: 1px solid green; padding: 10px;">  </div> <ul style="list-style-type: none"> ● Learners then discuss whether the information presented in each example is true or false/fake. Guided questions may include: <ol style="list-style-type: none"> i. <i>What is the message/information?</i> ii. <i>Should we believe this information, and why?</i> iii. <i>How can people check to make sure that the information is correct?</i> iv. <i>What similarities or differences do you observe in the two posts?</i> v. <i>How might some people be affected if the information is not factual?</i>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<ul style="list-style-type: none"> ● The Teacher pulls from the discussion with learners to explain the following: <ul style="list-style-type: none"> ○ It is important to critically analyse information presented in the media as some information may be misleading or false. ○ For example: <ul style="list-style-type: none"> ■ Famous individuals are often used to spread false information, so it is very important to fact-check before believing or sharing anything they say. ■ Misinformation and fake news also increase during times of crisis and uncertainty - when people want quick answers and solutions. It is important to verify information from trustworthy sources before sharing it to prevent the spread of false information. ○ Spreading misinformation or fake news can have serious consequences and impact public safety. For example , during the COVID-19 pandemic, false information about treatments or preventative measures could led to harmful practices or delay in seeking proper medical care. ● Learners complete an exit slip in the form of a social media post stating what they have learnt about the importance of critically analysing information before believing or sharing it.

Additional Resources and Materials

(319) Pinterest

Learners listen or read along with teacher the following:

Article: The Danger of A One-Sided Story

Do you know some people give their opinions as if they are facts? For example, some authors from a long time ago said that the Kalinago people were warlike and liked to fight. As we learned more about the Kalinagos, we learnt that they were only trying to keep Europeans from taking over their land. The Kalinagos were also said to be cannibals, which led many people to fear this group for a very long time. However, historians have since discovered that this was likely not true after going over historical records and speaking with descendants of the Kalinago people. In the same way, some stories about the Africans who were brought to the Caribbean have not been completely true or based on facts. For example, some writers published that that Africans were all wild and uncivilised before they were captured and brought to work on slave plantations. In fact, a lot of Africans had rich cultures and strong societies before they were brought against their will. These examples show that it is important to question information that we hear, view or read on the television, radio, or social media. Learning to tell the difference between facts and opinions will help us understand the difference between what is true and what someone believes.

Learners then answer the following questions:

1. What is the main lesson learned from the examples in the article?
2. From the passage, state one example of an opinion that was not true. What was the actual truth or fact in the text?
3. How did the Kalinago people feel about the statements that were made about them in the media? Why?
4. Why is it important for people today to analyse/ question information they receive from the media before believing it to be true or false? What is a rule that everyone should practise when they get information from the media?

5. How does learning to tell the difference between facts and opinions in the media help us to make better life choices?

Additional Useful Content Knowledge for the Teacher

- The media have always been very important for:
 - i. Sharing information.
 - ii. Influencing/guiding how people think.
- The media present both facts and opinion.
- Facts are information that someone can prove as true. Evidence and research is important to prove facts.
- Opinions are personal beliefs or thoughts.
- It is important for individuals to analyse/question the information presented by the media in order to:
 - i. Form opinions
 - ii. Make decisions
- Inform the public about what is happening in the country, the region and the world - e.g. news
- Entertain the public - music, movies, talk shows, etc
- Stimulate discussion of important issues

Opportunities for Subject Integration

- **Language Arts:** Vocabulary: fact, opinion, media, traditional, communication, modern, technology

Essential Learning Outcome: To understand how colonisation impacted the Caribbean

Grade Level Expectations:

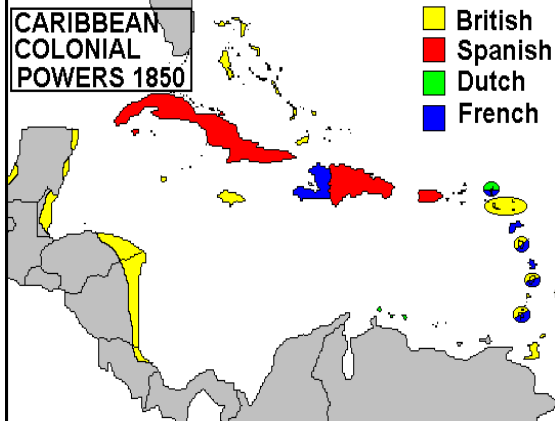
Learners are expected to:

1. Identify the settlement patterns of the Europeans in the Lesser and Greater Antilles during the 1400s - 1800s.
2. Discuss the impact of colonisation on the Caribbean (positive and negative).
3. Understand that colonisation left multiple effects on the Caribbean.


Focus Questions:

1. How did the Europeans settle across the Lesser and Greater Antilles from the 1400s -1800s?
2. What are the ways in which European colonisation affected the Caribbean?

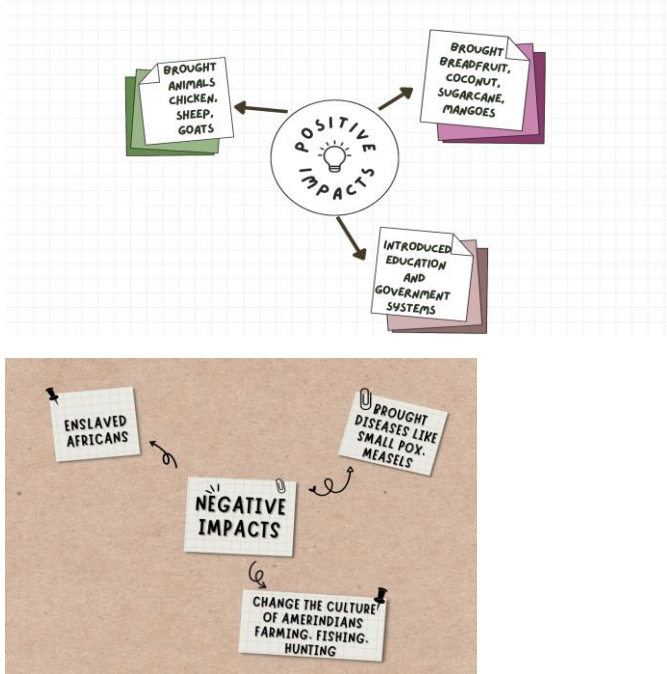
Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>5-HCT-K-3 - Identify the settlement patterns of Europeans in the Lesser and Greater Antilles from the 1400s - 1800s</p>	<p style="text-align: center;">Conversation/Product</p> <p>Pre-assessment /Entrance Slip:</p> <ul style="list-style-type: none"> ● Are learners responding accurately to the questions asked? ● Teachers create a checklist to record the number of learners' with prior knowledge about colonisation. 	<p>Pre-assessment Entrance Slip:</p> <ul style="list-style-type: none"> ● Learners use digital tools (e.g. Mentimeter, Flipgrid) or worksheets to answer questions orally or written at the beginning of the lesson. For example: <ol style="list-style-type: none"> i. <i>Who were the different groups of Europeans that came to the Caribbean from the 1400s - 1800s?</i> ii. <i>Where did they settle?</i> iii. <i>What does colonisation mean?</i> <p>Map Work :</p> <ul style="list-style-type: none"> ● Learners view a 2D or 3D map of the Caribbean. See example below:

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies												
	<table border="1" data-bbox="680 328 1220 890"> <thead> <tr> <th data-bbox="680 328 878 469">Questions</th> <th data-bbox="878 328 1039 469">Nos. of Students responded correctly</th> <th data-bbox="1039 328 1220 469">Next Steps</th> </tr> </thead> <tbody> <tr> <td data-bbox="680 469 878 692">Who were the different groups of Europeans that came to the Caribbean in the 15th and 16th centuries?</td> <td data-bbox="878 469 1039 692"></td> <td data-bbox="1039 469 1220 692"></td> </tr> <tr> <td data-bbox="680 692 878 778">Where did they settle?</td> <td data-bbox="878 692 1039 778"></td> <td data-bbox="1039 692 1220 778"></td> </tr> <tr> <td data-bbox="680 778 878 890">What does colonisation mean?</td> <td data-bbox="878 778 1039 890"></td> <td data-bbox="1039 778 1220 890"></td> </tr> </tbody> </table> <p data-bbox="680 930 801 959">Research:</p> <p data-bbox="680 999 1272 1091">Do learners' research give evidence of the European settlement, for example, names of places and surnames?</p>	Questions	Nos. of Students responded correctly	Next Steps	Who were the different groups of Europeans that came to the Caribbean in the 15th and 16th centuries?			Where did they settle?			What does colonisation mean?			<div data-bbox="1391 293 1944 715">  </div> <p data-bbox="1368 719 2092 748">Source: https://images.app.goo.gl/pjWNfEibwnUoJL9q6</p> <ul data-bbox="1346 794 2159 919" style="list-style-type: none"> • Learners refer to a labelled map (in an atlas or digital map) to name the islands settled on by the different European groups. • Learners learn that the Europeans settled along rivers and coastlines on these islands. <p data-bbox="1301 959 1422 987">Research:</p> <ul data-bbox="1346 991 2159 1187" style="list-style-type: none"> • Learners research ONE European group(s) that settled in their country. • Learners give evidence of European settlement, for example, names of places, surnames of families, artefacts, religion, language. • Learners share their findings in digital format, orally, in drama, exposition or any suitable format.
Questions	Nos. of Students responded correctly	Next Steps												
Who were the different groups of Europeans that came to the Caribbean in the 15th and 16th centuries?														
Where did they settle?														
What does colonisation mean?														

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
	<p style="text-align: center;">Product</p> <p>News Report:</p> <p>Do learners' news report accurately reflect the order of European settlement in the Lesser and Greater Antilles?</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p style="text-align: center;">G5 NEWS</p> <p style="text-align: center; font-size: small;">BREAKING NEWS FROM GRADE 5 DATE: _____</p> <hr/> <p>HEADLINE:</p> <p>The islands of the Caribbean were colonised by various European countries in the 15th and 16th centuries.</p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; border-radius: 15px; width: 80px; height: 80px; margin: 5px;"></div> <div style="border: 1px solid black; border-radius: 15px; width: 80px; height: 80px; margin: 5px;"></div> </div> <p>FIRST: _____ Second: _____</p> <hr/> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; border-radius: 15px; width: 80px; height: 80px; margin: 5px;"></div> <div style="border: 1px solid black; border-radius: 15px; width: 80px; height: 80px; margin: 5px;"></div> </div> <p>Third: _____ Fourth: _____</p> <hr/> </div>	

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
	<p style="text-align: center;">Observation</p> <p>Map Work:</p> <p>Can learners identify and trace the settlement patterns of Europeans, from the 1400s - 1800s on a map of the Caribbean?</p> <p>(Use maps in atlas to identify the islands of the Lesser and Greater Antilles that were settled by the different European groups)</p>	<p>First ... Second ... Third... Fourth...</p> <ul style="list-style-type: none"> The report is to be published in their school's magazine/website/noticeboard.. <p>Map Work:</p> <ul style="list-style-type: none"> Learners will use a blank map of the Caribbean and colour the islands where the Europeans settled. (See the example below) 

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>5-HCT-S-3 - Examine how the Caribbean was negatively and positively affected by European colonisation.</p>	<p style="text-align: center;">Observation</p> <p>Can learners categorise positive and negative impacts of European colonisation in the Caribbean and give reasons to support their responses?</p> <p>Examples of record keeping tools to be used: checklist, score sheet, rubric, anecdotal notes.</p>	<p>Definition of Terms: Colonisation</p> <ul style="list-style-type: none"> ● Learners use their dictionary/search engine to find the meaning of the word colonisation. ● Learners discuss meaning. ● They record the definition. <p>Sorting Game/ Drag & Drop:</p> <ul style="list-style-type: none"> ● Learners select labels from a box or basket with statements about the ways European colonisation affected the Caribbean. ● Learners place the statements under positive or negative impacts. E.g. <ol style="list-style-type: none"> 1. <i>When the Europeans came to the Caribbean, they brought animals like cattle, sheep, and goats.</i> 2. <i>The Europeans introduced coconuts and breadfruits to the Caribbean.</i> 3. <i>Many indigenous people died of diseases such as smallpox and measles brought by the Europeans.</i> 4. <i>The Europeans enslaved Africans.</i> 5. <i>The Europeans spread the Christian religion.</i> 6. <i>The Indigenous peoples were forced to work under harsh conditions by the Europeans.</i> ● Learners discuss the positive and negative impact of European colonisation. ● Learners then give other examples of the negative and positive impact of European colonisation.

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<ul style="list-style-type: none"> Learners create a concept map (digitally or traditionally) to show the positive and negative impact of European colonisation. (See examples below) <div style="text-align: center;">  </div> <p style="text-align: center;">OR</p> Learners complete a word wall activity by placing phrases under negative or positive impacts of European colonialism on the Caribbean. See https://wordwall.net/resource/74055198

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>5-HCT-V-3 - Recognize that colonisation had lasting effects on the Caribbean</p>	<p style="text-align: center;">Conversation</p> <p>Are learners presenting clear statements that explain the impact of colonisation on the Caribbean?</p> <p style="text-align: center;">Observation</p> <p>Are learners able to find the words in the puzzle on the lasting effects of colonisation on the Caribbean?</p> <p style="text-align: center;">Product</p> <p>Portfolio: Do learners' portfolios (digital/traditional) depict the different colonial legacies? See Book Creator.</p>	<p>Public Speaking:</p> <ul style="list-style-type: none"> Learners work in two large groups. They will identify the ways in which colonisation has affected the Caribbean. <p style="text-align: center;">OR</p> <p>Creative Expression</p> <ul style="list-style-type: none"> Learners create an expository essay or poem or song to highlight the long term effects of European colonisation on the Caribbean. <p>Puzzle</p> <ul style="list-style-type: none"> Learners complete the following word search puzzle Here is a word search puzzle focusing on the effects of colonisation in the Caribbean. Learners find the words in the puzzle the hidden words related to this topic below: <pre> N G E O A W Q A C C T N U N L V O F V D T D F U R O L I O F T V I H I D I L J I U Z Z I A W E S S X T T H T L Y E Q T F G R S S S U A A G T R B L A P N N T G R E S G I I E A D T F R M J E X I R T E B V N M I Y K E B H N I N P O N A G Z O U E N V O H E E V P V L E A L S I T L V D U L X I O S R X P I Q O D I S E A S E S P D Z X R C B V E D Y S Q P V S B S E U N B H L R L A N G U A G E R H J I K Q P T N O I T A C U D E N S S O L E V I T I S O P P P </pre>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies	
		<p>ANGER CRUELTY</p> <p>CULTURE EDUCATION</p> <p>EXPLOITATION IDENTITY</p> <p>LANGUAGE NEGATIVE</p> <p>OPPRESSION</p>	<p>COLONISATION</p> <p>DISEASES</p> <p>GOVERNMENT</p> <p>LOSS</p> <p>POSITIVE</p> <p>SLAVERY</p>
		<p>Field Trip (Virtual / Physical):</p> <ul style="list-style-type: none"> ● Learners visit different sites to collect data on the lasting effects of European colonisation. For example: <ol style="list-style-type: none"> i. Churches (change in religion - Christianity) ii. Parliament building (new system of government) iii. Botanical gardens (new plants and animals) iv. Villages (language variation, French names and English names) v. Towns (cobblestone roads, arches, European style architecture) vi. Schools (different education system, uniforms, subjects, rules) vii. Sites named after European royalty (e.g. Victoria Park, Fort George, Prince Rupert Bay, Vieux Fort) viii. Market/ Shops - (Fruits and vegetables - mangoes, breadfruit, citrus fruits, etc, Dress, household utensils) 	

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>ix. Banks, Cooperatives, Sou-Sou</p> <ul style="list-style-type: none"> ● Learners collect/record information about the lasting effects of colonisation using their devices or notebooks. ● Then compile information gathered into a portfolio (digitally or traditionally) to show the different colonial legacies. ● Learners present findings. <p>Research:</p> <p>In groups, learners will conduct research on the Legacies of Colonialism in different OECS countries.</p> <p>Groups will share findings using a graphic organizer / PowerPoint.</p> <p>Learners will mount a Wall Display to show the similar legacies of colonialism across the region.</p> <p>(See Table in Additional Resources)</p> <p>Interpreting and Analysing</p> <p>Learners will listen to a story (The Take Over) created by the teacher, then answer the questions that follow.</p> <p>(See Additional Resources and Materials)</p>

Additional Resources and Materials**The Take Over**

Many strange men came to our lands. They spent time with us. Some were very friendly and treated us well by offering us new trinkets such as mirrors and beads. They also taught us to speak like them, and we let them into our little community. On the other hand, there were others who were very harsh towards us and treated us badly. We were not happy at all. They all spoke a different language, Spanish, French, English, and Dutch. They brought new crops and animals. They took away our freedom, and we were no longer in charge of our own lives. The strange men were then in charge. They took over the lands of our people and all that we own. We were colonised.

1. How do you think the people felt when the strange men visited?
2. How many groups of strange men were there?
3. Which languages did these men speak?
4. Who were the strange men?
5. Explain what is meant by “colonised?”
6. Who were those people that were colonised?
7. Briefly describe how the “strange men” were able to colonise the people.

Worksheet

Write True/ False at the end of each statement

- i. Africans were excited to travel to the West Indies to work on sugar plantations. _____
- ii. Many Africans died on the journey from Arica to the West Indies. _____
- iii. Enslaved Africans were captured ONLY by Europeans _____
- iv. Friends and relatives were allowed to stay together during the Middle Passage. _____
- v. The Middle Passage was the journey from African to the Caribbean. _____

The coming of the Europeans in the Caribbean

<https://www.youtube.com/watch?v=9Qg9GFIHVss>

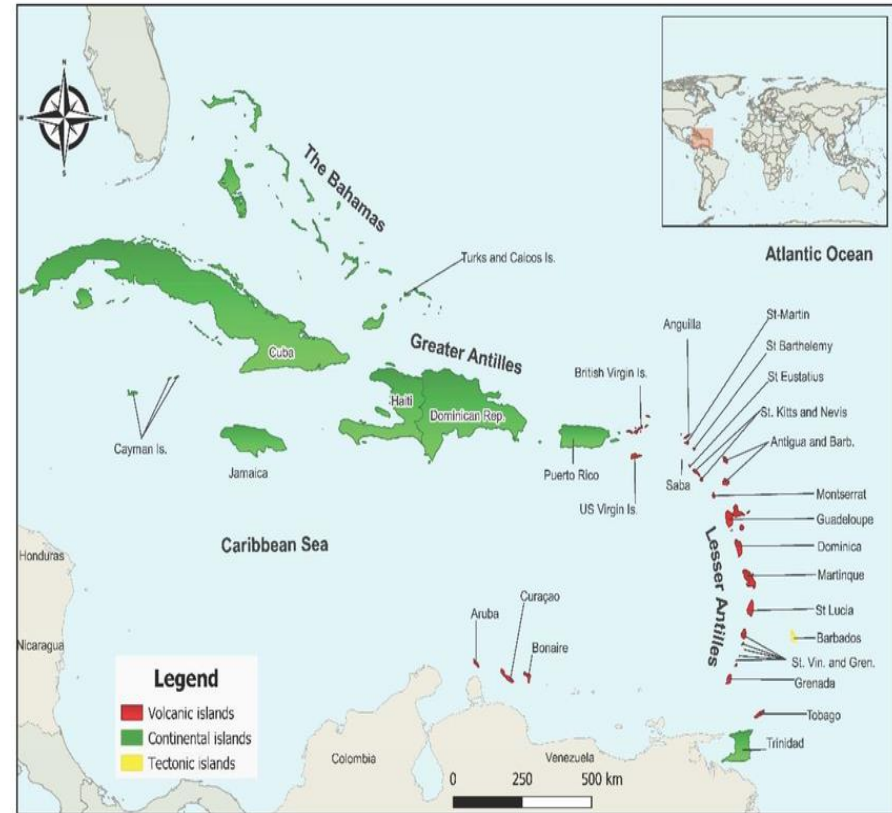
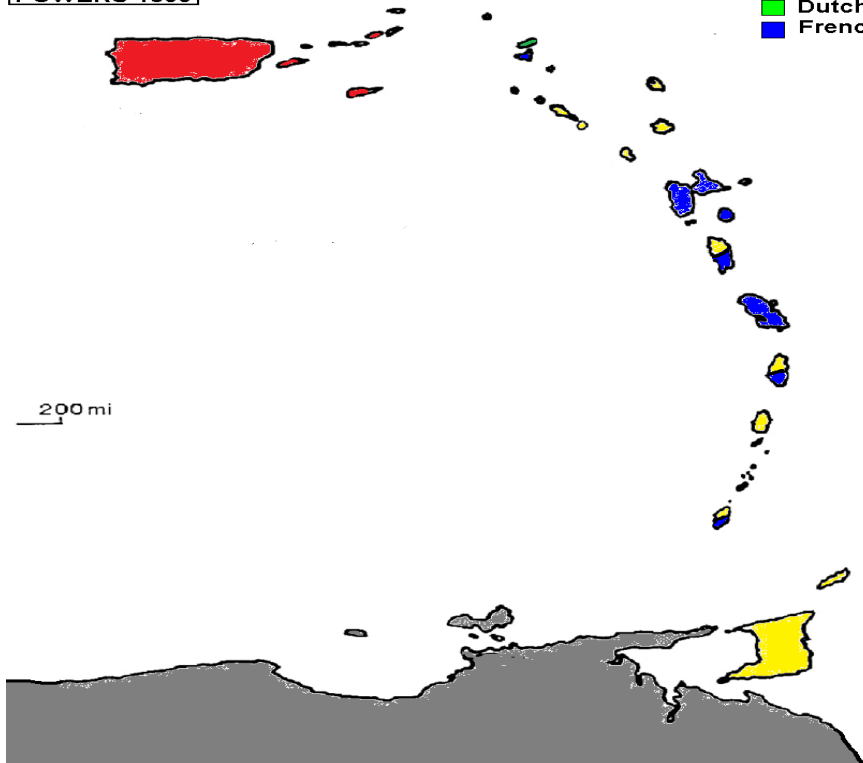
Videos: (Display excerpts or snippets of videos, rather than the whole film where possible, to save time and engage learners visually.)

<https://www.youtube.com/watch?v=9Qg9GFIHVss&t=538s> The coming of the Europeans to the Caribbean.

Map of the Lesser Antilles

CARIBBEAN COLONIAL POWERS 1850

- British
- Spanish
- Dutch
- French



https://www.researchgate.net/figure/Map-highlighting-the-geological-history-of-the-islands-of-the-Caribbean-The-Caribbean-is_fig1_369582319

Additional Useful Content Knowledge for the Teacher:

Settlement Patterns of the Europeans in the Caribbean:

- In 1492, the Spanish were the first to come. They settled in the Greater Antilles in countries such as Cuba, Dominican Republic, Puerto Rico, and the Bahamas.
- In 1624, the British were the second group to arrive. They settled in the Greater and Lesser Antilles (Antigua & Barbuda, Bahamas, Barbados, British Virgin Islands, Cayman Islands, Dominica, Grenada, Guyana, Jamaica, Montserrat, St Kitts & Nevis, St Lucia, St Vincent & the Grenadines, Trinidad & Tobago)
- In the 1630s, the Dutch arrived. They settled in Aruba, Curacao, and Bonaire.
- The French were the last group to arrive. They settled in Guadeloupe, Haiti, and Martinique.

Negative and positive effects of colonization on the Caribbean:

Negative effects

- It brought diseases such as chicken pox and measles
- Enslavement
- Decline in the population of the indigenous people
- Forced relocation of indigenous groups
- It brought changes to the culture of the Indigenous people (pull this information from Grade Four)

Positive effects

- New crops and animals were brought to the Caribbean
- Sports - e.g. Cricket

Opportunities for Subject Integration:

Mathematics: Time

Language Arts: Listening comprehension

Arts and craft


Essential Learning Outcome: To understand how colonisation impacted the Caribbean

Grade Level Expectations:

Learners are expected to:



1. Explain why Europeans brought the Africans to the Caribbean
2. Map the route of the triangular slave trade.
3. Become aware of how the introduction of enslaved Africans impacted the Caribbean culture.

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>5-HCT-K-4 - Explain why colonial powers brought enslaved Africans to the Caribbean in the 1600s-1800s.</p>	<p>Pre-assessment: Are learners able to give ways in which enslaved Africans were obtained and brought to the Caribbean?</p> <p style="text-align: center;">Conversation</p> <p>Can learners explain why colonial powers brought enslaved Africans to the Caribbean?</p>	<p>Pre-assessment:</p> <ul style="list-style-type: none"> ● Using the Padlet App or Mentimeter, learners brainstorm ways they think Africans were obtained and brought to the Caribbean. For those learners who do not have access to a device, this activity can be done in their exercise books/ flash cards/ sticky notes or on the chalkboard/whiteboard. <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> ● Learners look at a picture of Africans capturing other Africans to be sold into slavery. See example below. ● Learners answer the following questions about the image: <ol style="list-style-type: none"> i. What do you observe ?

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies						
	<p style="text-align: center;">Product</p> <p>Can learners create a song, poem or rap on reasons why the enslaved Africans were brought to the Caribbean?</p>	<p>ii. What do you wonder?</p> <p>Image: Notice and Wonder</p> <p><small>Instructions: Look at the image and write down 2-3 things you notice (key details, main ideas, themes) and then write down 2-3 things you wonder (questions you have because of the image, things you are curious about when you look at the image.)</small></p> <div style="display: flex; align-items: center;">  <div style="margin-left: 20px;"> <table border="1" style="border-collapse: collapse;"> <tr> <td style="background-color: #e0f2f1; padding: 5px;">Notice</td> </tr> <tr> <td style="padding: 5px;">What do you notice?</td> </tr> <tr> <td style="height: 100px;"></td> </tr> <tr> <td style="background-color: #e0f2f1; padding: 5px;">Wonder</td> </tr> <tr> <td style="padding: 5px;">What do you wonder?</td> </tr> <tr> <td style="height: 100px;"></td> </tr> </table> </div> </div> <ul style="list-style-type: none"> ● Learners then view the responses and have a brief discussion. ● Learners then predict the topic of the lesson. <p>Introduction: Video/Poem Inferencing:</p> <ul style="list-style-type: none"> ● Learners view an excerpt from the movie ‘Roots’ or a video on the triangular slave trade. <p>https://youtu.be/BVf4NZIMRrc?si=CeNnSSobDCE-7nEq</p> <p style="text-align: center;">OR</p> <p>https://www.youtube.com/watch?v=DIIsn7UimLc https://www.youtube.com/watch?v=jz6mB8k6kek https://youtu.be/PmQvofAiZGA?si=OLjcEPIZ3zcN57AC</p>	Notice	What do you notice?		Wonder	What do you wonder?	
Notice								
What do you notice?								
Wonder								
What do you wonder?								

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<ul style="list-style-type: none"> ● They are given guided questions before viewing the video. Guided questions may include: <ol style="list-style-type: none"> i. What was this ship carrying? ii. Where was it going? iii. Why do you say this? iv. Where were they coming from? How do you know this? v. How do you think the people were feeling? vi. What evidence is there to support your idea? vii. What were the conditions on the slave ships? viii. Do you think that these Africans ever saw their family members again? Why? ix. How do you think you would react if you were a passenger on the slave ships? x. Why do you think the Africans were brought to the Caribbean? xi. If you were an African during that time, how would you respond to being captured? <p>Guided Discussion:</p> <p>Through guided discussion, learners explain why colonial powers (Europeans) brought enslaved Africans to the Caribbean. (See Additional Useful Content Knowledge for the Teacher)</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>Definition of Terms:</p> <ul style="list-style-type: none"> ● Following the guided discussion and viewing of the video, learners define the following terms/concepts <ul style="list-style-type: none"> - slave trade - enslavement - colonisation - plantation - Middle Passage ● Learners write these definitions in their Vocabulary Book or Glossary on their devices. <p>Group Activity- Development of a Song:</p> <ul style="list-style-type: none"> ● In groups, learners create a song, poem or rap about reasons why enslaved Africans were brought to the Caribbean. ● These will be published on their school Facebook page.
<p>5-HCT-S-4 - Map the route of the triangular slave trade</p>	<p style="text-align: center;">Product</p> <p>Are learners able to map the route of the triangular slave trade on a map or globe?</p> <p>Sequencing Activity - Organisation of the Triangular Trade:</p>	<p>Mapwork:</p> <ul style="list-style-type: none"> ● Learners use maps/globes to identify Europe, West Africa and the West Indies. These maps can be physical or interactive. Put in a site to locate interactive maps

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
	<p>Put these sentences/pictures in order to show the organisation of the slave trade.</p> <ol style="list-style-type: none"> 1) On the next part of the voyage enslaved Africans were carried to the West Indies to be sold. 2) On the first part of the trips, ships left Britain to sail to Africa to collect Africans. 3) The ships left the West Indies bringing valuable goods to be sold in Britain. 	<div style="text-align: center;">  </div> <ul style="list-style-type: none"> ● Learners view a chart/ short video showing the route used by the Europeans during the triangular trade. ● On blank maps, learners label Europe, West Africa, and the West Indies then draw lines to show where the journey began, and the stops made and ended. <div style="text-align: center;">  <p><u>OR</u></p> </div>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<ul style="list-style-type: none"> • The Teacher draws a floor size replica of the world map with Europe, West African and the West Indies highlighted. Learners then map the route of the slave trade on this floor size map. • Learners take turns explaining the triangular slave trade and what the maps are showing.
<p>5-HCT-V-4 - Develop an awareness of how the introduction of Africans as slaves has impacted our (economic, cultural, and political) history</p>		<p>Reflection:</p> <ul style="list-style-type: none"> • Learners respond to the question: <ol style="list-style-type: none"> 1. How do you think the introduction of Africans as slaves in the Caribbean affected our islands? What aspects of our culture reflect African heritage? <p style="margin-left: 40px;">Cultural - festivals, drumming, braiding, food, dress, Sou-Sou, Swap labour, Anansi Stories)</p> <ul style="list-style-type: none"> • Teacher facilitates discussion of the impact on the islands using multi-media. • Teacher <p>Gallery walk/Expo: African Day:</p> <ul style="list-style-type: none"> • Learners display various aspects of African culture practised in the Caribbean <ol style="list-style-type: none"> i. Dress (African print and head wrap, necklace), ii. Food (Yam) iii. Bush/herbal medicine - trumpet bush, corilla, ginger

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>iv. Oral tradition - Language (pickney -child, nyam - eat, irie - feeling good, gyal - girl, bawl - cry), Folk songs - Anansi stories</p> <p>Game:</p> <ul style="list-style-type: none"> Learners play a game to show ways in which the introduction of Africans as slaves impacted West Indian history. https://wordwall.net/resource/74099850

Additional Resources and Materials

Videos: (Display excerpts or snippets of videos, rather than the whole films where possible, to save time and engage learners visually.)

[Slave Triangle | The Middle Passage \(part 1\) | KS3 History \(youtube.com\)](#)

[The Slave Trade | Slave Triangle | KS3 History \(youtube.com\)](#)

Additional Useful Content Knowledge for the Teacher

Concepts: slave, slavery, colonists, Transatlantic trade, middle passage, superior, inferior, plantation, chattel slavery

Reasons why enslaved Africans were brought to the Caribbean:

- The newly established plantations in the West Indies needed lots of cheap workers.
- The people of West Africa were good farmers who knew how to grow tropical crops.
- West Africa was close to the West Indies so it would be easy to transport workers.

- The Europeans believed that West Africans were inferior because of the colour of their skin.
- West Africans were seen as docile (easy to control).
- The Europeans tried to use the Indigenous people and indentured servants to work on their farms and plantations but they failed.

The Triangular slave trade:

- The Triangular slave trade was divided into three legs. It was described as being Triangular because the route being used resembled a triangle.
- First leg: Europe to West Africa (ships loaded with guns, cloth, bowls, rum)
- Second leg: West Africa to the West Indies (ships loaded with enslaved Africans)
- Third leg: The West Indies to Europe (ships loaded with plantation goods such as sugar, rum, provision, and cotton)

Impact of African enslavement in Africa and the West Indies:

- The break up of families in West Africa
- Depopulation of West Africa
- The removal of the young and skilful people of West Africa caused the economy to suffer.
- The people of the different tribes of West Africa did not trust each other.
- Changed the racial composition of the West Indies (Indigenous people, Europeans, West Africans)
- The introduction of a new culture
- The islands of the West Indies became Europe's trading partners
- The Europeans established new types of leaders to govern the colonies
- The West Indian islands produced one major crop for export (monoculture)

Opportunities for Subject Integration

Language Arts: Vocabulary of phrases or words

Essential Learning Outcome: To understand how colonisation impacted the Caribbean

Grade Level Expectations:

Learners are expected to:

1. Discuss the different ways that enslaved Africans in the Caribbean resisted enslavement.
2. Categorise everyday acts of resistance and armed rebellion.
3. Appreciate that resistance to enslavement took both courage and cooperation among enslaved Africans.




Focus Questions:

1. What are the different forms of resistance used by the enslaved Africans and how can they be categorised?
2. Why were courage and cooperation important among enslaved Africans in their resistance efforts?

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>5-HCT-K-5 Identify the ways that enslaved Africans in the Caribbean resisted bondage.</p>	<p style="text-align: center;">Conversation</p> <p>Guided Discussion: Can learners share ways in which enslaved Africans resisted bondage based on the skit?</p> <p style="text-align: center;">Product</p> <p>Quiz: Are learners able to identify at least three forms of resistance used by enslaved Africans in the</p>	<p>Introduction -Predicting:</p> <ul style="list-style-type: none"> ● Learners read aloud or listen to the title of the short passage: “The Night of Resistance” ● Learners, based on the title, predict and then discuss what they think the text may be about. Guided questions may include: <ol style="list-style-type: none"> i. <i>What do you think this story is about?</i> ii. <i>Which word in the title gives you a clue?</i> ● Teacher draws from learners' predictions to guide a discussion on the topic and goal of the lesson.

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
	<p>Caribbean to resist bondage? See example Forms of resistance</p>	<p>Guided Discussion:</p> <ul style="list-style-type: none"> Learners read aloud or listen to a short skit. Example: <p style="text-align: center;"><i>The Night of Resistance</i></p> <p><i>As the moon rose high in the sky, a group of enslaved Africans gathered in secret to discuss their plans of resistance against their master. Each had their own ideas on how to fight against their enslavement/ bondage.</i></p> <p><i>Kofi: " We should destroy all the tools they make us use to work in the fields!"</i></p> <p><i>Ama: "No, we should work slowly instead."</i></p> <p><i>Malik: "I say we start a rebellion and fight for our freedom!"</i></p> <p><i>Suddenly, the sound of footsteps approached, causing the group to scatter in fear. Kofi and Aman ran back to their huts, but Malik made a split-second decision to run towards the forest. As he disappeared into the darkness, the others watched, wondering if he would make it to freedom or face the cruel fate of being caught.</i></p> <ul style="list-style-type: none"> Learners then discuss the concept of resistance, and the ways in which the enslaved characters in the text chose to resist. Guided questions may include: <ul style="list-style-type: none"> <i>i. What was this text about?</i> <i>ii. Which sentence or phrase best explains what the word "resistance" means?</i> <i>iii. Why do you think the Africans needed to resist their oppressors?</i> <i>iv. What are some examples of resistance that were mentioned in the text?</i> <i>v. Which way of resistance given in the text would you have chosen if you were in the same situation?</i>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<ul style="list-style-type: none"> The Teacher uses learner responses to clarify or highlight key points. <p>Guided Inquiry:</p> <ul style="list-style-type: none"> Learners work in groups to research and identify other means of resistance (1-3) that were not mentioned in the text using selected books, websites or other resource materials. Learners use Flipgrid or other application to record their group findings and share their thoughts with the class. Teacher will pull from the video responses to facilitate a whole class discussion on the various forms of resistance used by enslaved Africans in the Caribbean. Discussion should incorporate multimedia (images, text, audio etc.).
<p>5-HCT-S-5 Categorise the forms of resistance into everyday actions and armed rebellion.</p>	<p style="text-align: center;">Product</p> <p>Visual Representation: Do learners’ visual representations show clear categories of every day acts of resistance and armed resistance? See example:</p>	<p>Polling/Guided Discussion:</p> <ul style="list-style-type: none"> Learners will complete polls to vote on the definition that best captures the terms “everyday actions” and “armed rebellion” (by show of hand or via mentimeter etc.). Example of poll questions:

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
	<p style="text-align: center;">WAYS ENSLAVED AFRICANS RESISTED BONDAGE</p> 	<div style="display: flex; flex-direction: column; align-items: center;"> <div style="display: flex; justify-content: space-between; width: 100%;"> Join at menti.com use code 3346 0080 Mentimeter </div> <div style="text-align: center;">  <p>Which of the following statements do you believe best defines armed rebellion?</p> <hr/> <div style="display: flex; justify-content: space-around; width: 100%;"> <div style="text-align: center; width: 45%;"> <p>Violent actions of resistance that enslaved Africans took in order to resist bondage.</p> </div> <div style="text-align: center; width: 45%;"> <p>Actions that enslaved Africans took on a daily basis to resist bondage.</p> </div> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 20px;"> Join at menti.com use code 3346 0080 Mentimeter </div> <div style="text-align: center;">  <p>Which of the following statements do you believe best defines everyday acts of resistance?</p> <hr/> <div style="display: flex; justify-content: space-around; width: 100%;"> <div style="text-align: center; width: 45%;"> <p>Violent actions of resistance that enslaved Africans took in order to resist bondage.</p> </div> <div style="text-align: center; width: 45%;"> <p>Actions that enslaved Africans took on a daily basis to resist bondage.</p> </div> </div> </div> </div> <ul style="list-style-type: none"> ● Learners, guided by the teacher, then discuss the concepts of everyday acts of resistance and armed rebellion in light of the poll results. ● Learners construct (write, draw etc.) their own definition of the concept of everyday acts of resistance and armed rebellion.

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>Brainstorming/Visual Representation:</p> <ul style="list-style-type: none"> ● Learners recall the different forms of resistance used by enslaved Africans in the Caribbean orally or in writing. ● Learners' responses are recorded by the teacher on the board for future reference and discussion. ● Learners then think individually about which forms of resistance could be considered “everyday actions” and which could be considered “armed rebellion”. ● Learners discuss their ideas with peers, then work together to create a visual representation (concept map, infographic, word cloud etc) to showcase their findings. <i>(See additional resource materials for online tools learners can use to create their visual representation.)</i> ● The Teacher draws from learners' visual representations to clarify any misconceptions and facilitate a whole class discussion on what distinguishes everyday actions from armed rebellion.
<p>5-HCT-V-5 Recognise that resistance to enslavement took great courage and required cooperation.</p>	<p style="text-align: center;">Products</p> <p>Role Play: Are learners able to enact a scenario of resistance to enslavement while displaying courage and cooperation?</p> <p>Art Project: Are learners able to create a visual representation (poster, collage etc) that depicts the courage and cooperation involved in resistance to enslavement?</p>	<p>Scenario/Guided Discussion: (Concept Building)</p> <ul style="list-style-type: none"> ● Learners are divided into small groups. ● Each group is given a scenario where they must work together to overcome a challenge that requires both cooperation and courage. For example: <ol style="list-style-type: none"> i. Obstacle course exercise - One learner is blindfolded while group members guide them through an obstacle course. Each group should be given a different course to complete. ii. Trust fall exercise - One learner falls backwards and relies on their group members to catch them.

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies				
	<p style="text-align: center;">Conversation</p> <p>Interactive Reflection: Do learners' reflections show appreciation for the courage and cooperation required/displayed by the enslaved Africans who resisted enslavement?</p> <p style="text-align: center;">Products</p> <p>Essay: Can learners write a short essay (100 words), on a real-life example of resistance to enslavement while focusing on how courage and cooperation played a role in the resistance? (Find examples)</p> <p>Summative Assessment: Do learners' responses show attainment of the SCOs? (See example: Enter nickname - Assignments - Kahoot!)</p>	<p>iii. Karaoke exercise - Each group chooses a song to perform together.</p> <p>iv. Dance exercise - Each group chooses a dance routine to perform together.</p> <ul style="list-style-type: none"> Teacher facilitates a whole class discussion on the concepts: courage and cooperation by drawing examples of how each learner/group exhibited courage and cooperation during the activity. Learners work individually or in their groups to construct their own definitions of courage and cooperation by completing a concept graphic organiser. For example: <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p style="text-align: center; color: red;">Write the word:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px; color: red;">1. Write what the word means in your own words.</td> <td style="width: 50%; padding: 5px; color: red;">2. Write a sentence with the word.</td> </tr> <tr> <td colspan="2" style="padding: 5px; color: red; text-align: center;">3. Draw a picture to show what the word means.</td> </tr> </table> </div>	1. Write what the word means in your own words.	2. Write a sentence with the word.	3. Draw a picture to show what the word means.	
1. Write what the word means in your own words.	2. Write a sentence with the word.					
3. Draw a picture to show what the word means.						

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>Interactive Reflection: (Journaling)</p> <ul style="list-style-type: none"> Learners read aloud or listen to a short story created by the teacher or sourced from a book or website. For example: <p style="text-align: center;"><i>Courage vs Cooperation</i></p> <p><i>As the sun set over plantation Willow, two enslaved leaders, Sarah and James, had an argument. Sarah believed that only courage was needed for slaves to resist and break free, while James argued that cooperation among the enslaved community was the key to success. The debate between courage and cooperation raged on. Some enslaved Africans sided with Sarah's call for courage, while others agreed with James' call for cooperation. In the end, they agreed that it was a combination of Sarah's bravery in leading a daring escape and James' ability to rally support from within the plantation that led to their freedom.</i></p> <p>N.B. Teachers can develop or convert a story into an interactive digital book using Book Creator. See example: A new book by Ta' Neil James - Book Creator</p> <ul style="list-style-type: none"> After reading/listening to the story, learners reflect on their own thoughts about the importance of courage and cooperation in the resistance of enslavement by creating a short video or audio recording using Flipgrid or similar platform. Guided question may include: <ol style="list-style-type: none"> Which side would you have backed if you were there, and why? The Teacher shares his/her own reflection (See example: Teacher Reflection Demo.mp4) to facilitate a discussion on the great

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>courage and cooperation required by enslaved Africans to stand up against enslavement.</p> <p>Independent Research/Essay: (Homework)</p> <ul style="list-style-type: none"> • Learners carry out research to identify one example where enslaved Africans in the Caribbean demonstrated bravery and cooperation in resisting enslavement. • Learners write a composition or create a video to present their findings. They may include appropriate images. <p>Suggestion: Learners can use book creator to write their own stories based on the topic.</p> <p>Learners watch a video on slavery</p> <ul style="list-style-type: none"> • Learners reflect on Bob Marley’s song - Redemption Song. Link to present society - Are we really free? - Grade 6 ‘Value the contribution of the enslaved people in resisting slavery and achieving emancipation’.

Additional Useful Content Knowledge for the Teacher:

- Resistance refers to the different ways enslaved Africans actively fought against their masters.
- The ways in which enslaved Africans resisted bondage include:
 1. Breaking tools and equipment.
 2. Working slowly
 3. Running away, forming communities

4. Pretending to be sick
 5. Pretending to not know or understand
 6. Burning plantations
 7. Poisoning or attacking plantation owners.
 8. Starting uprising or revolting
- The different ways enslaved Africans resisted can be categorised into:
 1. Everyday actions
 2. Armed rebellion.
 - Resistance to enslavement took great courage and required cooperation.
 - Examples of resistance efforts in the Eastern Caribbean:

Fedon's Rebellion

Opportunities for Subject Integration:

- **Language Arts:**
 - Vocabulary - resistance, uprising, revolt, courage and cooperation.
 - Reading Comprehension / Short stories - 'The Night of Resistance' and 'Courage vs Cooperation'.
- **Science and Technology:**
 - Learners use digital tools to create short videos or audio recordings.
- **Arts and Crafts:**
 - Learners create visual representations and multimedia presentations.

Spatial Thinking

Introduction:

Learners will be provided with a broad understanding of the various physical features of the Caribbean region. They will explore the island and water body types and political, cultural and economic similarities and differences within the region. The impact of the various land and water formations and their location on the people of the region is also examined. Climate change and the vulnerabilities of the region to severe weather events is also an important focus.

Essential Learning Outcome: The Caribbean has a diverse geography that poses challenges and opportunities

Grade Level Expectations:


Learners are expected to:


1. Describe various classifications of the Caribbean region such as Bahamas, Greater and Lesser Antilles, Windward and Leeward Islands, and Caribbean coastal areas (mainland territories)
2. Plot on a map linguistic, political, and economic information for each classification of the Caribbean
3. Appreciate that the location of the different islands/ territories brought about differing positive and negative consequences for their people.


Focus Questions:

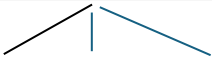
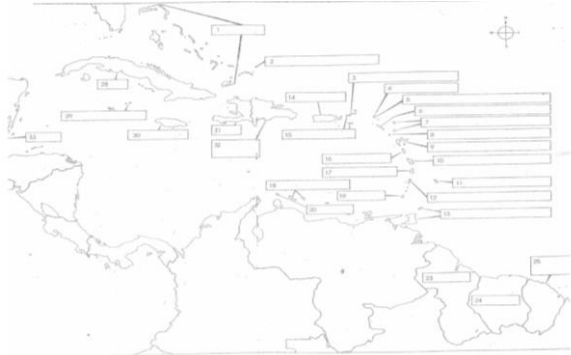
1. What factors influence the various island groupings in the Caribbean?
2. How does grouping islands influence the people of the Caribbean?

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>5-ST-K-1 - Describe various classifications of the Caribbean region such as Bahamas, Greater and Lesser Antilles, Windward and Leeward Islands, and Caribbean coastal areas (mainland territories)</p>	<p style="text-align: center;">Conversation</p> <p>Are learners able to state all the islands are not the same size?</p> <p>Are learners able to state that the northern islands form the Greater Antilles and the southern islands the Lesser Antilles?</p> <p>-Are learners able to use their map to name islands in the northern, southern, western and eastern Caribbean?</p> <p>-Have learners recognised Guyana, Suriname and Belize as countries and not islands found in the Caribbean Region?</p> <p>-Can learners name the four major island groupings in the Caribbean Region?</p> <p style="text-align: center;">Observation</p> <p>-Have learners classified the islands into four major groupings?</p> <p>-Can learners classify islands into the four major grouping correctly?</p> <p style="text-align: center;">Product</p> <p>Is the information presented in the table accurate?</p>	<p>Introduction:</p> <p>Activity: Engage in an activity where children have to form groups based on different criteria (e.g. how many people like ice cream). Have learners discuss their observations. Did you belong to only one group? How many groups did you join? Show the connections between and among groups. Liken this situation to the Caribbean Island and show how the islands are connected in many ways.</p> <p>Project a map of the Caribbean islands on the board or place a map of the Caribbean islands on the board. Have the learners observe the Caribbean islands. Ask probing question such as :</p> <ol style="list-style-type: none"> 1) Are all the islands of the Caribbean the same? 2) What is the difference between the northern Caribbean islands and the southern Caribbean islands? <p>Have learners work in groups to explore the map of the Caribbean and discuss various ways that they would group the countries of the Caribbean. Learners will explain the reasons for their groupings.</p> <p>Using the same map, ask learners what is this map illustrating? Engage learners in a discussion of the location of the various islands/countries in the region. Learners name the islands/ countries in the northern Caribbean, southern Caribbean, eastern Caribbean and western Caribbean.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies								
	<p style="text-align: center;">Observation</p> <p>Observation: Did learners complete the review task correctly (all correct). Discuss each item as a means of providing feedback.</p> <p style="text-align: center;">Product</p> <p>- Can learners use the information in the table to identify the major island groupings on a blank map using a key accurately?</p> <p style="text-align: center;">Conversation</p> <ol style="list-style-type: none"> Can learners name the islands of the Lesser Antilles? Can learners describe the location of various islands? Are learners able to identify an island, given a silhouette? <p style="text-align: center;">Observation</p> <ol style="list-style-type: none"> Have learners completed the graphic correctly? <p style="text-align: center;">Product</p> <ol style="list-style-type: none"> Have learners named the island correctly? Have learners correctly identified the various groupings using the correct colours. 	<p>Asks: Are there only islands that make up the Caribbean Region? Let us name some places that are not islands.</p> <p>Teacher explains that there are other ways to group places in the Caribbean. The Caribbean Region has four major groupings. They are the Greater Antilles (biggest islands) The Lesser Antilles (smaller islands) The Bahamas and the Mainland Territories (Coastal Caribbean). Learners circle the four major groupings. Ask learners what is the basis for the four major groupings. What do the islands in each group have in common?</p>  <p>Learners draw the table to complete the information:</p> <table border="1" data-bbox="1301 1114 1968 1270"> <thead> <tr> <th>Greater Antilles</th> <th>Bahamas</th> <th>Mainland Territories</th> <th>Lesser Antilles</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Greater Antilles	Bahamas	Mainland Territories	Lesser Antilles				
Greater Antilles	Bahamas	Mainland Territories	Lesser Antilles							


Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>Learners identify and name the islands of the Greater Antilles. Learners write the names of the Greater Antilles in the table. Teacher provides prompts so learners can conclude that Hispaniola is an island divided into two countries, Haiti and Dominican Republic.</p> <p>Learners identify other groups in the northern Caribbean (The Bahamas, Turks and Caicos, Cayman Islands). Learners describe the location of these groups. Learners name some islands of the Bahamas and fill out the table.</p> <p>Learners identify and name the Mainland Territories as Belize in Central America, Guyana and Suriname in South America. Engage learners in brainstorming ideas as to why these territories are part of the Caribbean Region. Learners fill in the information in the table. Locate these places on the map given and colour the countries.</p> <p>Learners study the grouping of the Lesser Antilles. Teacher gives an additional map to use:</p> <div style="display: flex; align-items: center;">  <div style="margin-left: 20px;"> <p>Learners recognize that these islands are smaller and form an arc from the Virgin Islands to the ABC Islands. Learners name the islands and record the information in the table.</p> </div> </div>


Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>Learners use a different colour to identify the islands of the Lesser Antilles.</p> <p>Learners develop a key to show the groupings on the map.</p> <p>Learners will focus on the Lesser Antilles more specifically the Windward and Leeward Islands</p>  <p>Learners will discuss whether there are subgroupings within the Lesser Antilles. Learners recognize that Leeward Islands start from the Virgin Islands to Guadeloupe, the Windward Islands are Dominica, Saint Lucia, St. Vincent and Grenada. Learners note that although Martinique is in the path of the north east trade winds it is not a Windward Island. Barbados and Trinidad are part of the Lesser Antilles but neither are Windward nor Leeward Islands.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<div data-bbox="1429 336 1921 459" style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>Write the names of the islands in the Lesser Antilles:</p> </div> <div data-bbox="1576 464 1787 520" style="text-align: center;">  </div> <div data-bbox="1420 539 1581 639" style="border: 1px solid black; padding: 5px; display: inline-block; margin-right: 10px;"> <p>Leeward Islands</p> </div> <div data-bbox="1592 539 1753 639" style="border: 1px solid black; padding: 5px; display: inline-block; margin-right: 10px;"> <p>Windward Islands</p> </div> <div data-bbox="1771 539 1933 639" style="border: 1px solid black; padding: 5px; display: inline-block;"> <p>Neither</p> </div> <p data-bbox="1294 692 2141 759">Task: Learners use their atlas to name the islands and mainland territories in the Caribbean Region.</p> <div data-bbox="1352 783 1921 1139" style="text-align: center;">  </div> <p data-bbox="1294 1171 2085 1238">The map above will be used to evaluate learners' knowledge of major groupings:</p> <ul data-bbox="1301 1267 2063 1326" style="list-style-type: none"> - Use the colour red to colour the islands of the Greater Antilles - Use the colour blue to colour the islands of the Bahamas

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<ul style="list-style-type: none"> - Use the colour yellow to colour the mainland territories - Use the colour green to colour the islands of the Lesser Antilles. <p>Learners can do this activity online or on paper.</p>
<p>5-ST-S-1 - Plot on a map linguistic, political, and economic information for each classification of the Caribbean</p>	<p style="text-align: center;">Conversation</p> <p>Have learners identified the silhouettes correctly?</p> <p>Are learners able to connect the languages spoken to our historical ties to Europe?</p> <p style="text-align: center;">Observation</p> <p>Are learners using their devices to find the information needed?</p> <p>Are learners co-operating to complete the task?</p> <p style="text-align: center;">Product</p> <p>Have learners present the information on the Bristol board by correctly identifying the formal languages spoken and capital/cities.</p> <p style="text-align: center;">Conversation</p> <p>Can learners identify the flags of various territories?</p> <p style="text-align: center;">Product</p> <p>Did learners complete the table correctly?</p>	<p>Introduction: Play a game- put the silhouette of different Caribbean islands/ territories in a bag. Learners will dip to pull out a strip of paper. Pupils will name the island.</p> <p>The Teacher explains that now that we know the islands, let us learn a bit more about them. (Learners should have covered a unit on Early Settlers, so the historic significance to languages will be reviewed) Learners will be asked to name the four formal languages spoken in the Caribbean as English, Dutch, French and Spanish.</p> <p>Learners use their silhouette: write the name of the island at the back of the silhouette, the grouping(s) this island belongs to and the language spoken.</p> <p>Learners will be placed in groups of 5. Each group will be given markers and Bristol board. The Bristol board would be lined in three columns. Learners will use their device to do in-class research and complete the task.</p> <p>Task: Complete the table below. Use your devices to identify the formal language spoken in each of the islands in the list. Identify the capital/city. Do not complete the last part of the table (National Flag).</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies																																											
	<p>Are mini-books completed with the name of the islands, the capital/city, language spoken and the national flag?</p>	<table border="1" data-bbox="1301 347 1966 962"> <thead> <tr> <th data-bbox="1301 347 1464 491">Island/ Territory</th> <th data-bbox="1464 347 1630 491">Language spoken</th> <th data-bbox="1630 347 1800 491">Capital/City Major trading port</th> <th data-bbox="1800 347 1966 491">National Flag</th> </tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> </tbody> </table> <p data-bbox="1301 967 2168 1026">After 30 minutes, the table should be completed; learners present their information to the class.</p> <p data-bbox="1301 1058 2168 1086">The Teacher secures the Bristol board for the next lesson.</p> <p data-bbox="1301 1118 2168 1177">Learners review the names of the islands/territories, their capital/cities and the formal language spoken.</p> <p data-bbox="1301 1209 2168 1268">Culminating activity: Learners will use the silhouettes in the previous activity to form groups according to languages spoken.</p>				Island/ Territory	Language spoken	Capital/City Major trading port	National Flag																																				
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		<p>National Flags</p> <p>The Teacher uses the national flag of their territory to introduce the lesson by asking, “What is the significance of this flag?” Generate discussion.</p> <p>The Teacher presents illustrations of flags of islands and territories in the Caribbean Region.</p> <div data-bbox="1294 547 1944 826" style="text-align: center;">  </div> <p>Learners cut and paste the flags in the correct place on the table (Bristol board). Learners create riddles to describe the flags and ask their classmates to solve the riddles.</p> <p>Learners will identify any similarities observed on the flags e.g. symbols.</p> <p>Discuss why Montserrat, Anguilla, Bermuda, British Virgin Islands, Cayman Islands and Turks and Caicos have a similar symbol on their flag.</p> <p>Divide the class into two teams, each team with a bell. Teacher uses flashcards of the different flags of the islands. The team that hits the bell</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>first gets to answer. Teacher shows the flashcard card and learners name the island the flag represents.</p> <p>Independent work: Learners will be given the template to create a mini book of the islands, their capital/cities, languages spoke, flags. E.g.</p> <div style="display: flex; align-items: center; justify-content: center;"> <div style="border: 1px solid black; width: 100px; height: 100px; margin-right: 20px; display: flex; align-items: center; justify-content: center;">  </div> <div style="border: 1px solid black; padding: 5px;"> <p>Language spoken: Capital/City: Flag:</p> </div> </div> <p>Learners will use the map used for island groupings (in the previous activity) to identify the languages spoken in the region (E- English, S- Spanish, F-French, D-Dutch)</p>
<p>5-ST-V-1 - Appreciate that the location the different islands/ territories brought about differing positive and negative consequences for their people.</p>	<p style="text-align: center;">Conversation</p> <p>Do learners understand that the geographic location of the islands, as well as topography, make the islands vulnerable.</p> <p style="text-align: center;">Observation</p> <p>Are learners able identify an ideally located island and explain what makes that island valuable?</p> <p>Are learners able to present vulnerabilities of the island?</p>	<p>Learners will identify the exact location of their island/territory on a map. Learners will discuss the value of their location in terms of the strategic location which makes it valuable or vulnerable in some ways for e.g.</p> <p>Some islands find themselves in the paths of hurricanes so they are often affected by stormy weather.</p> <p>Some islands are strategically located for trade. Explain that whilst this is positive, it can also be negative as these islands are also used to trade drugs and human trafficking.</p> <p>Historically, some islands had greater value to the colonizers because of the resources available on these islands, water, fertile soil.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>Identify a resource person who can speak to the learners on the topic of consequences of our differing histories and geographic location.</p> <p>Learners engage in researching the positive and negative consequences for their history and geography</p> <p>e.g. Haiti (earthquakes)</p> <p>Trinidad (trade)</p> <p>Saint Lucia (trade)</p> <p>Learners will use the information received from the resource person and complete this task.</p> <p>Learners will be placed back in their groups of 5 to debate: “Which island do you think is most ideally located and explain why”.</p> <p>Learners will be given 15 minutes to do research on their devices and then the discussion continues.</p>

Additional Resources and Materials

Caribbean Map (Groupings) <https://docs.google.com/document/d/1VaUtlRNgPsPSfKItoG8LLXQUI0UUS-8l5cWRn1vgW7pg/edit?usp=sharing>

Essential Learning Outcome: The Caribbean has a diverse geography that poses challenges and opportunities

Grade Level Expectations:

Learners are expected to:

1. Describe the geographic differences between coral and volcanic island formations.
2. Explain the impact of different island types on the economy and people's way of life.
3. Appreciate that both volcanic and coral islands hold environmental and economic benefits and pose challenges.

Focus Question:

1. How can the type of island impact the way of life of people?

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>5-ST-K-2 - Describe the geographic differences between coral and volcanic island formations.</p>	<p style="text-align: center;">Observation</p> <p>Spot the difference- Inquiry Thinking Are learners able to note the differences between St. Lucia and Antigua and Barbuda</p> <p style="text-align: center;">Conversation</p> <p>Are learners able to explain why there are differences between the landscapes of St. Lucia?</p>	<p>Spot the difference – Inquiry Thinking Ask learners to bring in a device for the lesson. The lesson will begin with learners engaging in a virtual tour to explore two islands: one volcanic island such as St. Lucia: https://saintlucia360.com/360-2/ and one coral island such as Antigua and Barbuda: https://www.youtube.com/watch?v=HPFgRkEmCUM or Barbados: https://www.youtube.com/watch?v=GVq9L6KsVHE</p> <p>(Pictures can also be used as an alternative) Learners will be instructed to note the physical differences between the two islands. For example, St. Lucia</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
	<p style="text-align: center;">Observation</p> <p>Research Are learners able to correctly use their devices to conduct research? Are learners able to obtain information of the formation of the two islands? Are learners able to identify St. Lucia as a volcanic island and Antigua and Barbuda as a coral island?</p> <p>Group Work Are learners able to note the differences between the two islands based on the read aloud?</p> <p style="text-align: center;">Conversation</p> <p>Are learners able to answer the questions based on the read aloud? Are learners able to identify the differences between volcanic and coral islands based on the information in the story?</p> <p style="text-align: center;">Product</p> <p>Creating a Table Are learners able to create a table correctly identifying the main differences between volcanic and coral islands.</p>	<p>is very mountainous, whereas Antigua and Barbuda is flat. Learners will be questioned on why they believe the landscapes of the islands are different.</p> <p>Research After learners have discussed the differences between the two islands, with the provision of technological devices, allow learners to research how the two islands were formed. Based on learners' research they will recognize that there are two types of island formations, volcanic islands and coral islands. The learners will then be informed of the lesson's objectives identifying the differences between the two.</p> <p>Group Work- (Story Telling) Learners will engage in a read Aloud (with comprehension and Science worksheet extension activities)</p> <p>Title: "Geo's Island Adventure: Exploring Saint Lucia's Wonders" https://miss-vee.com/blogs/news/filpbook-geos-island-adventure-exploring-saint-lucias-wonders</p> <p>Based on the information in the story, learners are going to answer following questions:</p> <ol style="list-style-type: none"> 1. <i>What type of island did Geo visit?</i> 2. <i>What are some features of the island?</i> 3. <i>How are the islands formed?</i> 4. <i>What are the main differences between the islands?</i>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
	<p style="text-align: center;">Observation</p> <p>Map Work Are learners able to correctly colour code the islands of the Caribbean as coral and volcanic?</p> <p style="text-align: center;">Conversation</p> <p>Critical Thinking Are learners able to identify the geographical location of volcanic and coral islands?</p> <p style="text-align: center;">Product</p> <p>Island Art Project/3D Model of Volcanic or Coral Island Are learners able to express themselves artistically to demonstrate their understanding of volcanic and coral islands.</p> <p>Are learners able to create a 3D model of a volcanic or coral island using a variety of materials and highlighting the main features?</p> <p style="text-align: center;">Observation</p> <p>Theatre Arts/ Music Integration Are learners able to work collaboratively to formulate a creative piece?</p>	<p>Creating a Table Learners will carry out research on the features of volcanic and coral islands. Using the information obtained, they will create a table with two columns highlighting the main differences between volcanic and coral islands.</p> <p>Map Work Learners will carry out research to identify the islands of the Lesser Antilles that are volcanic and coral islands. On a map of the Caribbean, learners will colour code the different islands to categorise them as volcanic and coral. Learners will circle volcanic islands red and coral islands blue. Also allow learners the opportunity to identify coral islands outside of the Lesser Antilles such as Bahamas, ABC Islands, Turks and Caicos.</p> <p>Critical Thinking: After learners have colour coded the map of the Caribbean, question learners to engage in critical thinking to identify what they notice about the location of volcanic and coral islands in the Caribbean.</p> <p>Example:</p> <ol style="list-style-type: none"> 1. Do you notice a pattern in the location of the volcanic and coral islands? 2. Which island groupings are characterized with volcanic islands and coral islands? 3. Why the islands 4. Is there any island which is both coral and volcanic? 5. Observe the sizes of the islands, are there differences between the size difference between volcanic and coral islands? <p>Allow learners to engage in additional research to answer questions and to engage in further investigation on the island of Guadeloupe to provide an explanation for it being both a volcanic and coral island.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
	<p style="text-align: center;">Product</p> <p>Are learners able to put together a creative piece highlighting the differences between</p>	<p>Island Art Project/3D Model of Volcanic or Coral Island Allow learners to express their understanding of volcanic and coral islands through art. Provide art supplies such as paint, crayons, markers, string, posters, canvas etc and encourage them to create drawings, paintings, or sculptures inspired by the landscapes, wildlife, and human activities of each island type. Display their artwork around the classroom and facilitate discussions about the environmental and economic themes depicted in their creations.</p> <p>Learners can also be given the opportunity to use craft materials such as play dough, clay, foam boards, cardboards etc., learners will create a 3D model of a volcanic or coral island highlighting the main features.</p> <p>Theatre Arts/ Music Integration In mixed ability groups, provide learners with an opportunity to express themselves artistically by writing a poem or song explaining the differences between volcanic and coral islands. Learners who may have difficulty, provide them with the lyrics of a song and have them create a beat. Have the different groups present their creative piece to the class.</p> <p>Lyrics to Song (Can be modified or adapted)</p> <p>(Verse 1) In the heart of the ocean, where the waves dance free, Two kinds of islands rise, for all to see. One's born from fire, with mountains tall and grand, The other blooms with coral, like a magical wonderland.</p> <p>(Chorus) Volcanic islands, Coral shores, Nature's treasures, we adore.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>From fiery peaks to ocean floors, Adventure awaits, let's explore!</p> <p>(Verse 2) On the volcanic island, hear the rumbling roar, As molten lava flows, carving paths to the shore. But don't you worry, it's not all about the heat, For fertile soil and geothermal treats make life sweet.</p> <p>(Verse 3) Now onto the coral island, where the waters gleam, With vibrant reefs below, it's like a dream.</p> <p>Snorkel with the fishes, in a rainbow of hue, And soak up the sunshine, on beaches sandy and true.</p> <p>(Bridge) From lava to coral, from land to sea, These islands hold wonders, for you and me. So pack your bags, and set sail with glee, Adventure's calling, let's go and see!</p> <p>(Outro) Volcanic islands, Coral shores, Nature's wonders, let's explore some more! In this world of ours, there's so much in store, On volcanic islands and coral shores!</p>

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<p>5-ST-S-2 Explain the impact of different island types on the economy and people's way of life.</p>	<p style="text-align: center;">Observation</p> <p>Case Study Are learners able to identify the impact based on the island type?</p> <p style="text-align: center;">Conversation</p> <p>Are learners able to discuss the impact on the economy and the lives of the people based on the island type?</p> <p style="text-align: center;">Product</p> <p>Design Your Island Home Are learners able to design a home suitable for living based on the island in which they live?</p> <p style="text-align: center;">Conversation</p> <p>Are learners able to explain the design for their homes and the justification for having certain elements in their design?</p> <p>Are learners able to discuss the challenges and opportunities presented by their island.</p>	<p>Case Study Learners will be given two case studies to read on the economy and way of life of people in a volcanic and coral island. After reading, learners will engage in discussion to identify the main impact on each type of island. Learners will be probed with questions to guide their thinking:</p> <ol style="list-style-type: none"> 1. What is the main impact or benefit on the economy in each type of island? 2. How does the type of island impact how people live? 3. Do you notice any similarities between the two island types? <p>Learners will then engage in further research to identify how the type of island can impact the economy and the way of life of people (the houses they build, the crops they grow, the activities they engage in etc). Learners will share their research information with the class.</p> <p>Design Your Island Home In the same mixed ability groups, learners will be instructed to assume the role of an architect. Each group will be assigned either a volcanic or coral island. Learners will be given a task to design a home suitable for living on their assigned island. For example, the volcanic island group might need to consider how to protect their home from potential volcanic activity, while the coral island group might focus on incorporating sustainable water and energy solutions due to limited freshwater sources. After designing their homes, have each group present their ideas and discuss the challenges and opportunities presented by their island type.</p> <p>Island Storytelling Time (Language Integration) Encourage learners to unleash their creativity by writing short stories set on either a volcanic or coral island. They can imagine themselves as characters</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
	<p style="text-align: center;">Product</p> <p>Island Storytelling Time (Language Integration)</p> <p>Are learners able to write a story describing their island, how they live, and the challenges they face?</p> <p>Are learners able to use the elements of a story to bring out the challenges faced by their character?</p>	<p>living on the island and describe their daily lives, challenges, and adventures. As they write, prompt them to consider how the geography of the island shapes their characters' experiences and interactions with the environment. Afterward, learners can share their stories with the class and discuss the unique ways in which each island type impacts the lives of their characters.</p>
<p>5-ST-V-2 - Appreciate that both volcanic and coral islands hold environmental and economic benefits and pose challenges</p>	<p style="text-align: center;">Conversation</p> <p>News Report Are learners able to explain the challenges faced in each country and what contributed to it?</p> <p>Group Work- Critical Thinking Are learners able to identify possible solutions for challenges faced by volcanic and coral islands?</p> <p style="text-align: center;">Observation</p> <p>Making Connections Are learners able to make connections by sharing their experiences with others?</p> <p>Island Adventure Board Game Are learners engaging in critical thinking while playing Island Explorer?</p>	<p>News Report Have learners view a news report or read a newspaper article on an event which occurred on a volcanic island and a coral island. For example: The volcanic eruption in St. Vincent and the drought in Antigua and Barbuda. Based on the video, question learners so they can realize the challenge faced in each situation. Example:</p> <ol style="list-style-type: none"> 1. What was the challenge faced in each country? 2. What do you think contributed to this challenge? 3. What feature of the type of island caused this challenge? <p>https://youtu.be/hbJSNMGA188?si=UHCR3uTLMkYs9Pia https://youtu.be/ha2O2noGW48?si=TYXwowRB5nw8PWyL</p> <p>Group Work- Critical Thinking Learners will engage in a group discussion, to brainstorm possible ways the challenges faced by each island type can be minimized.</p> <p>Making Connections With the help of the teacher, allow learners to make connections with other learners in another Caribbean island to discuss and share their way of life</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
	<p>Are learners playing Island Explorer correctly by following the rules of the game?</p> <p>Are learners able to navigate through the challenges faced during the game?</p> <p style="text-align: center;">Conversation</p> <p>Are learners able to explain their choices as they face each challenge throughout the game?</p> <p style="text-align: center;">Product</p> <p>Are learners able to create board game about environmental and economic benefits and challenges posed to living on volcanic and coral islands. (Use grading rubric: https://www.rcampus.com/rubricshowc.cfm?code=X2BA54&sp=yes&)</p> <p style="text-align: center;">Conversation</p> <p>I'd Rather</p> <p>Are learners able to share which type of island they would like to live on?</p> <p>Are learners able to provide a justified reason why they would live on an island instead of another?</p>	<p>on their island. During the conversation, learners can share things that are similar and different between their countries. This can be done via Zoom or Google Meet.</p> <p>Island Adventure Board Game</p> <p>Create a board game where learners engage in critical thinking by navigating through scenarios related to volcanic and coral islands. While playing the game learners will encounter challenges like volcanic eruptions, coral bleaching, tourism management, and sustainable fishing practices. Each scenario will prompt discussions about the environmental and economic impacts of different choices. As learners play the game provide guidance and support ensuring that learners remain on task.</p> <p>Objective: The objective of Island Explorer is to navigate through various scenarios related to volcanic and coral islands while making decisions based on challenges faced on a volcanic or coral island.</p> <p>Materials Needed:</p> <ul style="list-style-type: none"> ● Game board depicting a map with different locations on volcanic and coral islands. ● Game pieces for each player. ● Scenario cards with descriptions of challenges and choices. ● Tokens to represent resources, such as fish, tourist dollars, and environmental points. ● Dice.

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>Setup:</p> <ol style="list-style-type: none"> 1. Place the game board in the centre of the playing area. 2. Each player selects a game piece and places it on the starting space. 3. Shuffle the scenario cards and place them face down in a stack. 4. Place the tokens representing resources next to the game board. <p>Gameplay:</p> <ol style="list-style-type: none"> 1. Players take turns rolling the dice and moving their game pieces around the board. 2. When a player lands on a space with a scenario icon, they draw a scenario card and read it aloud to the group. 3. The player must then make a decision based on the scenario, choosing between options that may have different environmental and economic consequences. <ul style="list-style-type: none"> ● Example Scenario: "You encounter a group of tourists interested in snorkelling in a coral reef. Option A: Allow guided tours with strict rules to protect the reef. Option B: Close the reef to tourists to prevent damage." 4. After making their decision, the player follows the instructions on the scenario card, which may involve gaining or losing resources, earning environmental points, or facing consequences later in the game. 5. Play continues clockwise until all players have reached the end of the game board. <p>Winning the Game: The player with the highest combined score of resources and environmental points at the end of the game wins. This encourages players to make decisions that balance economic benefits with environmental conservation.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>Example of Gameplay:</p> <ol style="list-style-type: none"> 1. Player 1 rolls the dice and moves three spaces, landing on a scenario space. 2. Player 1 draws a scenario card: "A new hotel is proposed on the volcanic island, promising jobs but potentially harming local wildlife habitats. Option A: Support the hotel construction for economic growth. Option B: Oppose the hotel to protect the environment." 3. Player 1 chooses Option B to oppose the hotel construction. 4. Player 1 gains 1 environmental point and loses 1 tourist dollar, reflecting the environmental benefits and economic costs of their decision. 5. Play passes to the next player, and the game continues. <p>In mixed ability groups, have learners create a board game that highlights the features of volcanic or coral islands. Learners can be creative and use existing board game templates or to create using their own ideas. Groups can take turns exchanging their games with each other.</p> <p>I'd Rather</p> <p>Have learners write a statement with "I'd rather" where they indicate which type of island they would prefer leaving on and to provide a justified reason for their choice. Have learners stand in a circle and share their "I'd rather" statement to the class.</p>

Useful Content Knowledge for the Teacher:

Differences between volcanic and coral islands.

Volcanic islands and coral islands have distinct geographic differences:

1. Formation:

- Volcanic islands are formed through volcanic activity, where magma rises from beneath the Earth's crust, erupting onto the surface and gradually building up land masses over time.
- Coral islands, also known as atolls or coral reefs, are formed from the accumulation of coral debris and sand on top of submerged volcanic islands or oceanic crust. Coral polyps, tiny marine organisms, secrete calcium carbonate to build reefs, which grow upwards towards the surface.

2. Topography:

- Volcanic islands often have rugged terrain with steep slopes, cliffs, and sometimes volcanic peaks or calderas. They can vary in size and shape depending on the intensity and duration of volcanic activity.
- Coral islands are typically low-lying and flat, with sandy beaches and small islets or motus surrounding a central lagoon. They lack the dramatic elevation changes seen in volcanic islands.

3. Vegetation and Soil:

- Volcanic islands may have diverse vegetation zones, ranging from lush rainforests in wetter areas to arid or barren landscapes in drier regions. The soil can vary in fertility depending on the composition of volcanic ash and lava.
- Coral islands may have limited vegetation due to the sandy and nutrient-poor soil. Vegetation is often limited to coconut palms, shrubs, and salt-tolerant plants adapted to the coastal environment.

4. Surrounding Environment:

- Volcanic islands are often surrounded by deep oceanic waters, which can contribute to their isolation and unique ecosystems. They may also have nearby underwater volcanic features such as seamounts or submarine volcanoes.
- Coral islands are typically found in tropical regions with warm waters conducive to coral growth. They are often surrounded by vibrant coral reefs teeming with marine life, making them popular destinations for snorkelling and diving.

5. Geological Activity:

- Volcanic islands are actively shaped by geological processes such as volcanic eruptions, earthquakes, and erosion. They may experience periods of volcanic activity followed by periods of quiescence.
- Coral islands are not actively shaped by geological processes like volcanism but are instead influenced by factors such as sea level changes, ocean currents, and coral growth. They are susceptible to environmental threats such as coral bleaching and sea level rise due to climate change.

The impact of different island types on the economy and people's way of life

The type of island, whether volcanic or coral, can significantly affect how people live in several ways:

1. Housing and Infrastructure:

- On volcanic islands, people may need to build homes that can withstand the possibility of volcanic activity, such as lava flows or ashfall. They might also need to consider the rugged terrain when planning roads, bridges, and other infrastructure.
- On coral islands, homes are often built close to the coastline, as the interior of the island may be less habitable due to its low-lying nature. Houses may be constructed with materials that can withstand tropical storms and rising sea levels.

2. Food and Water:

- Volcanic islands may have fertile soil from volcanic ash, which can support agriculture. People may grow crops like fruits, vegetables, and grains to sustain themselves.
- Coral islands rely heavily on fishing as a primary source of food due to the abundance of marine life around coral reefs. Freshwater sources may be limited, so residents might use rainwater harvesting or desalination methods for drinking water.

3. Economy and Employment:

- Tourism is often a major industry on both types of islands, but the attractions differ. Volcanic islands may attract tourists interested in hiking, exploring volcanic landscapes, or enjoying hot springs, while coral islands draw visitors for snorkelling, diving, and beach activities.
- On volcanic islands, geothermal energy production or mining of volcanic minerals might provide additional sources of income and employment.
- Coral islands may rely more heavily on traditional industries like fishing and handicrafts made from local materials.

4. Culture and Lifestyle:

- The geological characteristics of the island can influence cultural practices and traditions. For example, on volcanic islands, people may have legends or rituals associated with volcanic activity, while on coral islands, marine life and the ocean may play a central role in local culture.
- Access to resources and transportation can shape daily life. Volcanic islands with rugged terrain might have fewer roads and more isolated communities, while coral islands may rely on boats for transportation between islands and to access mainland services.

Both volcanic and coral islands offer valuable environmental and economic benefits, but they also come with their own set of challenges.

Environmental Benefits:

1. **Biodiversity:** Coral islands are renowned for their rich marine biodiversity, with coral reefs supporting a wide variety of fish, invertebrates, and other marine life. Volcanic islands, meanwhile, often boast diverse ecosystems, including lush forests, unique plant species, and endemic wildlife.
2. **Natural Beauty:** Both types of islands are prized for their natural beauty, attracting tourists from around the world. Coral islands offer stunning underwater landscapes teeming with vibrant colours, while volcanic islands feature dramatic scenery with towering peaks, lush valleys, and cascading waterfalls.
3. **Ecosystem Services:** Coral reefs and volcanic ecosystems provide valuable ecosystem services, such as coastal protection, carbon sequestration, and habitat for endangered species. These services contribute to the health and well-being of both island residents and the broader global community.

Economic Benefits:

1. **Tourism:** Tourism is a major economic driver for both volcanic and coral islands, generating revenue through accommodations, dining, recreation, and souvenir sales. Visitors are drawn to the natural attractions of these islands, contributing to local economies and providing jobs for residents.
2. **Natural Resources:** Volcanic islands may have valuable mineral deposits, geothermal energy resources, and fertile soil for agriculture, which can support local industries and export opportunities. Coral islands rely heavily on fisheries for food and income, with opportunities for sustainable harvesting and aquaculture.
3. **Cultural Heritage:** Both types of islands have rich cultural heritage and traditions that contribute to their appeal as tourist destinations. Local crafts, music, dance, and cuisine showcase the unique cultural identity of each island, providing opportunities for cultural exchange and economic development.

Challenges:

1. **Environmental Degradation:** Both volcanic and coral islands are vulnerable to environmental degradation from factors such as climate change, pollution, overfishing, and habitat destruction. Coral bleaching, coastal erosion, and invasive species pose significant threats to the health of coral reefs and volcanic ecosystems.
2. **Natural Hazards:** Volcanic islands face the risk of volcanic eruptions, earthquakes, landslides, and tsunamis, which can pose dangers to human life, infrastructure, and livelihoods. Coral islands are susceptible to tropical storms, cyclones, and sea level rise, which can cause flooding, erosion, and saltwater intrusion.
3. **Socioeconomic Inequality:** Despite the economic benefits of tourism and natural resource exploitation, both types of islands may experience socioeconomic inequality, with disparities in income, access to education, healthcare, and basic services between urban and rural areas, as well as among different social groups.

Essential Learning Outcome: To appreciate that the Caribbean has a diverse geography that poses challenges and opportunities.

Grade Level Expectations:

Learners are expected to:

1. Identify popular/major landmarks (natural and built) in the region
2. Map the location of important landmarks in the region
3. Appreciate the value (economic, cultural, historical) of familiar landmarks to the development of the region.

Focus Questions:

1. Why are these landmarks special?
2. What value do these landmarks contribute to the development of countries in the Caribbean region?

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>5-ST-K-3 - Identify popular/ major landmarks (natural and built) in the region</p>	<p style="text-align: center;">Conversation</p> <p>Virtual Landmark Tour Are learners able to list some of their popular/ major landmarks in the region? Are learners able to state where these landmarks are located?</p> <p style="text-align: center;">Observation</p> <p>Virtual Landmark Tour Are learners able to share what they learned from the virtual tour and research with their peers?</p> <p style="text-align: center;">Product</p> <p>Virtual Landmark Tour Are learners able to put together a poster or presentation that catalogues the interesting facts they discovered about their selected landmark?</p> <p style="text-align: center;">Conversation</p> <p>Landmark Craft Project Are learners able to share/ explain their crafts to an audience/ their classmates?</p>	<p>Virtual Landmark Tour</p> <p>Activity Steps:</p> <ol style="list-style-type: none"> a. Begin with a read-aloud of a book or short passage about the Caribbean region and its famous landmarks to provide context. (Example https://miss-vee.com/en-lc/blogs/news/flipbook-a-journey-through-the-oecs-islands) b. Introduce the virtual tour and show learners how to navigate through the interactive map or website. Video: https://empower.oecs.int/ebook/e-book/ https://www.youtube.com/watch?v=hb8x2VRQxYA c. Divide learners into small groups and assign each group a different landmark to explore. d. Encourage learners to watch videos, read descriptions, and examine images of their assigned landmarks to gather information. e. After exploring, reconvene as a class and have each group present their findings, including interesting facts about their landmark in the form of a presentation or poster. f. Use online learning apps like Kahoot or Quizlet to create a quiz based on the landmarks visited. Learners can compete individually or in teams to test their knowledge.

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
	<p style="text-align: center;">Observation</p> <p>Landmark Craft Project How did the learners demonstrate creativity and originality in their craft projects inspired by Caribbean landmarks?</p> <p>Landmark Craft Project Did the learners effectively collaborate and communicate with their peers while discussing their designs and sharing their creative process during the gallery walk?</p> <p style="text-align: center;">Product</p> <p>Landmark Craft Project Are learners able to use the craft materials to bring their artistic representation of the Caribbean landmark to life?</p> <p>Landmark Craft Project Are learners able to produce a short descriptive paragraph or story about their chosen Caribbean landmark, including details about its history, significance, and their personal impressions?</p>	<p>Preparation:</p> <ul style="list-style-type: none"> - Prepare a list of popular/ major landmarks in the Caribbean, including images and brief descriptions for each. - Set up a virtual tour using online resources such as Google Earth, virtual museum tours, or educational websites with interactive maps. <p>Landmark Craft Project</p> <p>Activity Steps:</p> <ol style="list-style-type: none"> a. Discuss the characteristics of Caribbean landmarks and the importance of preserving cultural heritage and natural beauty. b. Show learners examples of artwork inspired by Caribbean landmarks and discuss different artistic techniques and styles. c. Assign learners a country and have learners choose a landmark from that country to recreate using craft materials. Encourage creativity and originality in their designs. Allow learners time to work on their craft projects, providing assistance and guidance as needed. d. Have learners write short descriptive paragraphs or stories about their chosen landmark, incorporating details about its history, significance, and their personal impressions. e. Once the projects are completed, facilitate a gallery walk exhibition where learners can display and share their creations and the idea behind their designs with their classmates. <p>Preparation:</p> <ul style="list-style-type: none"> - Gather craft materials such as paper, cardboard, paint, markers, glue, and recyclable materials. - Provide reference images of Caribbean landmarks for learners to use as inspiration for their craft projects. - Set up stations with different materials and tools for learners to use during the activity.

<p>5-ST-S-3 - Map the location of important landmarks in the region</p>	<p style="text-align: center;">Conversation</p> <p>Locate the Landmark: Can learners describe the process you used to locate and map the geographical coordinates of your assigned Caribbean landmark? Are learners able to state what interesting features or characteristics they discovered about the landmark while researching its location?</p> <p style="text-align: center;">Observation</p> <p>Locate the Landmark: How effectively did the learners collaborate and communicate with their group members while researching and mapping their assigned landmarks? Did the learners demonstrate proficiency in using mapping tools and understanding geographical concepts such as latitude and longitude?</p> <p style="text-align: center;">Product</p> <p>Locate the Landmark: Can learners show the teacher the map they created with the geographical coordinates of your assigned Caribbean landmark marked?</p> <p style="text-align: center;">Observation</p> <p>Language Arts - Landmark Travel Brochure Can learners describe one unique feature or attraction of the Caribbean landmark featured in your travel brochure?</p>	<p>Locate the Landmark</p> <p>Activity Steps:</p> <ol style="list-style-type: none"> a. Engage the learners in a game so that learners can locate and map the landmarks to their country. For example: Gros and Petit Piton are located on the island that is between 60° and 61° west longitude and 13° and 14° north latitude. Learners can compete individually or in teams to test their knowledge. Teacher may use online learning apps like Quizlet or Kahoot to create a quiz based on the landmarks mapped by the learners. b. Introduce the concept of latitude and longitude and how they are used to locate places on a map. c. Using online mapping tools or paper maps, instruct learners to locate and mark the coordinates of their assigned landmark. d. Encourage learners to explore the surrounding area and identify notable features such as bodies of water, cities, or other landmarks. e. Once the mapping is completed, have each group present their findings to the class, discussing the location and features of their landmark. <p>Preparation:</p> <ul style="list-style-type: none"> - Prepare a list of popular/ major landmarks in the Caribbean, along with their geographical coordinates (latitude and longitude). - Provide access to online mapping tools such as Google Maps or MapQuest, as well as paper maps and atlases. - Create a worksheet with guiding questions and instructions for the mapping project. <p>Language Arts - Landmark Travel Brochure</p> <p>Activity Steps:</p> <ol style="list-style-type: none"> a. Begin by discussing the purpose and elements of travel brochures, including descriptive language, persuasive writing, and eye-catching visuals.
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	<p>Did the learners effectively research their assigned Caribbean landmarks to gather accurate and relevant information for their travel brochures?</p> <p style="text-align: center;">Conversation</p> <p>Language Arts - Landmark Travel Brochure Are learners able to use persuasive language in your travel brochure to convince travellers to visit your assigned landmark? Were learners able to collaborate and communicate with their group members during the design and creation of their travel brochures?</p> <p style="text-align: center;">Product</p> <p>Language Arts - Landmark Travel Brochure Did learners utilize visual elements in their travel brochures to enhance the presentation of their chosen Caribbean landmarks? Were learners able to produce at least 4 bullet points from their travel brochure that effectively captures the essence and appeal of the featured landmark?</p>	<p>b. Assign each learner or small group a different Caribbean landmark to feature in their travel brochure.</p> <p>c. Instruct learners to research their assigned landmark, gathering information about its location, history, significance, and notable features.</p> <p>d. Encourage learners to write bullet points that highlight the unique characteristics and attractions of their chosen landmark.</p> <p>e. Provide time for learners to design and create their travel brochures, incorporating text, images, maps, and other visuals.</p> <p>f. Once the brochures are completed, have learners share their work with their classmates, either through presentations or a gallery walk.</p> <p>Preparation:</p> <ul style="list-style-type: none"> - Provide examples of travel brochures or advertisements for inspiration. - Prepare materials such as paper, markers, images of Caribbean landmarks, and writing prompts.
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Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>5-ST-V-3 - Appreciate the value (economic, cultural, historical) of familiar landmarks to the development of the region.</p>	<p>Economic Impact Analysis</p> <p>Observation</p> <p>Can learners explain how the economic impact of landmarks in the Caribbean region contributes to overall tourism revenue and job creation? Are learners able to point out similarities and differences they observe in the economic data of the landmarks researched by different groups?</p> <p>Conversation</p> <p>How effectively did the learners analyse the provided data to identify key indicators of economic impact for their assigned landmark? Did the learners demonstrate effective communication and collaboration skills during group discussions and presentations of their findings?</p> <p>Product</p> <p>What types of visual aids or data visualizations did the learners use to illustrate the economic impact of their assigned landmark?</p>	<p>Economic Impact Analysis</p> <p>Activity Steps:</p> <ol style="list-style-type: none"> Begin with a read-aloud of an article, news clipping or case study about the economic importance of landmarks in the Caribbean region, highlighting their role in driving tourism, supporting local businesses, and creating employment opportunities. Divide learners into small groups and assign each group a different landmark to research its economic impact. Instruct learners to analyse the data provided and answer questions related to the landmark's contribution to the local economy. Facilitate a class discussion where groups present their findings and discuss the similarities and differences in the economic impact of different landmarks. Use online learning apps like Kahoot or Quizlet to review key concepts and reinforce learning outcomes through an interactive quiz. <p>Preparation:</p> <ul style="list-style-type: none"> Have learners gather information and statistics about the economic contributions of familiar landmarks in the Caribbean, such as tourism revenue, job creation, and infrastructure development. <i>Research and discuss the importance of this landmark to the economic development of the Caribbean region and the role of landmarks in attracting visitors. (local vendors, tour guides, what value does it add to tourism, how does it impact infrastructure)</i> Create worksheets or digital presentations with graphs, charts, and tables to visualize the economic data. Provide access to online learning apps like Quizlet or Kahoot for interactive quizzes.

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
	<p>Sustainable Development Solutions</p> <p>Conversation</p> <p>Can learners describe the environmental, social, or economic challenges facing the landmark their group focused on for the sustainable development project?</p> <p>Observation</p> <p>How effectively did the learners collaborate and communicate with their group members while researching and designing their sustainable development solutions?</p> <p>Did the learners demonstrate critical thinking skills and creativity in proposing solutions that contribute to the long-term prosperity and preservation of the landmark and its surrounding environment?</p> <p>Product</p> <p>Are learners able to produce a prototype or model of their proposed sustainable development solution for the landmark assigned to their group?</p>	<p>Sustainable Development Solutions</p> <p>Begin by discussing the concept of sustainable development and its importance in preserving natural and cultural resources in the Caribbean. Have learners work in groups to identify an issue related to any of the landmarks. For example, vandalism. Learners will design and propose sustainable development solutions for the issues highlighted.</p> <p>Preparation:</p> <ul style="list-style-type: none"> - Provide examples of sustainable development projects or initiatives in the Caribbean region for inspiration. Example: Saint Lucia's Sustainable Development and Environment Division Initiatives, Grenada's Integrated Climate Change Adaptation Strategies. - Gather materials for hands-on STEM activities, such as building blocks, recyclable materials, and research resources. <p>Activity Steps:</p> <ol style="list-style-type: none"> a. b. Divide learners into small groups and assign each group a different landmark to focus on for their sustainable development project. c. Instruct learners to research their assigned landmark and identify potential environmental, social, and economic challenges facing its development. d. Challenge learners to brainstorm and design innovative solutions to address these challenges, considering factors such as renewable energy, waste management, and community engagement. e. Provide time for learners to build prototypes or models of their proposed solutions using STEM materials and tools. f. Facilitate a class presentation where groups share their sustainable development projects and explain how their solutions contribute to the long-term prosperity and preservation of the landmark and its surrounding environment.

Essential Learning Outcome: To appreciate that the Caribbean has a diverse geography that poses challenges and opportunities.

Grade Level Expectations:

Learners are expected to:

1. Describe climatic differences across the Caribbean
2. Plot the coordinates of various islands and display differences in temperature and rainfall
3. Appreciate the importance of climate and climate changes for shaping the economy, and society, and policy decisions of various areas of the Caribbean

Focus Question:

1. How does climate influence daily and national decision making across the Caribbean?

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>5-ST-K-4 - Describe climatic differences across the Caribbean</p> <p>5-ST-S-4 - Plot the coordinates of various islands and display differences in temperature and rainfall,</p>	<p>Plot The Island</p> <p>Observation</p> <p>Are learners working cooperatively in their groups? (Use group participation grading rubric or checklist)</p> <p>Product</p>	<p>Plot The Island</p> <p>In mixed ability groups, have learners locate various islands using coordinates (latitude and longitude).</p> <p><u>Carrying out the activity</u></p> <p>Have the learners, on graph paper, put in the 0 degree lines of latitude and longitude.</p> <p>Have learners put in the numbers for the latitude and longitude lines.</p> <p>Prepare a list of coordinates for the learners.</p> <p>Have the learners plot the coordinates, given by the teacher on the graph paper.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
	<p>Are learners able to accurately label the islands based on their coordinates on their map? Are learners able to accurately include the elements of a map on their blank map? Are learners able to correctly indicate the island grouping that the various islands belong to?</p> <p>Data Mining</p> <p style="text-align: center;">Observation</p> <p>Are learners able to correctly define the elements of weather?</p> <p style="text-align: center;">Conversation</p> <p>Are learners able to identify ways in which the elements of weather affect their daily lives and the decisions they make?</p> <p style="text-align: center;">Product</p> <p>Are learners able to create an accurate Climo graph for each country with their data?</p> <p style="text-align: center;">Conversation</p> <p>Are learners able to note that many of the islands of the leeward islands are drier? Are learners able to identify the islands?</p> <p>Present It</p>	<p>Have learners trace the island around their plotted coordinates. Prepare a blank map of the Caribbean . On the blank map have the learners insert the elements of a map (border, title, legend/ key, directional arrow) Have learners label the islands and place the coordinates next to them on the blank map.</p> <p>Data Mining</p> <p>Provide learners with data on weather in an island in the Leewards and one island in the Windwards. In groups, learners discuss the graphs, compare the data and make conclusions about the climate in each island. Demonstrate how to create Climo graphs. Provide learners with data on temperature and rainfall for a period of time in various islands, Windward Islands, Leeward islands , Greater Antilles. Have the learners draw Climo graphs for any two countries selected by plotting the temperature of the 2 islands and a bar graph for the precipitation.. (See sample in additional resources). Have the learners discuss any similarities and differences that they recognise between the two islands. Have learners answer probing questions such as :</p> <ol style="list-style-type: none"> 1) Is the temperature similar in your country and a Windward or Leeward. Island? 2) What is the vegetation like in a Windward Island (e.g. Dominica) and a Leeward Island (e.g. Antigua)? 3) Why do you believe the vegetation is different? 4) What type are the different types of climates in the Caribbean or are they all the same? 5) Why do you think the climates are similar or different. <p>Present It</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
	<p style="text-align: center;">Observation</p> <p>Are learners able to work cooperatively in groups? (use group participation grading rubric) Are learners able to grade their group members' participation? Are learners able to make presentations to the class? Are peers able to grade their colleagues' oral presentations?</p> <p style="text-align: center;">Product</p> <p>Are learners able to produce a piece for oral presentation that accurately compares two countries?</p>	<p>In pairs or small groups, have learners spin a wheel/ dip to determine which country they have to work with for the task. (The countries on the wheel can be countries from outside of the OECS e.g. Guyana, Australia etc.) Have the learners create a presentation (video, google slide/ PowerPoint, chart) that compares their island to their chosen country. Have learners compare the seasons, average temperature, humidity, wind, precipitation in the countries. Have the learners make an oral presentation to the class. Have their peers grade learners' presentations using an oral presentation grading rubric. Have learners grade their group members participation in group work using the group participation grading rubric..</p>
<p>5-ST-V-4 Appreciate the importance of climate and climate changes for shaping the economy, and society, and policy decisions of various areas of the Caribbean</p>	<p>Does the Climate Matter?</p> <p style="text-align: center;">Conversation</p> <p>Are learners able to recognise that climate influences their daily decisions? Are learners able to recognise that the economic activities that people engage in are influenced by the climate of where they live?</p>	<p>Does the Climate Matter?</p> <p>Have learners engage in a discussion on how the average weather conditions (climate) of their country shape the lives and decisions of people in their country. Probing questions such as</p> <ol style="list-style-type: none"> 1. How does the climate impact what a person would wear in the various islands? 2. How does the climate influence what crops are grown in the islands? 3. What are the links between the main economic industries in the various islands and the climate? 4. How do you think climate influences the types of economic, recreational and cultural activities that people across the Caribbean engage in?

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
	<p>What If I Could</p> <p style="text-align: center;">Observation</p> <p>Are learners able to write what emotions some of the images evoked? Are learners able to share some of what they felt with the class? Are learners able to write a list of questions they would ask if given an opportunity to converse with the prime minister of their country?</p> <p style="text-align: center;">Conversation</p> <p>Are learners able to recognise that changes would influence their daily decision making? Are learners able to state in what ways it would affect their decision making. Are learners able to recognise that the policies of governments are influenced by climate?</p> <p>Resource Person</p> <p style="text-align: center;">Conversation</p> <p>Are learners able to ask questions about how climate influences the policy decisions of a country?</p>	<p>What If I Could</p> <p>Class Discussion</p> <p>Have learners watch a series of pictures, news clipping, and videos showing the impact climate change could have and is having on Caribbean countries. Have learners write what emotions they experienced whilst watching the pictures. Have learners share the written thoughts with the class. Have learners discuss the reasons for climate change in the Caribbean. Have the learners discuss how the change in the climate in their country would affect their daily lives and the decisions they make. Have learners state whether they believe that a change in the climate would affect the decisions made by the leaders of the countries across the Caribbean.</p> <p>Conversations with My Leader</p> <p>Have learners imagine that they would be visited by the prime minister of their country and have them write a list of questions that they would ask him /her about climate and how climate influences the policies they make on behalf of the country.</p> <p>Resource Person</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
	<p>My Island</p> <p>Observation</p> <p>Are learners able to work cooperatively in groups? Are learners create their piece for the task?</p> <p>Product</p> <p>Are learners able to create a piece that included all the elements stipulated? (Use a checklist) Are learners creative in the production of their piece? (Use a creativity grading rubric) Are learners able to be creative in their writing?</p>	<p>Have a resource person e.g. from the sustainable development department, economic development, a meteorologist etc. or anyone knowledgeable about weather/ climate and government policy. Have learners ask questions about how climate influences policy. (Learners may use the questions developed in the “Conversations with My Leader” activity.</p> <p>My Island</p> <p>In groups, have learners create a montage/ collage/ cartoon about an island of their creation. Their creation should contain the following elements: The name of their country. The geographic coordinates of the country. Description of the climate of their country (average temperature, precipitation, humidity etc.) The activities that are most prevalent in their country (economic and social activities) Have learners write at least two rules or policies that would mitigate or prevent climate change</p>

Additional Resource and Material

Tips for effective group work in the classroom:

https://youtu.be/pzr5x2cL_jg?si=GpyzJs7Pf81IEM7X

Useful Content Knowledge for the Teacher:

The islands of the Caribbean are located in the Tropical Zone and experience a Tropical Marine Climate. The origin of the islands (volcanic, limestone) influence the topography of the island. This can have an effect on the climate of the island. The differences in climate between the Caribbean islands are not vast. The limestone countries tend to be a bit hotter even only slightly. This can impact rainfall and vegetation in the country.

Climate influences our daily individual decisions such as what to wear, the recreational activities we engage in, the crops we plant etc. Climate also influences national decisions. Changes in climate will necessitate changes in individual decision making as well as national policy decisions such as movement toward renewable energy sources, more money invested in certain sectors over others.

Essential Learning Outcome: To appreciate that the Caribbean has a diverse geography that poses challenges and opportunities.

Grade Level Expectations:

Learners are expected to:

1. Identify how climatic similarities and severe weather events associated with climate change have fostered cooperation (E.g. Leeward islands and fresh water)
2. Plot major climatic disasters in the region over the past 50 years and note changes related to climate change and assess their negative effects
3. Assess the ways that Caribbean countries have assisted one another in recent climate disasters especially as it has related to climate change

Focus Questions:

1. Does climate change negatively impact our region?
2. How has severe weather and climate change fostered regional cooperation?

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>5-ST-K-5 - Identify how climatic similarities and severe weather events associated with climate change have fostered cooperation (E.g. Leeward islands and freshwater)</p>	<p>Collaborative Research Project</p> <p>Conversation</p> <p>Were learners able to find similarities in severe weather events within the research amidst their different groups, and how these events impact freshwater resources in the Leeward Islands?</p>	<p>Collaborative Research Project</p> <p>Have learners research climatic similarities and severe weather events associated with climate change in the Leeward Islands and their impact on freshwater resources, fostering cooperation among Caribbean countries.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
	<p>Can learners share how they think cooperation among Caribbean countries can help mitigate the impact of severe weather events on freshwater resources?</p> <p style="text-align: center;">Observation</p> <p>Are learners effectively collaborating within their small groups to research and analyse data on severe weather events and their impact on freshwater resources?</p> <p>How well are learners synthesizing information from their research to create their research presentations?</p> <p style="text-align: center;">Product</p> <p>Are learners able to produce data/ information about what their group discovered about the impact of severe weather events on freshwater resources in the Leeward Islands?</p> <p>Are learners able to propose as a group, solutions to mitigate the impact of severe weather events on freshwater resources, and what factors did you consider in your proposals?</p>	<p>Materials:</p> <p>Internet access for research Paper or digital research templates Presentation tools (e.g., PowerPoint, Google Slides)</p> <p>Steps:</p> <p>Introduce the concept of climatic similarities and severe weather events associated with climate change in the Leeward Islands. Divide learners into small groups and assign each group a specific severe weather event (e.g., hurricanes, droughts, heavy rainfall) to research. Instruct learners to research their assigned severe weather event and its impact on freshwater resources in the Leeward Islands. Provide guidance on conducting effective research, including how to analyse data and identify key findings. Have each group create a research presentation summarizing their findings, including the causes, effects, and potential solutions to mitigate the impact of severe weather events on freshwater resources. Facilitate a class discussion where groups present their research findings and discuss the importance of cooperation among Caribbean countries to address climate change-related challenges. Encourage learners to reflect on the role of collaboration and cooperation in finding solutions to climate change issues.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
	<p>Climate Change Awareness Poster Design</p> <p>Conversation</p> <p>In brainstorming and deciding on content for their poster, were learners able to share key points on climate change and cooperation?</p> <p>Observation</p> <p>Are learners actively engaged in brainstorming ideas for their climate change awareness posters?</p> <p>How effectively are learners collaborating within their groups to create their posters, and are they incorporating reference materials on climate change into their designs?</p> <p>Product</p> <p>Were learners able to design a poster to promote climate change awareness?</p>	<p>Climate Change Awareness Poster Design</p> <p>Learners will create posters to raise awareness about climate change and the importance of cooperation in addressing its effects on the Caribbean region.</p> <p>Materials:</p> <ul style="list-style-type: none"> Poster boards or paper Art supplies (markers, crayons, coloured pencils, etc.) Reference materials on climate change and severe weather events Online learning apps for quiz review <p>Steps:</p> <ul style="list-style-type: none"> Begin by discussing the concept of climate change and its impact on severe weather events in the Caribbean. Show learners examples of climate change awareness posters and discuss effective design elements. In small groups, have learners brainstorm ideas for their own climate change awareness posters, focusing on the theme of cooperation among Caribbean countries. Provide art supplies and poster boards/paper for learners to create their posters. Encourage them to incorporate visuals and key messages about climate change and cooperation. Once the posters are complete, have each group present their posters to the class, explaining their design choices and the messages they convey. Use online learning apps to review key concepts from the activity through a quiz or interactive game.

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>5-ST-S-5 - Plot major climatic disasters in the region over the past 50 years and note changes related to climate change and assess their negative effects</p>	<p>Climate Disaster Timeline</p> <p>Observation</p> <p>Are learners working collaboratively in their groups? (Use checklist or grading rubric)</p> <p>Product</p> <p>Are learners able to accurately produce a timeline of the selected climatic disasters in the Caribbean region over the past 50 years? Are learners creative in the production of their piece?</p> <p>Conversation</p> <p>Are learners able to share their findings and identify patterns or trends related to climate change? Are learners able to identify some of the negative effects of climatic disasters on their family, neighbourhood and country? Are learners able to identify negative effects of disaster on the Caribbean Region? Are learners able to provide strategies that can be employed to mitigate the impact of climatic disasters?</p>	<p>Climate Disaster Timeline</p> <p>Have learners, in groups, research and plot major climatic disasters in the Caribbean region over the past 50 years and identify changes related to climate change.</p> <p>Materials:</p> <ul style="list-style-type: none"> Internet access for research Old newspaper Paper or digital timeline template Markers or digital drawing tools <p>Steps:</p> <p>Introduce the concept of climate disasters and their impact on the Caribbean region. Divide learners into small groups and assign each group a different climatic disaster (e.g., hurricanes, tropical storms, floods, droughts). Have learners research their assigned disaster, including its frequency, intensity, and impact on the Caribbean countries. Using the gathered information, have learners create a timeline of major climatic disasters in the Caribbean over the past 50 years. They can include the country affected, dates, names of the disasters, and brief descriptions of their effects. Learners should be encouraged to be creative in the design of their timeline. After completing the timeline, facilitate a class discussion where learners share their findings and identify patterns or trends related to climate change.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
	<p>Climate Change Debate</p> <p>Conversation</p> <p>Were learners from the “Pro” group able to present key arguments in support of human-caused climate change?</p> <p>Were learners in the “Con” group able to present a response to support their position?</p> <p>Observation</p> <p>Were learners able to effectively engage in research and gather evidence to support their respective positions on climate change?</p> <p>Conversation</p> <p>Were learners able to construct persuasive arguments and articulate them clearly during the debate?</p> <p>Product</p> <p>Were the learners able to collaborate within their groups to prepare for the debate?</p> <p>How did they contribute to the development of their group's arguments?</p>	<p>Encourage learners to reflect on the negative effects of these disasters on their family, neighbourhood, country and the Caribbean region Have learners discuss potential strategies for mitigating their impact.</p> <p>Climate Change Debate</p> <p>Have learners engage in a debate about the causes and effects of climate change in the Caribbean region.</p> <p>Materials:</p> <p>Research materials on climate change and its effects Debate format guidelines Timer</p> <p>Steps:</p> <p>Have the class split into two groups: "Pro" (supporting the idea of human-caused climate change) and "Con" (opposing the idea of human-caused climate change).</p> <p>Have each group research and gather evidence to support their arguments. Have learners engage in a debate following a structured format, with each group presenting their arguments and responding to counterarguments. Encourage learners to use persuasive language and provide evidence from their research to support their points.</p> <p>After the debate, facilitate a reflection discussion where learners analyse the arguments presented and consider the validity of different perspectives. Emphasize the importance of understanding climate change and its potential impact on the Caribbean region.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
	<p>Were learners able to critically analyse different perspectives on climate change and consider the validity of opposing viewpoints?</p> <p>Climate Change Simulation Game</p> <p>Conversation</p> <p>Are learners able to discuss and provide solutions for some of the major challenges your group faced during the simulation game?</p> <p>Observation</p> <p>Did learners effectively collaborate and communicate with each other during the game? How did learners demonstrate their understanding of climate change concepts and mitigation strategies through their gameplay?</p> <p>Product</p> <p>Were learners able to brainstorm solutions or actions as a group to address the challenges of climate change in the Caribbean region?</p>	<p>Climate Change Simulation Game</p> <p>Have learners participate in a simulation game to understand the challenges of mitigating climate change effects in the Caribbean region.</p> <p>Materials: Climate change simulation game materials (e.g., game board, cards) Instructions for the simulation game Debriefing questions</p> <p>Steps: Introduce the simulation game and explain its objectives, rules, and mechanics. Divide the class into small groups and assign each group a specific role or task related to mitigating climate change effects in the Caribbean. Have learners play the simulation game, making decisions and taking actions based on their assigned roles. Monitor the game and provide guidance as needed to ensure learners understand the concepts and dynamics of climate change mitigation. After completing the game, facilitate a debriefing session where learners reflect on their experiences and discuss the challenges and opportunities for addressing climate change in the Caribbean region. Encourage learners to brainstorm potential solutions and actions that individuals and communities can take to reduce the negative effects of climate change in the future.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>5-ST-V-5 - Assess the ways that Caribbean countries have assisted one another in recent climate disasters especially as it has related to climate change</p>	<p>Analysis of News Report</p> <p>Observation</p> <p>Are learners able to use the information provided in the news report to guide their thinking?</p> <p>Conversation</p> <p>Are learners able to answer questions based on the news report?</p> <p>Are learners able to share their ideas on how other countries can provide assistance after a natural disaster?</p> <p>Are learners able to discuss the type of assistance needed after a natural disaster?</p> <p>Paying it Forward</p> <p>Conversation</p> <p>Are learners able to state ways they could be of assistance to others In times of natural disasters?</p> <p>Are learners able to identify tangible things that they can do to help others in times of disaster?</p> <p>Are learners able to identify ways in which their school community can assist persons in time of natural disaster?</p>	<p>Analysis of a News Report</p> <p>The lesson will begin by engaging learners in reactive viewing of news reports highlighting natural disasters and relief efforts throughout various Caribbean countries. (Teachers may use their discretion and utilize videos that are appropriate to their context and learners).</p> <p>Based on the news reports, learners will be probed with questions to engage them in critical thinking:</p> <ol style="list-style-type: none"> 1. Do you believe these countries will be able to recover on their own? Why or why not? 2. Where do you think they can obtain assistance? 3. What kind of help or assistance do you think is most needed? 4. How can other countries help after a natural disaster? <p>Learners will engage in discussion, sharing their ideas and views about how other countries can assist one another after devastation from a natural disaster.</p> <p>Red Cross assistance during natural disaster: https://youtu.be/z_0vqmOFHOE?si=aobygjNSzSeJO-Ow</p> <p>Assistance to Bahamas: https://youtu.be/xvGJpUWBdFY?si=z6ZBHYyhf9njrxh</p> <p>Dominica Hurricane Relief: https://youtu.be/FWbzgn3nHaU?si=MhGk_75ij6-IcFht</p> <p>Paying It Forward</p> <p>Have the learners discuss whether they and their country could be of assistance to others after a natural disaster.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
	<p style="text-align: center;">Observation</p> <p>Are learners able to work collaboratively in groups? (Use group participation grading rubric) Are learners able to determine the best suited items for relief packages? (Use a checklist)</p> <p style="text-align: center;">Product</p> <p>Are learners able to create an attractive flyer/ social media flyer that requests donations? (Use a grading rubric) Are learners able to create care packages?</p> <p>Resource Person</p> <p style="text-align: center;">Observation</p> <p>Are learners able to formulate a bank of questions to ask a resource person? Are learners able to pose their questions to a resource person? Are learners able to make the donation of their relief package with a short speech?</p>	<p>Ask probing questions such as:</p> <ol style="list-style-type: none"> 1. In what ways do you believe people’s lives are affected after a natural disaster? 2. What items do you believe they will be in most need of in the aftermath of a natural disaster? 3. How do you think you could be of assistance? 4. What practical steps could you take to help your nation to help others who have suffered the effects of a natural disaster? 5. What can you do as a school community to assist others after a natural disaster? <p>In small groups, have the learners do research on what is best suited for relief packages after a natural disaster. In small groups, learners create a flyer/social media flyer requesting donations to make disaster relief care packages. Have learners, in groups, create a disaster relief care package.</p> <p>Resource Person</p> <p>Have learners formulate a bank of questions that they would ask if given the opportunity to speak to someone who works in disaster relief. Invite someone working in disaster relief to speak to the learners (e.g. Red Cross, National Disaster Management Organisation/ Agency) Have learners ask questions from their bank of questions. Have each group donate their care package to the resource person. They are to make a short speech stating why they felt it necessary to assist.</p>

Useful Content Knowledge for the Teacher:

Hurricane Hugo (1989): Hurricane Hugo was a powerful Category 5 hurricane that struck the Caribbean, causing widespread devastation in several countries including Puerto Rico, the U.S. Virgin Islands, and Guadeloupe. The storm resulted in significant loss of life and property damage, highlighting the destructive impact of hurricanes in the region.

Hurricane Gilbert (1988): Hurricane Gilbert was one of the most intense hurricanes ever recorded in the Atlantic basin. It struck the Caribbean with devastating force, affecting countries such as Jamaica, Mexico, and the Cayman Islands. The storm caused extensive damage to infrastructure, agriculture, and ecosystems, leading to long-term economic and environmental repercussions.

Hurricane Maria (2017): Hurricane Maria was a catastrophic Category 5 hurricane that ravaged the Caribbean, particularly Dominica and Puerto Rico. The storm caused widespread destruction, knocking out power grids, destroying homes, and disrupting essential services. The aftermath of Hurricane Maria highlighted the vulnerability of Caribbean nations to extreme weather events exacerbated by climate change.

Hurricane Irma (2017): Hurricane Irma was another powerful Category 5 hurricane that impacted the Caribbean region, causing extensive damage in several countries including Barbuda, Saint Martin, and the British Virgin Islands. The storm's ferocity and intensity underscored the need for improved disaster preparedness and resilience measures in the face of climate change.

Increased frequency of droughts and heatwaves: Over the past 50 years, the Caribbean region has experienced a rise in the frequency and severity of droughts and heatwaves, leading to water shortages, crop failures, and adverse health effects. These climatic changes have been attributed to global warming and climate variability, exacerbating socio-economic challenges and food security concerns in the region.

Coral bleaching events: Coral reefs in the Caribbean have suffered widespread bleaching events due to rising sea temperatures associated with climate change. Coral bleaching threatens the biodiversity and ecological integrity of marine ecosystems, affecting fisheries, tourism, and coastal protection services provided by reefs. The loss of coral reefs has negative implications for the region's economy, culture, and natural heritage.

Coastal erosion and sea level rise: Rising sea levels and coastal erosion pose significant threats to low-lying coastal communities and infrastructure in the Caribbean region. Coastal erosion can lead to loss of land, property damage, and displacement of populations, exacerbating vulnerability to extreme weather events and climate-related hazards. These changes have significant socio-economic and environmental consequences, impacting livelihoods, tourism, and biodiversity.

Overall, the Caribbean region has experienced a range of climatic disasters and negative effects attributed to climate change over the past 50 years. These events underscore the urgent need for adaptation and mitigation measures to build resilience and reduce the vulnerability of Caribbean nations to future climate risks.

Civic Participation

Introduction to the Strand

This strand focuses on the various government systems of the Caribbean region and assists learners to develop their understanding the ways that regional integration and cooperation have influenced the Caribbean people. A comparison of the similarities and differences and pros and cons of the various types of government systems with particular emphasis on the benefits and challenges of democracy are explored. Regional integration of trade education, economic development and disaster relief are prominent examples that are examined. Learners also learn about the various regional organizations of the Caribbean that have shaped and benefited the region. Policies of cooperation such as the single market economy, the freedom of movement of people, and sharing of government administration are highlighted.

Essential Learning Outcome: To understand that the Caribbean is comprised of many independent states that are interconnected and interdependent.

Grade Level Expectations:

Learners are expected to:

1. Identify the various other types of government systems in the region
2. Compare the structures of the main types of government systems in the region.
3. Appreciate that democratic systems of government can have varying structures.

Focus Questions:

1. What are the main types of government systems in the Caribbean region?
2. What are the key characteristics of each government systems in the Caribbean region?
3. How does the system of government in the Caribbean region similar or different?

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies			
<p>5-CP-K-1 - Identify the various other types of government systems in the region.</p> <p>5-CP-S-1 - Compare the structures of the main types of government systems in the region</p> <p>5-CP-V-1 - Appreciate that democratic systems of government can have varying structures.</p>	<p style="text-align: center;">Conversation</p> <p>Are learners able to recall the definition of government and why government is important?</p> <p style="text-align: center;">Observation</p> <p>Are learners able to identify government systems and countries after viewing video?</p> <p style="text-align: center;">Product</p> <p>Are learners able to complete the table summarizing government systems, features and countries?</p> <p>Are learners able to complete map work showing countries and their political systems?</p> <p style="text-align: center;">Conversation</p> <p>Are learners able to list the types of government and describe their similarities and differences?</p> <p style="text-align: center;">Product</p> <p>Are learners able to complete the table showing the similarities and differences between the government systems in the Caribbean?</p>	<p>Introduction</p> <p>Game: Which country do I lead</p> <ul style="list-style-type: none"> • Consecutively project pictures of any five (5) Caribbean leaders. learners will attend to name the leader and the country they lead. • Learners will be given clues to identify leaders and countries they lead: flag, national dish, capital, natural feature and famous person. • Write the names of the five leaders on the board and the countries they represent. <p>Class Discussion (introduction review) What is government? Why is government important? learners are praise on their ability to recall the information.</p> <p>Whole class and Group Activity</p> <p>Learners watch the video below on government systems in the region. After each government system, pause the video for the whole class discussion. Then the group completes the worksheet. below. https://youtu.be/iUFbw7B3X4U?si=iKvP1INySBTFIJZH</p> <p>Distribute worksheets</p> <table border="1" data-bbox="1285 1294 2027 1329"> <tr> <td>Government Systems in the Caribbean</td> <td>Countries</td> <td>Features</td> </tr> </table>	Government Systems in the Caribbean	Countries	Features
Government Systems in the Caribbean	Countries	Features			

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies		
	<p>Are learners able to design a video/PowerPoint highlighting the government systems, descriptions, countries and similarities and differences?</p> <p style="text-align: center;">Observation</p> <p>Are learners listening to resource person and asking the relevant questions?</p> <p style="text-align: center;">Product</p> <p>Are learners able to use information gathered to debate the key pros and cons of democracy?</p>	1.		
		2.		
		3.		
		4.		
		5.		
		<p>After the activity is complete group leaders, present information to the class.</p> <p>Map Work</p> <p>On a map of the Caribbean use four (4) different colour crayons to shade the countries which belong to the same government system.</p> <p>Internet Research and Oral Presentation</p> <p>Find out how the systems of government in the Caribbean are</p> <p>a. Similar</p> <p>b. Different</p> <p><i>How are they similar?</i></p> <p><i>How are they different?</i></p> <p><i>What part does democracy play in government systems</i></p> <p>Complete the table below:</p>		

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies				
		Features	Communis m	Republ ic	Constitution al Monarchy	Depende nt Territorie s
		How are leaders selected/electe d?				
		How are decisions made?				
		Leadership structure				
		<p>Mind Game: Comparing and Contrasting</p> <p>Place three features of each government system in four coloured cups/containers. Groups will select a cup, read the strips and decide which system of government is described.</p> <p>Video /PowerPoint activity</p> <p>Groups select a government system and create a video/PowerPoint presentation to highlight descriptions, countries and special features. Upload presentations to the school's Facebook page.</p>				

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>Resource person</p> <p>Invite a constituency representative/parliamentarian /Electoral Office to discuss democracy and its structures.</p> <p>Questions and Answers</p> <ol style="list-style-type: none"> 1. What is democracy? 2. What are the benefits of having a democratic system in a country? 3. How does democracy affect government systems in the Caribbean? <p>Debate</p> <p>Class debate <i>“Democracy should be the only government system in the Caribbean region?”</i></p>

Useful Content Knowledge for the Teacher about the Outcome

Government systems in the Caribbean are:

- Constitutional Monarchy – Countries with a constitutional monarchy have a king or queen as head of state. All the authorities lie with the constitution. E.g. Antigua and Barbuda, St. Kitts and Nevis, Grenada, St. Lucia etc.
- Republics – A system of government where there is no monarch. Instead, the head of state is chosen by the people in an election. E.g. Trinidad and Tobago, Guyana, Dominica
- Communism – A system of government where the power and authority to rule lie in the hands of a single person or party. E.g. Cuba
- Dependent Territories – Territories which have not broken away from colonial power and do not possess full political independence or political freedom. E.g. Montserrat, Cayman Islands, BVI, Anguilla,
- Democracy – A system where the government is chosen by the people in elections. Most Caribbean countries are democracies.

Inclusive Resources and Materials from Regional Specialists

<https://youtu.be/iUFbw7B3X4U?si=iKvP1INySBTFIJZH>

Resource persons
Historians
Constituency representative
Parliamentarians
Electoral Office

Opportunities for Subject Integration

Language Arts- Oral Communications, Debate, Listening and Speaking, Writing, Constructing a table

Art- Colouring map to show countries with different government systems.

<p>Essential Learning Outcome: To understand that the Caribbean is comprised of many independent states that are interconnected and interdependent</p>
<p>Grade Level Expectations:</p> <p>Learners are expected to:</p> <ol style="list-style-type: none"> 1. State the reasons for regional integration with other Caribbean countries 2. Research different areas of integration in the Caribbean 3. Appreciate that there are both advantages and limitations of regional integration and interaction
<p>Focus Questions:</p> <ol style="list-style-type: none"> 1. How do economic, social, and political relationships with Caribbean countries contribute to the overall development and well-being of your country? 2. If you were the leader of your country, what would you do to build stronger economic, social, and political ties with Caribbean nations for the benefit of both sides?

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>5-CP-K-2 - State the reasons for regional integration with other Caribbean countries</p> <p>5-CP-S-2 - Research different areas of integration in the Caribbean</p> <p>5-CP-V-2 - Appreciate that there are both advantages and limitations of regional integration and interaction</p>	<p style="text-align: center;">Conversation</p> <p>Are learners able to name and locate different Caribbean countries on a map?</p> <p>Are learners able to answer questions based on the countries and share any experiences they may have of the countries?</p> <p style="text-align: center;">Observation</p>	<p>Introduction</p> <p>Game: Locating our Islands</p> <ul style="list-style-type: none"> • Arrange learners into small groups • Let them locate different islands using the coordinates given. • After calling out the coordinates of a country, teams race to a map stuck in different locations in the classroom or atlases to pin or mark the country. • There is also the option to use digital tools to play this game: Nearpod, Kahoot and Quizizz.

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
	<p>Are learners able to look at and listen attentively as the song is played?</p> <p style="text-align: center;">Conversation</p> <p>Are learners able to put in the correct words and give their own definitions of regional integration?</p> <p style="text-align: center;">Product</p> <p>Are learners able to complete notes on regional integration by inserting key terms in the correct blank spaces?</p> <p style="text-align: center;">Observation</p> <p>Are learners able to provide examples of economic, social, and political relationships that our state shares with other Caribbean countries?</p> <p style="text-align: center;">Product</p> <p>Are learners able to share what they observed during the exhibition with the rest of the class?</p> <p style="text-align: center;">Observation</p> <p>Can learners investigate deeper into the relationships that their state has with other countries?</p>	<ul style="list-style-type: none"> After the game, question learners on the countries' commonalities (location - Caribbean, Groups - OECS, Caricom...) and their experiences with the countries: Have you ever been to any of these countries? Do you have family members or friends living in any of the countries? <p>Music/Movement/Discussion</p> <p>Distribute flags for different Caribbean countries. Play the following song and encourage the learners to wave their flags, listen to the lyrics, as well as to look carefully at the video, to participate in the proceeding discussion.</p> <p>OECS Song</p> <p>Discussion:</p> <ul style="list-style-type: none"> What is the song about? What message are the singers trying to bring across?..... Explain to learners that countries in the Caribbean are connected as they share economic, social and political relationships. <p>Teacher explains what is meant by regional integration and allow learners to write brief notes about regional integration in the form of a cloze procedure activity.</p> <p>Brainstorming activity:</p> <ul style="list-style-type: none"> Ask learners to give their own examples of regional integration

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
	<p style="text-align: center;">Product</p> <p>Are learners able to group the bilateral relationship between countries as economic, social and political.</p> <p style="text-align: center;">Conversation</p> <p>Based on discussions, are learners able to identify advantages and limitations of regional integration?</p> <p>Are learners able to debate and emphasize that there are advantages and disadvantages of regional and interaction in the Caribbean?</p> <p style="text-align: center;">Product</p> <p>Are learners able to use terms and references during the debate to show appreciation that there are advantages and limitations of regional integration and interaction.</p>	<p>Exhibition: I Know what is integration</p> <p>Prior to the lesson, teacher will set up different stations in the classroom labelled:</p> <ul style="list-style-type: none"> • Economic Relationship • Social Relationship • Political Relationship. <p>In each station, display pictures or artifacts that depict the name of the station. The pictures and artifacts can be sourced from the learners before the lesson.</p> <p>Economic Station: show paper cutouts of the islands, flags, objects, and pictures of their major exports, key tourist attractions/sites, and agriculture sectors (key activities), handouts on bilateral/multilateral agreements and treaties, (CARICOM, OECS).</p> <p>Social Station: display flags and pictures or items depicting culture such as carnival, music, food, languages, ancestry, festivals, sports, migration, education... <i>A comic strip can illustrate the eagerness of Trinidadians to visit Grenada for Spicemas, pictures of universities, family saying goodbye to a relative at the airport...</i></p> <p>Political Station: display a chart showing a list of Caricom and OECS countries, pictures and newspaper clippings from A CARICOM Heads of Government meeting, countries with diplomatic relations, for example, a picture of a Cuban and St. Kitts and Nevis Flag together. Show pictures of</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>the police force, Coast Guards rescuing fishermen away from their homeland.</p> <p>Put the learners into small groups and assign them to different stations with guided questions to focus their observation and conversation</p> <p><i>Examples of Questions:</i></p> <ul style="list-style-type: none"> • <i>What are some products that St Vincent and the Grenadines export?</i> • <i>Which countries do they export these products to?</i> • <i>What evidence of social relationships exists among the Caribbean countries like Grenada and Trinidad?</i> • <i>How do countries in the Caribbean work together to tackle security issues like guns and drugs?</i> <p>Oral Presentation</p> <p>Have each group present their observations to the class</p> <p>Research Project</p> <p>Pair learners to do further research to investigate the relationship that our state has with other countries. Their investigation should include Bilateral Agreements and Treaties that exist between countries.</p> <p>Direct learners to reading material online, books or newspaper articles and videos. The information can be recorded in a table format.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies									
		<p>Provide guided questions to keep the research centred. For example: What plans do Jamaica and Trinidad have to strengthen their economic relationship? What challenges are both countries experiencing regarding their economy?</p> <table border="1" data-bbox="1285 475 2166 711"> <thead> <tr> <th colspan="3" data-bbox="1285 475 2166 560">The Jamaica and Trinidad Relationship</th> </tr> <tr> <th data-bbox="1285 560 1608 624">Economic Relationship</th> <th data-bbox="1608 560 1901 624">Political Relationship</th> <th data-bbox="1901 560 2166 624">Social Relationship</th> </tr> </thead> <tbody> <tr> <td data-bbox="1285 624 1608 711"></td> <td data-bbox="1608 624 1901 711"></td> <td data-bbox="1901 624 2166 711"></td> </tr> </tbody> </table> <p> Jamaica and Trinidad Trade Trinidad and Jamaica Trade Strengthening the Trinidad and Jamaica Relations Bilateral Trade Agreements </p> <p>Map Work</p> <p>Provide blank maps of the Caribbean to pairs and have the groups research and mark political, social and economic alliances, boundaries, capitals by using colour coded symbols to indicate relationship.</p> <p>Group Research and Role Play</p> <p>Place learners in groups to research the advantages and limitations to regional integrations. Then have Groups select one advantage and one</p>	The Jamaica and Trinidad Relationship			Economic Relationship	Political Relationship	Social Relationship			
The Jamaica and Trinidad Relationship											
Economic Relationship	Political Relationship	Social Relationship									

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>limitation and design a role play to represent. Class discusses the presentation.</p> <p>Provide different scenarios to different groups to dramatize examples of advantages and limitations of regional integration and interaction.</p> <p><i>Examples of Scenarios:</i> <i>Online research of advantages/ challenges of regional integration.</i> <i>Cultural Exchange</i> <i>Trade Facilitation</i> <i>Inequality/ Trade Imbalances</i></p> <p>Debate</p> <p>Put learners into groups to debate</p> <p>“Resolved: The advantages of regional integration in the Caribbean outweigh the disadvantages.”</p>

Useful Content Knowledge for the Teacher about the Outcome

Regional Integration in the Caribbean involves countries coming together to collaborate and work towards a common goals. These goals include aspects of social, economic and political cohesion.

- **Political Integration:** Caribbean nations collaborate through organizations like CARICOM and OECS, making joint decisions on trade and rights.
- **Social Integration:** Sharing common language, culture, and history fosters unity; regional events celebrate these bonds and encourage cultural exchange.
- **Economic Integration:** Trade agreements facilitate a smoother exchange of goods and services, strengthening the regional economy by leveraging each island's resources effectively.

Essential Learning Outcome: To understand that the Caribbean is comprised of many independent states that are interconnected and interdependent.

Grade Level Expectations:

Learners are expected to:

1. List regional organizations that have shaped the Caribbean region and state the main objectives.
2. Place the major developments of the OECS, CARICOM from 1958-present on a timeline.
3. Appreciate the importance of regional cooperation that has resulted in many social and economic benefits.

Focus questions:

1. What are some of the regional organisations that have shaped the Caribbean region?
2. How have these organisations shaped the Caribbean?
3. Why is regional cooperation important to the Caribbean regions?
4. How does your country benefit from Caribbean regional integration?

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>5-CP-K-3 - List regional organizations that have shaped the Caribbean region and state the main objectives.</p> <p>5-CP-S-3 - Place the major developments of the OECS, CARICOM from 1958-present on a timeline</p> <p>5-CP-V-3 - Appreciate the importance of regional cooperation that has resulted in many social and economic benefits.</p>	<p style="text-align: center;">Observation</p> <p>Can learners listen attentively as the song is played and the story is read?</p> <p style="text-align: center;">Conversation</p> <p>Are learners able to name the regional organizations that have shaped the Caribbean region?</p> <p style="text-align: center;">Product</p> <p>Can learners identify when and where the organisation was started and its member states and state the main objectives of the organization</p> <p>Are learners able to create a timeline of the researched information?</p> <p style="text-align: center;">Conversation</p> <p>Are learners able to identify various ways in which their country has benefited from being members of these organisations?</p>	<p>Introduction The teacher plays the Song Caribbean Man to the learners https://www.youtube.com/watch?v=5FsRNw2E3sk</p> <p>The teacher then reads the following story to the learners (Teachers can replace the name of the country and other facts to reflect their home country.)</p> <p><i>Once upon a time, in the early 1900s, (Grenada) was a beautiful island (country) known for its spice plantations, especially (nutmeg). But life wasn't easy for the people living there. (Grenada) was ruled by Britain, and most people didn't have much money or a say in how the country was run. Life was tough, and many families worked hard just to get by.</i></p> <p><i>As time went on, the people of Grenada and other Caribbean islands started dreaming about a better future where they could make their own decisions. In 1958, Grenada joined the West Indies Federation, a group of Caribbean islands that tried to work together. Although this group didn't last long, it was the start of something important: the idea that Caribbean countries could achieve more by helping each other.</i></p> <p><i>Grenada became independent in 1974, meaning it was no longer ruled by Britain. In 1973, a year before its independence, Grenada joined other Caribbean countries to create the Caribbean Community, or CARICOM. This group was like a big family where everyone worked together to improve their lives.</i></p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
	<p style="text-align: center;">Product</p> <p>Are learners able to dramatize how the region has benefited from regional cooperation?</p>	<p><i>Thanks to CARICOM, Grenada started to change in amazing ways. By working with other Caribbean countries, Grenada was able to trade more easily and attract businesses from around the world. The Caribbean Single Market and Economy (CSME) allowed people, goods, and money to move freely between member countries, which helped Grenada's economy grow.</i></p> <p><i>Schools and hospitals got better too. The University of the West Indies, with campuses in several Caribbean countries, became a place where many young people could get a great education. Health programs were shared across the region, so people in Grenada had access to better medical care.</i></p> <p>Discussion</p> <p>After the story is read, the teacher and learners will discuss and name the different organisations mentioned in the story. Learners will also suggest what they believe are some of the objectives of these organisations based on the story.</p> <p>Group Work (internet research) (5Ws)</p> <p>Place learners in small groups to research the following and to be followed by a class presentation:</p> <ul style="list-style-type: none"> • When and where the organisation was formed? • Who are the members of the organization (original and present)? • What are the main objectives of the organization?

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>Whole Class: Putting it together</p> <p>Guide learners to arrange information for a timeline, provide other pertinent information to be added to create the timeline.</p> <p>Seat Work : Painting a Picture</p> <p>Distribute maps of the Caribbean to individual learners to colour the countries that are part of the organization using different colours to show original members, current members and associates. https://www.geoguessr.com/assets/seterra/printables/en/caribbean-countries-quiz.pdf</p> <p>Technology</p> <p>Have learners complete a digital timeline of the organization by arranging events/dates in the correct sequence. https://www.readwritethink.org/classroom-resources/learner-interactives/timeline</p> <p>Present to learners various ways in which members of the organization have benefited socially and economically. https://www.slideshare.net/slideshow/regional-integration-6898540/6898540</p> <p>Have learners brainstorm other ways/benefits and record the information on chart paper.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>Role-play: We are One</p> <p>Encourage groups to choose one of the benefits they consider to be most relevant. Through role playing let them represent why they think this benefit is so important to regional integration. Remind them to be sure to emphasize how the individual, country and region has benefited.</p> <p>For example:</p> <p><i>Sportsman/woman emerging from CARIFTA games</i></p> <p><i>Popular musician</i></p> <p><i>Governor of the ECCB</i></p>

Useful Content Knowledge for the Teacher about the Outcome

Benefits of Regional Integration: facilitating the flow of trade, capital, energy, people and ideas.

Regional Organizations:

- OECS
- CARICOM (CEDEMA, UWI, WICB, RSS,)
- West Indies Federation
- CARIFTA

Inclusive Resources and Materials from Regional Specialists

Video on Caribbean integration: https://youtu.be/sOggqt_DczY?si=nLjtBiyBWD8sNw4G

Song benefits of Integration: https://youtu.be/sOggqt_DczY?si=nLjtBiyBWD8sNw4G

Opportunities for Subject Integration

Language Arts:

- Reading: History of Regional Organisations
- Vocabulary: Terms associated with Regional Integration

Creative Arts: Role-playing, presentations

Essential Learning Outcome: To understand that the Caribbean is comprised of many independent states that are interconnected and interdependent.

Grade Level Expectations:

Learners are expected to:

1. Identify the various other types of government systems in the region.
2. Compare the structures of the main types of government systems in the region.
3. Appreciate that democratic systems of government can have varying structures.

Focus Questions:

1. What are the main types of government systems in the Caribbean region?
2. What are the key characteristics of each government systems in the Caribbean region?
3. How does the system of government in the Caribbean region similar or different?

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>5-CP-K-4 - Identify the various other types of government systems in the region.</p> <p>5-CP-S-4 - Compare the structures of the main types of government systems in the region</p> <p>5-CP-V-4 - Appreciate that democratic systems of government can have varying structures.</p>	<p style="text-align: center;">Conversation</p> <p>Are learners able to recall the definition of government and why government is important?</p> <p style="text-align: center;">Observation</p> <p>Are learners able to identify government systems and countries after viewing video?</p>	<p>Introduction</p> <p>Game: Which country do I lead</p> <ul style="list-style-type: none"> • Consecutively project pictures of any five (5) Caribbean leaders. learners will attend to name the leader and the country they lead.

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies															
	<p style="text-align: center;">Product</p> <p>Are learners able to complete the table summarizing government systems, features and countries?</p> <p style="text-align: center;">Product</p> <p>Are learners able to complete map work showing countries and their political systems?</p> <p style="text-align: center;">Conversation</p> <p>Are learners able to list the types of government and describe their similarities and differences?</p> <p style="text-align: center;">Product</p> <p>Are learners able to complete the table showing the similarities and differences between the government systems in the Caribbean?</p> <p style="text-align: center;">Product</p> <p>Are learners able to design a video/PowerPoint highlighting the government systems, descriptions, countries and similarities and differences?</p> <p style="text-align: center;">Observation</p> <p>Are learners listening to resource person and asking the relevant questions?</p>	<ul style="list-style-type: none"> Learners will be given clues to identify leaders and countries they lead flag, national dish, capital, natural feature and famous person. Write the names of the five leaders on the board and the countries they represent. <p>Class Discussion (introduction review)</p> <p>What is government? Why is government important? learners are praise on their ability to recall the information.</p> <p>Whole class and Group Activity</p> <p>Learners watch the video below on government systems in the region. After each government system, pause the video for the whole class discussion. Then the group completes the worksheet. below.</p> <p>https://youtu.be/iUFbw7B3X4U?si=iKvP1INySBTFIJZH</p> <p>Distribute worksheets</p> <table border="1" data-bbox="1285 979 2024 1283"> <thead> <tr> <th>Government Systems in the Caribbean</th> <th>Countries</th> <th>Features</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td></td> <td></td> </tr> <tr> <td>2.</td> <td></td> <td></td> </tr> <tr> <td>3.</td> <td></td> <td></td> </tr> <tr> <td>4.</td> <td></td> <td></td> </tr> </tbody> </table>	Government Systems in the Caribbean	Countries	Features	1.			2.			3.			4.		
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4.																	

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies																								
	<p style="text-align: center;">Product</p> <p>Are learners able to use information gathered to produce a knowledgeable debate on the topic?</p>	<p>After the activity is complete group leaders, present information to the class.</p> <p>Map Work</p> <p>On a map of the Caribbean use four (4) different crayons to shade the countries which belong to the same government system.</p> <p>Internet Research and Oral Presentation</p> <p>Find out how the systems of government in the Caribbean are</p> <ol style="list-style-type: none"> Similar Different <p style="text-align: center;"><i>How are they similar?</i></p> <p style="text-align: center;"><i>How are they different?</i></p> <p style="text-align: center;"><i>What part does democracy play in government systems</i></p> <p>Complete the table below:</p> <table border="1" data-bbox="1285 927 2166 1302"> <thead> <tr> <th data-bbox="1285 927 1512 1023">Features</th> <th data-bbox="1512 927 1688 1023">Communism</th> <th data-bbox="1688 927 1818 1023">Republic</th> <th data-bbox="1818 927 2009 1023">Constitutional Monarchy</th> <th data-bbox="2009 927 2166 1023">Dependent Territories</th> </tr> </thead> <tbody> <tr> <td data-bbox="1285 1023 1512 1118">How are leaders selected/elected?</td> <td data-bbox="1512 1023 1688 1118"></td> <td data-bbox="1688 1023 1818 1118"></td> <td data-bbox="1818 1023 2009 1118"></td> <td data-bbox="2009 1023 2166 1118"></td> </tr> <tr> <td data-bbox="1285 1118 1512 1214">How are decisions made?</td> <td data-bbox="1512 1118 1688 1214"></td> <td data-bbox="1688 1118 1818 1214"></td> <td data-bbox="1818 1118 2009 1214"></td> <td data-bbox="2009 1118 2166 1214"></td> </tr> <tr> <td data-bbox="1285 1214 1512 1302">Leadership structure</td> <td data-bbox="1512 1214 1688 1302"></td> <td data-bbox="1688 1214 1818 1302"></td> <td data-bbox="1818 1214 2009 1302"></td> <td data-bbox="2009 1214 2166 1302"></td> </tr> </tbody> </table>					Features	Communism	Republic	Constitutional Monarchy	Dependent Territories	How are leaders selected/elected?					How are decisions made?					Leadership structure				
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Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>Mind Game: Comparing and Contrasting</p> <p>Place three features of each government system in four coloured cups/containers. Groups will select a cup, read the strips and decide which system of government is described.</p> <p>Video /PowerPoint activity</p> <p>Groups select a government system and create a video/PowerPoint presentation to highlight descriptions, countries and special features. Upload presentations to the school's Facebook page.</p> <p>Resource person</p> <p>Invite a constituency representative/parliamentarian /Electoral Office to discuss democracy and its structures.</p> <p>Questions and Answers</p> <ol style="list-style-type: none"> 1. What is democracy? 2. What are the benefits of having a democratic system in a country? 3. How does democracy affect government systems in the Caribbean? <p>Debate</p> <p>Class debate <i>“Democracy should be the only government system in the Caribbean region?”</i></p>

Useful Content Knowledge for the Teacher about the Outcome

Government systems in the Caribbean are:

- Constitutional Monarchy – Countries with a constitutional monarchy have a king or queen as head of state. All the authorities lie with the constitution. E.g. Antigua and Barbuda, St. Kitts and Nevis, Grenada, St. Lucia etc.
- Republics – A system of government where there is no monarch. Instead, the head of state is chosen by the people in an election. E.g. Trinidad and Tobago, Guyana, Dominica
- Communism – A system of government where the power and authority to rule lie in the hands of a single person or party. E.g. Cuba
- Dependent Territories – Territories which have not broken away from colonial power and do not possess full political independence or political freedom. E.g. Montserrat, Cayman Islands, BVI, Anguilla,
- Democracy – A system where the government is chosen by the people in elections. Most Caribbean countries are democracies.

Inclusive Resources and Materials from Regional Specialists

<https://youtu.be/iUFbw7B3X4U?si=iKvP1INySBTFIJZH>

Resource persons

Historians

Constituency representative

Parliamentarians

Electoral Office

Opportunities for Subject Integration:

Language Arts- Oral Communications, Debate, Listening and Speaking, Writing, Constructing a table

Art- Colouring map to show countries with different government systems.

Essential Learning Outcome: To understand that the Caribbean is comprised of many independent states that are interconnected and interdependent.

Grade Level Expectations:

Learners are expected to:

1. State the reasons for regional integration with other Caribbean countries
2. Research different areas of integration in the Caribbean
3. Appreciate that there are both advantages and limitations of regional integration and interaction

Focus Questions:

1. How do economic, social, and political relationships with Caribbean countries contribute to the overall development and well-being of your country?
2. If you were the leader of your country, what would you do to build stronger economic, social, and political ties with Caribbean nations for the benefit of both sides?

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>5-CP-K-5 - State the reasons for regional integration with other Caribbean countries</p> <p>5-CP-S-5 - Research different areas of integration in the Caribbean</p> <p>5-CP-V-5 - Appreciate that there are both advantages and limitations of regional integration and interaction</p>	<p style="text-align: center;">Conversation</p> <p>Are learners able to name and locate different Caribbean countries on a map?</p> <p style="text-align: center;">Conversation</p> <p>Are learners able to answer questions based on the countries and share any experiences they may have of the countries?</p>	<p>Introduction</p> <p>Game: Locating our Islands</p> <ul style="list-style-type: none"> • Arrange learners into small groups • Let them locate different islands using the coordinates given.

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
	<p style="text-align: center;">Observation</p> <p>Are learners able to look at and listen attentively as the song is played?</p> <p style="text-align: center;">Conversation</p> <p>Are learners able to put in the correct words and give their own definitions of regional integration?</p> <p style="text-align: center;">Product</p> <p>Are learners able to complete notes on regional integration by inserting key terms in the correct blank spaces?</p> <p style="text-align: center;">Observation</p> <p>Are learners able to provide examples of economic, social, and political relationships that our state shares with other Caribbean countries?</p> <p style="text-align: center;">Product</p> <p>Are learners able to share what they observed during the exhibition with the rest of the class?</p> <p style="text-align: center;">Observation</p> <p>Can learners investigate deeper into the relationships that their state has with other countries?</p>	<ul style="list-style-type: none"> • After calling out the coordinates of a country, teams race to a map stuck in different locations in the classroom or atlases to pin or mark the country. • There is also the option to use digital tools to play this game: Nearpod, Kahoot and Quizizz. • After the game, question learners on the countries' commonalities (location - Caribbean, Groups - OECS, Caricom...) and their experiences with the countries: Have you ever been to any of these countries? Do you have family members or friends living in any of the countries? <p>Music/Movement/Discussion</p> <p>Distribute flags for different Caribbean countries. Play the following song and encourage the learners to wave their flags, listen to the lyrics, as well as to look carefully at the video, to participate in the preceding discussion.</p> <p>OECS Song</p> <p>Discussion:</p> <ul style="list-style-type: none"> • What is the song about? • What message are the singers trying to bring across?..... • Explain to learners that countries in the Caribbean are connected as they share economic, social and political relationships.

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
	<p style="text-align: center;">Product</p> <p>Are learners able to group the bilateral relationship between countries as economic, social and political.</p> <p style="text-align: center;">Conversation</p> <p>Based on discussions, are learners able to identify advantages and limitations of regional integration?</p> <p style="text-align: center;">Conversation</p> <p>Are learners able to debate and emphasize that there are advantages and disadvantages of regional and interaction in the Caribbean?</p> <p style="text-align: center;">Product</p> <p>Are learners able to use terms and references during the debate to show appreciation that there are advantages and limitations of regional integration and interaction.</p>	<p>Teacher explains what is meant by regional integration and allow learners to write brief notes about regional integration in the form of a cloze procedure activity.</p> <p>Brainstorming activity:</p> <p>Ask learners to give their own examples of regional integration</p> <p>Exhibition: I Know what Integration Is</p> <p>Prior to the lesson, teacher will set up different stations in the classroom labelled:</p> <ul style="list-style-type: none"> • Economic Relationship • Social Relationship • Political Relationship. <p>In each station, display pictures or artifacts that depict the name of the station. The pictures and artifacts can be sourced from the learners before the lesson.</p> <p>Economic Station, show paper cutouts of the islands, flags, objects, and pictures of their major exports, key tourist attractions/sites, and agriculture sectors (key activities), handouts on bilateral/multilateral agreements and treaties, (CARICOM, OECS).</p> <p>Social Station display flags and pictures or items depicting culture such as carnival, music, food, languages, ancestry, festivals, sports, migration, education... <i>A comic strip can illustrate the eagerness of Trinidadians to visit Grenada for Spicemas, pictures of universities, family saying goodbye to a relative at the airport...</i></p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>Political Station - display a chart showing a list of Caricom and OECS countries, pictures and newspaper clippings from A CARICOM Heads of Government meeting, countries with diplomatic relations, for example, a picture of a Cuban and St. Kitts and Nevis Flag together. Show pictures of the police force, Coast Guards rescuing fishermen away from their homeland.</p> <p>Put the learners into small groups and assign them to different stations with guided questions to focus their observation and conversation</p> <p><i>Examples of Questions:</i></p> <ul style="list-style-type: none"> • <i>What are some products that St Vincent and the Grenadines export?</i> • <i>Which countries do they export these products to?</i> • <i>What evidence of social relationships exists among the Caribbean countries like Grenada and Trinidad?</i> • <i>How do countries in the Caribbean work together to tackle security issues like guns and drugs?</i> <p>Oral Presentation</p> <p>Have each group present their observations to the class</p> <p>Research Project</p> <p>Pair learners to do further research to investigate the relationship that our state has with other countries. Their investigation should include Bilateral Agreements and Treaties that exist between countries.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies									
		<p>Direct learners to reading material online, books or newspaper articles and videos. The information can be recorded in a table format.</p> <p>Provide guided questions to keep the research centred. For example: What plans do Jamaica and Trinidad have to strengthen their economic relationship? What challenges are both countries experiencing regarding their economy?</p> <table border="1" data-bbox="1290 552 2163 810"> <thead> <tr> <th colspan="3" data-bbox="1290 552 2163 635">The Jamaica and Trinidad Relationship</th> </tr> <tr> <th data-bbox="1290 635 1608 721">Economic Relationship</th> <th data-bbox="1608 635 1899 721">Political Relationship</th> <th data-bbox="1899 635 2163 721">Social Relationship</th> </tr> </thead> <tbody> <tr> <td data-bbox="1290 721 1608 810"></td> <td data-bbox="1608 721 1899 810"></td> <td data-bbox="1899 721 2163 810"></td> </tr> </tbody> </table> <p>Jamaica and Trinidad Trade</p> <p>Trinidad and Jamaica Trade</p> <p>Strengthening the Trinidad and Jamaica Relations</p> <p>Bilateral Trade Agreements</p> <p>Map Work</p> <p>Provide blank maps of the Caribbean to pairs and have the groups research and mark political, social and economic alliances, boundaries, capitals by using colour coded symbols to indicate relationship.</p> <p>Group research and Role Play</p>	The Jamaica and Trinidad Relationship			Economic Relationship	Political Relationship	Social Relationship			
The Jamaica and Trinidad Relationship											
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Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>Place learners in groups to research the advantages and limitations to regional integrations. Then have Groups select one advantage and one limitation and design a role play to represent. Class discuss the presentation.</p> <p>Provide different scenarios to different groups to dramatize examples of advantages and limitations of regional integration and interaction.</p> <p>Examples of Scenarios:</p> <p style="padding-left: 40px;"><i>Online research of advantages/ challenges of regional integration.</i></p> <p style="padding-left: 40px;"><i>Cultural Exchange</i></p> <p style="padding-left: 40px;"><i>Trade Facilitation</i></p> <p style="padding-left: 40px;"><i>Inequality/ Trade Imbalances</i></p> <p>Debate</p> <p>Put learners into groups to debate</p> <p>“Resolved: The advantages of regional integration in the Caribbean outweigh the disadvantages.”</p>

Useful Content Knowledge for the Teacher about the Outcome

Regional Integration in the Caribbean involves countries coming together to collaborate and work towards a common goals. These goals include aspects of social, economic and political cohesion.

- **Political Integration:** Caribbean nations collaborate through organizations like CARICOM and OECS, making joint decisions on trade and rights.
- **Social Integration:** Sharing common language, culture, and history fosters unity; regional events celebrate these bonds and encourage cultural exchange.
- **Economic Integration:** Trade agreements facilitate a smoother exchange of goods and services, strengthening the regional economy by leveraging each island's resources effectively.

Essential Learning Outcome: To understand that the Caribbean is comprised of many independent states that are interconnected and interdependent.

Grade Level Expectations:

Learners are expected to:

1. List regional organizations that have shaped the Caribbean region and state the main objectives.
2. Place the major developments of the OECS, CARICOM from 1958-present on a timeline.
3. Appreciate the importance of regional cooperation that has resulted in many social and economic benefits.

Focus Questions:

1. What are some of the regional organisations that have shaped the Caribbean region?
2. How have these organisations shaped the Caribbean?
3. Why is regional cooperation important to the Caribbean regions?
4. How does your country benefit from Caribbean regional integration?

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>5-CP-K-6 - List regional organizations that have shaped the Caribbean region and state the main objectives.</p> <p>5-CP-S-6 - Place the major developments of the OECS, CARICOM from 1958-present on a timeline</p>	<p style="text-align: center;">Observation</p> <p>Can learners listen attentively as the song is played and the story is read?</p> <p style="text-align: center;">Conversation</p>	<p>Introduction</p> <p>The teacher plays the Song Caribbean Man to the learners https://www.youtube.com/watch?v=5FsRNw2E3sk</p> <p>The teacher then reads the following story to the learners</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>5-CP-V-6 - Appreciate the importance of regional cooperation that has resulted in many social and economic benefits.</p>	<p>Are learners able to name the regional organizations that have shaped the Caribbean region?</p> <p style="text-align: center;">Product</p> <p>Can learners identify when and where the organisation was started and its member states and state the main objectives of the organization?</p> <p style="text-align: center;">Product</p> <p>Are learners able to create a timeline of the researched information?</p> <p style="text-align: center;">Conversation</p> <p>Are learners able to identify various ways in which their country has benefited from being members of these organisations?</p> <p style="text-align: center;">Product</p> <p>Are learners able to dramatize how the region has benefited from regional cooperation?</p>	<p>(Teachers can replace the name of the country and other facts to reflect their home country.)</p> <p><i>Once upon a time, in the early 1900s, (Grenada) was a beautiful island (country) known for its spice plantations, especially (nutmeg). But life wasn't easy for the people living there. (Grenada) was ruled by Britain, and most people didn't have much money or a say in how the country was run. Life was tough, and many families worked hard just to get by.</i></p> <p><i>As time went on, the people of Grenada and other Caribbean islands started dreaming about a better future where they could make their own decisions. In 1958, Grenada joined the West Indies Federation, a group of Caribbean islands that tried to work together. Although this group didn't last long, it was the start of something important: the idea that Caribbean countries could achieve more by helping each other.</i></p> <p><i>Grenada became independent in 1974, meaning it was no longer ruled by Britain. In 1973, a year before its independence, Grenada joined other Caribbean countries to create the Caribbean Community, or CARICOM. This group was like a big family where everyone worked together to improve their lives.</i></p> <p><i>Thanks to CARICOM, Grenada started to change in amazing ways. By working with other Caribbean countries, Grenada was able to trade more easily and attract businesses from around the world. The Caribbean Single Market and Economy (CSME) allowed people, goods, and money to move freely between member countries, which helped Grenada's economy grow.</i></p> <p><i>Schools and hospitals got better too. The University of the West Indies, with campuses in several Caribbean countries, became a place where many young people could get a great education. Health programs were shared across the region, so people in Grenada had access to better medical care.</i></p> <p>Discussion</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>After the story is read, the teacher and learners will discuss and name the different organisations mentioned in the story. Learners will also suggest what they believe are some of the objectives of these organisations based on the story.</p> <p>Group Work (internet research) (5Ws)</p> <p>Place learners in small groups to research the following and to be followed by a class presentation:</p> <ul style="list-style-type: none"> • When and where the organisation was formed? • Who are the members of the organization (original and present)? • What are the main objectives of the organization? <p>Whole Class: Putting it Together</p> <p>Guide learners to arrange information for a timeline, provide other pertinent information to be added to create the timeline.</p> <p>Seat Work : Painting a Picture</p> <p>Distribute maps of the Caribbean to individual learners to colour the countries that are part of the organization using different colours to show original members, current members and associates.</p> <p>https://www.geoguessr.com/assets/seterra/printables/en/caribbean-countries-quiz.pdf</p> <p>Technology</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>Have learners complete a digital timeline of the organization by arranging events/dates in the correct sequence.</p> <p>https://www.readwritethink.org/classroom-resources/learner-interactives/timeline</p> <p>Present to learners various ways in which members of the organization have benefited socially and economically.</p> <p>https://www.slideshare.net/slideshow/regional-integration-6898540/6898540</p> <p>Have learners brainstorm other ways/benefits and record the information on chart paper.</p> <p>Role-play: We are One</p> <p>Encourage groups to choose one of the benefits they consider to be most relevant. Through role playing let them represent why they think this benefit is so important to regional integration. Remind them to be sure to emphasize how the individual, country and region has benefited.</p> <p>For example:</p> <p><i>Sportsman/woman emerging from CARIFTA games</i> <i>Popular musician</i> <i>Governor of the ECCB</i></p>

Useful Content Knowledge for the Teacher about the Outcome

Benefits of Regional Integration: facilitating the flow of trade, capital, energy, people and ideas.

Regional Organizations:

- OECS
- CARICOM (CEDEMA, UWI, WICB, RSS,)
- West Indies Federation
- CARIFTA

Inclusive Resources and Materials from Regional Specialists

Video on Caribbean integration: https://youtu.be/sOggqt_DczY?si=nLjtBiyBWD8sNw4G

Song benefits of Integration: https://youtu.be/sOggqt_DczY?si=nLjtBiyBWD8sNw4G

Opportunities for Subject Integration

Language Arts:

- Reading: History of Regional Organizations
- Vocabulary: Terms associated with Regional Integration

Creative Arts: Role-playing, presentations

Economic Decision Making

Introduction to the Strand

In this strand learners will explore international trade and economic partnerships within the Caribbean. They will identify major Caribbean companies trading with their country and understand the goods and services they provide. Additionally, learners will investigate the ownership of imported and exported goods and recognize the importance of locally owned businesses in supporting the community and regional economy. Learners will learn to appreciate that the Caribbean is a region filled with diverse cultures, languages, and people, many of whom have moved from one island or country to another for various reasons, including work, education, or family. Understanding these movements helps learners see the strong connections between different Caribbean nations and the people who live in them as they explore how families across the Caribbean are connected through migration, identifying where family members have come from and where they live today. They will also recognize their right to move freely within the Caribbean for better opportunities and have a better understanding of how these movements shape and unite the Caribbean community.

Essential Learning Outcome: Economic Decision Making: Regional and international movement of goods, people, and services shapes Caribbean society

Grade Level Expectations and/or Focus Questions:

Learners are expected to:

1. Identify the major Caribbean companies that trade and, offer services to and with your country
2. Investigate the level of foreign, regional, and national ownership of various goods and services imported and exported from your country
3. Appreciate the importance of locally owned companies in the social and economic well-being of the region

Focus Questions

1. What are some important companies from the Caribbean that do business with our country?
2. Who owns the goods and services we import and export, and how does this ownership vary?
3. Why are companies in our own country and the Caribbean important for us?

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>5-EDM-K-1 - Identify the major Caribbean companies that trade and offer services to and with your country and describe what they do.</p>	<p style="text-align: center;">Conversation</p> <p>Are learners able to define the following terms: Work, barter, Trade, Occupation, Industry, goods and services?</p> <p style="text-align: center;">Conversation</p> <p>Are learners able to name at least three major Caribbean companies that trade and offer services to and with their country? Based on the following industries below:</p> <ul style="list-style-type: none"> • Food and beverage (Angostura, Grace Kennedy Limited, Pinehill) • Telecommunication (FLOW/DIGICEL) • Travel (LIAT) • Services • Financial (Sagicor, Republic Bank) • Hospitality (Hilton hotels) 	<p>Reestablish a foundational understanding of economic concepts of work, barter, trade, occupation, industry, goods and services, and currency through guided discussion with the use of a KWL chart</p> <p>Questions:</p> <ol style="list-style-type: none"> b. What is work c. What is the difference between a good and service d. How are work and occupation different e. What do you think an Industry is f. How are barter and trade similar yet different g. Why do people need to trade or barter? h. Why do countries trade? i. How has the concept of currency changed over time?

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies											
	<p>Can learners identify the various Caribbean and international organisations and their trade agreements.</p> <p>(CARICOM, OECS, OAS, Petrocaribe, PAHO, Commonwealth)</p> <p style="text-align: center;">Product</p> <p>Are learners able to create a map that accurately locates Caribbean companies?</p> <p style="text-align: center;">Conversation</p> <p>Are learners able to explain the importance and benefits of various companies to the Caribbean region?</p>	<table border="1"> <tr> <td data-bbox="1285 284 1520 359">K</td> <td data-bbox="1520 284 1839 359">W</td> <td data-bbox="1839 284 2166 359">L</td> </tr> <tr> <td data-bbox="1285 359 1520 434">What do I Know</td> <td data-bbox="1520 359 1839 434">What do I Want to know</td> <td data-bbox="1839 359 2166 434">What have I Learnt</td> </tr> <tr> <td data-bbox="1285 434 1520 464"></td> <td data-bbox="1520 434 1839 464"></td> <td data-bbox="1839 434 2166 464"></td> </tr> </table>	K	W	L	What do I Know	What do I Want to know	What have I Learnt				<p>Think about a time when you or your family had to trade something without using money. How did it work?</p> <p>If you had to create a new industry in your community, what would it be and why?</p> <p>In groups do research on each trading organisation and their state functions.</p> <p>What is CARICOM?</p> <p>Trade show: Invite guest speakers like entrepreneurs or business owners to share their trading experiences with Caribbean companies and their impact on their businesses.</p>	<p>Interactive Map Activity with Peer Teaching:</p> <p>Learners will engage in an interactive map activity where they locate and present information about Caribbean companies. This strategy encourages collaboration and active learning.</p> <p>Interactive Map Creation</p>
K	W	L											
What do I Know	What do I Want to know	What have I Learnt											

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>Create a large map of the Caribbean region in the classroom or use a digital map tool. Provide learners with pins or markers to place on the map of where these companies are located. (Google Maps)</p> <p>Research and Placement</p> <p>Each learner or group researches a Caribbean company and its location. They prepare a brief presentation on the company, including what it does and its trade connections:</p> <p>Pinning and Presentation: Learners take turns pinning their company to the map and presenting their findings to the class. They should explain the company's significance and how it contributes to trade.</p> <p>Peer Teaching: After all presentations, learners pair up to teach each other about their respective companies. They use the map to help locate and discuss different companies.</p> <p>Reflection and Discussion: Conclude with a class discussion on the importance of these companies and how they benefit the region. Encourage learners to reflect on what they learned from their peers.</p> <p>Role Play:</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>Conduct role-playing scenarios where learners simulate negotiations between local businesses and Caribbean companies, highlighting the importance of trade partnerships.</p> <p>Further instructions may be found here:</p> <p>Grade 5: Trade Agreement Role - Play</p>
<p>5-EDM- S-1 - Investigate the level of foreign, regional, and national ownership of various goods and services imported and exported from your country.</p>	<p style="text-align: center;">Product</p> <p>Can learners identify and present data on the ownership structure (foreign, regional, national) of goods and services imported and exported from our country?</p>	<p>Class Survey on Ownership Structure</p> <p><i>Objective:</i> Engage learners in data collection and analysis through a class-wide survey.</p> <p><i>Activity:</i></p> <ul style="list-style-type: none"> • As a class, brainstorm a list of everyday products (e.g., snacks, toys, electronics) and identify the companies that produce them. • Learners survey their peers or families to find out which brands or products they commonly use. • After collecting the data, learners research the ownership structure of the top products from their survey, determining if they are foreign, regional, or nationally owned. • Learners then create a class infographic or report to present the results, showing the ownership structure of the most popular products.

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>5-EDM-V-1 - Appreciate the importance of locally owned companies in the social and economic well-being of the region.</p>	<p style="text-align: center;">Product</p> <p>Can learners demonstrate an understanding of the importance of locally owned companies in the social well-being of the region?</p> <p style="text-align: center;">Product</p> <p>Can learners explain their understanding of locally owned companies' economic well-being of the region?</p> <p style="text-align: center;">Product</p> <p>Can learners express their understanding of entrepreneurs by creating and managing their own businesses?</p>	<p>Incorporate case studies or success stories of locally owned companies contributing to the development of the country or region, inspiring learners to recognize their significance</p> <p>Collaborative Storytelling Activity:</p> <ul style="list-style-type: none"> • Divide learners into small groups and provide them with a prompt related to the importance of locally owned companies. • Instruct each group to create a short story or comic strip that illustrates the positive impact of local businesses on their community. • Encourage learners to incorporate characters and settings that reflect their own experiences or observations. • Assess learners based on their ability to convey the significance of locally owned companies through their storytelling and creativity.

Additional Resources and Materials

[Goods and Services for Kids](#)

[Goods and Services - Beginning Social Studies 2 for Kids!](#)

Additional Useful Content Knowledge for the Teacher

Stotsky, J., Suss, E., & Tokarick, S. (2000, June). *Trade Liberalization in the Caribbean*. International Monetary Fund.
<https://www.imf.org/external/pubs/ft/fandd/2000/06/stotsky.htm>

<https://documents1.worldbank.org/curated/en/738061467998816272/pdf/93184-v2-P146683-Box391466B-PUBLIC-trade-caribbean-web.pdf>

Essential Learning Outcome: Recognize that regional and international movement of goods, people, and services shapes Caribbean society

Grade Level Expectations:

Learners are expected to:


1. Identify the major connections that exist with other Caribbean countries within your family
2. Map the geographic origins and current locations of people within families
3. Appreciate that individuals have the right to freedom of movement for life and work in the Caribbean


Focus Questions:

1. Why do people travel?
2. Which islands have high inter/intra-regional travel?
3. How does regional travel impact the region?

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>5-EDM-K-2 - Identify the major connections that exist with other Caribbean countries within your family</p>	<p style="text-align: center;">Conversation</p> <p>Can learners list the reasons why and where members of their family travel?</p> <p style="text-align: center;">Conversation</p> <p>Can learners explain the reasons why people travel within the Caribbean?</p>	<p>Surveys: Questionnaire and interviews</p> <p>Conduct a more comprehensive survey to find information about learner migration in the region.</p> <p>Place learners into groups so they can collaborate to formulate the survey questions and determine the best tool to collect and display the data. The teacher guides.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>The survey population can be made up of learners from the third to the sixth grade, inclusive of the staff.</p> <p>The Teacher can use the Jigsaw method for this collaborative activity.</p> <p>The teacher should guide learners to find out:</p> <ul style="list-style-type: none"> • Number of learners who have travelled regionally. • Destination island • Reason for travel • Do they have family in the other islands <p>Teacher then guides learners to categorize and display the data. For example, a group of learners can be responsible for organizing the number of learner travellers by grade and categorize the location and reasons for their travel. Information can be displayed in a bar graph. Use the information obtained to discuss the reasons their peers travel.</p> <p>Anticipation Guides</p> <p>Sample questions:</p> <ul style="list-style-type: none"> • Is it easy to get to other islands? How do you know? • How does the fact that the Caribbean islands are close to each other affect travel? • What are the barriers to travel with other islands? • What are reasons why people travel to other islands?

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<ul style="list-style-type: none"> history, proximity, family relations and reunions, festivals, diaspora, remittances, trade/ commerce, transportation, organisation, bilateral agreements & multilateral agreements. <p>Picture Prompts & Discussion</p> <p>Use picture prompts to launch a discussion about major factors which connect us or the reasons for travel.</p> <p><i>Commerce: Huckstering</i></p> 

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p><i>Festivals</i></p> <p>All islands have unique festivals</p> <p>Caribbean nationals look forward to attending key festivals being held in different islands.</p> <p>Most of the people who attend the festivals come from neighbouring islands, although people will travel across the archipelago to attend a festivity.</p>  <p>5Ws& H? Activity</p> <p>Complete a graphic organizer that asks learners to fill in the Who, What, Where, When, Why and How of national festivals in select Caribbean islands: OECS Islands, Trinidad & Tobago, Jamaica, Bahamas,</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>5-EDM-S-2 - Map the geographic origins and current locations of people within families</p>	<p style="text-align: center;">Observation</p> <p>Can learners interpret secondary information and charts on travel patterns within the region?</p> <p style="text-align: center;">Product</p> <p>Can learners create charts and graphs to display findings of travel patterns within the region?</p>	<p>Word & Picture Map</p> <p>Create a word & picture map of the various connections that learners have with other Caribbean islands.</p> <p>Invite learners to use the information from the previous activity to identify the various places in the Caribbean to which they or their family members have travelled. What took them there? Guide learners to also find out the origin and current location of family members.</p> <p>Once learners have identified these places invite them to draw pictures, bring in photos, or download images from the internet that illustrate the reasons for the travel? Pictures can be sourced from magazines, travel brochures, newspapers, the internet, and copies of learner's photos.</p> <p>Was it to attend festivals, shopping, visit family members, engage in trade or other work?</p> <p>The map will be added to as other lessons are taught.</p>
<p>5-EDM-V-2 - Appreciate that individuals have the right to freedom of movement for life and work in the Caribbean</p>	<p style="text-align: center;">Product</p> <p>Can learners identify the major benefits that regional organisations such as the OECS have on the free movement of people?</p>	<p>Divide the class into two groups</p> <p>Invite the learners in the first group to view the video “The OECS in 60 seconds on Regional Integration” and the second group to view the video “OECS Free Movement of Persons and Goods”</p> <p>Use a Main Idea graphic organizer that states the Main Idea as “Three Benefits of Regional Integration in the OECS”</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
	<p style="text-align: center;">Conversation</p> <p>Can learners identify and discuss the implications of travel restrictions in colonial / department states?</p> <p style="text-align: center;">Conversation</p> <p>Can learners compare and contrast the differences between travel restrictions and the free trade and travel agreements in the region?</p>	<p>The OECS IN 60 Seconds on Regional Integration</p> <p>OECS Free Movement of Persons and Services</p> <p>Invite learners to share what they have determined to be the main benefits of this regional integration. The following is another video about free movement across the region:</p> <p>https://www.youtube.com/watch?v=p3BvnIbPG-Q</p> <p>Imagine this...</p> <p>Share the following three scenarios with learners. Make sure they understand what visas, passports and work permits are.</p> <p style="text-align: center;"><i>We need a visa to go to each Caribbean nation</i> <i>We need a work permit to work in all nations</i> <i>We could only stay a short period on each island.</i></p> <p>Invite learners to consider how these restrictions would contrast with the benefits identified in the previous two videos from the OECS. What benefits would be lost with these restrictions?</p>

Useful Content Knowledge for the Teacher about the Outcome

Key Terms:

Migration, immigration, emigration, regional, intra-regional, diaspora, remittances, trade/ commerce, transportation, bilateral agreements & multilateral agreements.

Essential Learning Outcome: Recognize that regional and international movement of goods, people, and services shapes Caribbean society

Grade Level Expectations:

Learners are expected to:

1. Analyse the cause and effects of the changing nature of Caribbean agriculture since 1900
2. Chart the positive and negative impact of agricultural change on the environment, employment, and food security
3. Appreciate that changes in the production and consumption of food in the Caribbean has resulted in positive and negative outcomes

Focus Questions:

1. How have changes in agricultural practices since 1900 affected the environment in the Caribbean?
2. In what ways have shifts in agriculture influenced the economy and employment in the Caribbean region?
3. What are the challenges and benefits of modern agricultural practices for food security in the Caribbean?

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>5-EDM-K-3 - Analyse the cause and effects of the changing nature of Caribbean agriculture since 1900</p>	<p style="text-align: center;">Product</p> <p>Can learners create a presentation that visually explains how Caribbean agriculture has evolved since 1900?</p> <p style="text-align: center;">Product</p>	<p>Hook/Engage the Learners:</p> <p>Begin by asking learners about the types of food they eat and where these foods come from. Ask questions like:</p> <p style="text-align: center;"><i>"Do you know which Caribbean countries produce sugar, bananas, or coffee?"</i></p> <p style="text-align: center;"><i>"How do you think agriculture has changed since your grandparents' time?"</i></p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
	<p>Can learners illustrate the cause and effects of changes in agriculture using a timeline, infographic, or video?</p> <p style="text-align: center;">Product</p> <p>Can learners create a presentation that identifies some key agricultural changes in the Caribbean?</p>	<p>Show a short photo slideshow depicting random images of historical and modern agriculture in the Caribbean (e.g., plantations, small farms, and modern technology in farming). This will spark curiosity and visual interest.</p> <p>After inviting learners to put the pictures in order of time, use the pictures to identify the changes of agriculture over time.</p> <p>Introduce Key Concepts:</p> <p>What is Agriculture? (Provide a simple definition of agriculture: "Agriculture involves growing crops and raising animals to provide food and other products that people need")</p> <p>Why is Agriculture Important? (Discuss how agriculture is important to Caribbean economies, providing jobs, food, and exports (e.g., sugar, bananas, coffee))</p> <p>How Has Agriculture Changed? (Briefly explain that over the past century, many changes have occurred in the types of crops grown, farming methods used, and how agriculture is connected to other industries like tourism and manufacturing)</p> <p>Agricultural Interviewing and Presentation</p> <p>An elementary learner named Gracie Plair created the following YouTube video about Caribbean agriculture</p> <p>https://www.youtube.com/watch?v=EY79zE11Co0</p> <p>She used Powtoon to develop the video:</p> <p>http://www.powtoon.com/</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>Review this video with your learners and then ask them to engage with their local agricultural services office to explore the changes in agriculture in their island.</p> <p>Ask them to explore the following questions with their local agricultural office:</p> <ol style="list-style-type: none"> 1) What do they know about the shift to small-scale farming from plantation farming after the emancipation of slaves and the rise of independent Caribbean nations? 2) When was there an introduction of new crops such as bananas, coffee, and cocoa that diversified the economy? 3) What has been the impact of natural disasters (hurricanes, volcanic eruptions) on agriculture, and how this led to more resilient farming methods? 4) Can they help explain how the global demand for Caribbean products (like sugar and bananas) fluctuated, causing changes in what farmers grew? 5) Can they discuss any trade agreements (e.g., with the U.S., Europe, other Caribbean Countries) and how these influence the rise and fall of certain crops in the region? 6) What technological advances in farming, such as mechanization, irrigation, and the use of fertilizers and pesticides have been recently introduced? 7) How has labour migration, especially to the U.S. and U.K., affected farming, with many Caribbean farmers leaving to seek work abroad? 8) Can they share how climate change has impacted Caribbean agriculture, has it led to more sustainable farming practices in recent decades?

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>9) What can they share about how organic farming and the push for more environmentally friendly agriculture has changed farming?</p> <p>Introduction to Agriculture in the Caribbean</p> <p>The Teacher can share the following Calypso video about bananas in Dominica as way to pick out important agricultural themes:</p> <p>https://youtu.be/xBaTAThQwKA?feature=shared</p> <p><i>Who Benefited from crop</i> <i>What issue with the industry</i> <i>What competition does it face</i></p> <p>Invite learners to make their own calypso about the cause and effects of the changing nature of Caribbean agriculture since 1900</p> <p>Group Research Projects:</p> <p>Divide learners into groups and assign them specific crops (e.g., bananas, coffee, sugar) or islands (e.g., Jamaica, Dominica, Trinidad) to research.</p> <p>Each group will focus on how their assigned crop or island's agriculture has changed since 1900.</p> <p>They can create digital presentations or posters which they will present to the class.</p> <p>Role-Playing Activity:</p> <p>Set up a role-playing simulation where learners take on roles as different stakeholders in Caribbean agriculture (e.g., farmers, traders, government</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>officials) and discuss the challenges and opportunities of farming in the 1900s versus today.</p> <p>This activity allows for hands-on learning, making it engaging for learners who prefer interactive experiences.</p> <p>Hands-on Project: Farming Techniques Over Time (Practical Learners):</p> <p>Invite learners to work in groups to build models of farms from different time periods.</p> <p>For example, one group might create a model of a 1900s sugar plantation, while another creates a modern organic farm.</p> <p>Learners can compare and contrast the tools, labour force, and crops in each model, showing the evolution over time.</p>
<p>5-EDM-S-3</p> <p>Chart the positive and negative impact of agricultural change on the environment, employment, and food security</p>	<p style="text-align: center;">Conversation</p> <p>Can learners verbally analyse and understand the positive and negative impacts of agricultural changes on the environment, employment, and food security in the Caribbean?</p>	<p>Step-by-Step Introduction to the Topic</p> <p>Hook/Engage the Learners:</p> <p>Begin by asking thought-provoking questions such as:</p> <p style="padding-left: 40px;"><i>"How do you think farming affects the environment?"</i></p> <p style="padding-left: 40px;"><i>"What happens to jobs when new machines are introduced in farming?"</i></p> <p style="padding-left: 40px;"><i>"Does everyone have access to enough food in the Caribbean? Why or why not?"</i></p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>The Teacher can be creative and set up the class like a radio interview, allowing learners to pretend they are callers giving their view.</p> <p>Show a short video or documentary clip (e.g., Caricom Agriculture, National Geographic or a local Caribbean source) on modern farming practices, illustrating both the environmental and social effects. This will provide a visual introduction to the topic.</p> <p>I Am Agriculture - John Jones</p> <p>LIFE AS A FARMER LIVING IN JAMAICA!!!! HARVESTING PUMPKINS (Pt 717)</p> <p>I Am Agriculture - Floyd Mathew</p> <p>Introduce Key Concepts: - Use video and discussion method. Learners watch the video then have in class discussion</p> <p>Environment:</p> <p>Explain how changes in agriculture affect natural ecosystems. For example, discuss deforestation for farming land, the use of chemicals (pesticides, fertilizers), and how modern practices can either harm or protect the environment.</p> <p>https://www.youtube.com/watch?v=adHBSQw_gAc</p> <p>Employment:</p> <p>Explore how agriculture provides jobs, but also how changes like mechanization (use of machines) can lead to job loss. Highlight both sides—while technology increases efficiency, it may reduce the need for labour.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>TOP 10 CAREERS IN AGRICULTURE</p> <p>Your Career in Agriculture</p> <p>Food Security:</p> <p>Discuss how agricultural changes can increase food production and availability, but also how environmental damage or reliance on a single crop can lead to food shortages or reduced diversity in diets.</p> <p>World Agricultural Expo: Using technology to increase production</p> <p>Climate-Smart Agriculture: Helping the World Produce More Food</p> <p>What is Sustainable Agriculture? Episode 1: A Whole-Farm Approach to Sustainability</p> <p>Content to Include - Ask learners to create posters of the Positive and Negative Impacts. All posters must be presented verbally.</p> <p><i>Positive Impacts:</i></p> <ul style="list-style-type: none"> On the Environment: Introduction of sustainable farming practices (e.g., crop rotation, organic farming) reduces soil erosion, conserves water, and lowers the use of harmful chemicals. On Employment: Technology and modern farming techniques can increase productivity, leading to more food production and the creation of specialized jobs in the agricultural sector On Food Security: Increased agricultural output can improve access to food, leading to lower prices and reducing hunger in many

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>communities. The introduction of diverse crops can enhance nutrition and health.</p> <p><i>Negative Impacts:</i></p> <p>On the Environment: Industrial agriculture can lead to deforestation, loss of biodiversity, and soil degradation. The excessive use of fertilizers and pesticides can pollute water sources and harm wildlife.</p> <p>On Employment: The mechanization of farming often leads to job losses for farm workers, particularly in rural areas. The shift from labour-intensive farming to machine-based farming can reduce employment opportunities.</p> <p>On Food Security: While modern agriculture increases food production, reliance on cash crops or monocultures (growing one type of crop) can reduce food diversity, leading to shortages if that crop fails due to climate changes or disease.</p> <p>Radio Interview:</p> <p>The Teacher ends with the same radio interview of talk show activity with learners as callers.</p> <p>Sample Questions for Radio Interview</p> <ol style="list-style-type: none"> 1. <i>Environmental Impact:</i> <ul style="list-style-type: none"> ○ <i>What are some positive ways modern farming can protect the environment?</i> ○ <i>How has agriculture damaged the environment in the past, and what solutions could help?</i> 2. <i>Employment Impact:</i>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<ul style="list-style-type: none"> ○ <i>How has the introduction of machines in farming affected jobs in the Caribbean?</i> ○ <i>Can modern agriculture create new types of jobs in the region? If so, what kinds?</i> <p>3. <i>Food Security Impact:</i></p> <ul style="list-style-type: none"> ○ <i>How can agricultural changes improve food availability for Caribbean people?</i> ○ <i>What are some risks to food security when farming becomes too dependent on a single crop?</i>
<p>5-EDM-V-3 - Appreciate that changes in the production and consumption of food in the Caribbean has resulted in positive and negative outcomes</p>	<p style="text-align: center;">Observation</p> <p>Can learners appreciate how changes in the way food is produced and consumed in the Caribbean have had both positive and negative outcomes.</p> <p style="text-align: center;">Observation</p> <p>Can learners explore how shifts in agricultural practices, food imports, and dietary changes have affected the region's economy, health, and environment.</p>	<p>Starting the Lesson: Engaging Learners</p> <p>Option 1: Field Trip</p> <p>Purpose: A field trip to a local farm, food processing plant, or market can provide a hands-on experience of modern agricultural practices and food production in the Caribbean.</p> <p>Field Trip Plan:</p> <ul style="list-style-type: none"> • Visit a local farm that produces crops or raises livestock using modern agricultural techniques. • Have a tour guide explain the changes in farming practices, such as the introduction of fertilizers, pesticides, or mechanization, and how these have affected food production.

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<ul style="list-style-type: none"> Visit a local market or supermarket to compare traditional and modern foods, discussing the availability of imported vs. locally produced items. <p>Invite learners to observe and interact with farmers, market vendors, or plant workers to hear their perspectives on the changes in food production over time</p> <p>Post-Field Trip Activity:</p> <p>After the trip, learners can discuss what they learned, focusing on how these changes in food production have resulted in positive outcomes (e.g., increased food variety, economic growth) and negative outcomes (e.g., environmental degradation, loss of traditional farming methods).</p> <p>Learners can create posters or digital presentations highlighting both the benefits and drawbacks they observed.</p> <p>Option 2: Movie or Documentary Screening</p> <p>Purpose: Watching a movie or documentary about food production and consumption in the Caribbean can provide a visual and engaging introduction to the topic.</p> <p>Suggested Films/Documentaries:</p> <ul style="list-style-type: none"> "Island on the Edge" – Discusses how climate change is affecting food production and agricultural practices in small island nations like the Caribbean. <p>Island on the edge</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<ul style="list-style-type: none"> • "Food Inc." – While focused on North America, this documentary highlights the global shift toward industrial food production and its effects, which can be compared to the Caribbean context. <p>Food Inc - Documentary</p> <p>Discussion Questions Post-Movie:</p> <p><i>"What positive changes have you seen in the Caribbean's food production?"</i></p> <p><i>"What challenges or negative outcomes are presented in the movie that could relate to the Caribbean?"</i></p> <p><i>"How can we balance the need for more efficient food production with the preservation of traditional practices and environmental sustainability?"</i></p> <p>Hands-On Activity: Food Comparison (Kinaesthetic Learners)</p> <ul style="list-style-type: none"> • Organize a food tasting session where learners compare traditional Caribbean foods (e.g., fresh produce, ground provisions, locally grown fruits) with imported or processed foods. • Have learners discuss how the introduction of imported goods and processed foods has changed the consumption patterns in the Caribbean and whether this is positive or negative for their health and culture. <p>Debate or Class Discussion (Communication Learners)</p> <ul style="list-style-type: none"> • Hold a class debate where one side argues that changes in food production have had mostly positive outcomes (e.g., economic growth, food variety) while the other side argues that the outcomes

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>are mostly negative (e.g., environmental damage, loss of traditional practices).</p> <ul style="list-style-type: none"> • This allows learners to engage in critical thinking, weighing the pros and cons of the topic.

Useful Content Knowledge for the Teacher about the Outcome:

[What the teacher should know](#)

Essential Learning Outcome: Recognize that regional and international movement of goods, people, and services shapes Caribbean society

Grade Level Expectations:

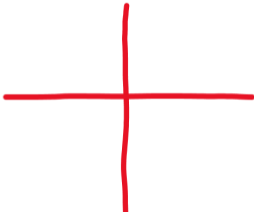
Learners are expected to:

1. Trace the evolution of transportation and communication networks in the Caribbean region
2. Explore the development of regional transportation and communication linkages in the Caribbean and how they help people connect with each other and impact trade.
3. Appreciate that improved transportation and communication can make life better in the Caribbean and consider some challenges these improvements might bring. the development of transportation and communication networks has brought many benefits to the region while many challenges persist

Focus Questions:

1. What are some challenges faced by the Caribbean region in maintaining and expanding its transportation and communication networks and how can these challenges be addressed?
2. What are some advancements in transportation and communication technologies in the Caribbean region and why are these advancements important?
3. How do these advancements contribute to the resilience and sustainability of the Caribbean economies and communities in the face of global challenges?

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>5-EDM-K-4 - Explore the development of regional transportation and communication linkages in the Caribbean</p>	<p style="text-align: center;">Product</p> <p>Are learners able to visually represent examples of forms of transportation?</p>	<p>Art:</p> <p>Create a picture collage of different forms or regional transportation in the Caribbean.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
	<p style="text-align: center;">Observation</p> <p>Can learners suggest possible advantages and disadvantages of different forms of transportation?</p> <p style="text-align: center;">Conversation</p> <p>Can learners demonstrate how accessibility of transportation can help countries?</p> <p style="text-align: center;">Conversation</p> <p>Are learners able to define and give examples of forms of communication?</p> <p style="text-align: center;">Conversation</p> <p>Are learners able to explain the importance of regional communication among Caribbean countries?</p>	<p>Group Inquiry</p> <p>Divide learners into groups and assign them different perspectives (e.g., air, water, land) to discuss advantages and disadvantages of different forms of transportation</p> <p>Advantages and Disadvantages of Each Mode of Transportation</p> <p>Discussion:</p> <p>Discuss with the learners the importance of transportation accessibility for countries. Guide them to think about how transportation networks help in various aspects such as trade, tourism, access to resources, and cultural exchange. Encourage them to share examples of how transportation has benefited different countries in the Caribbean region.</p> <p>Explain to learners that the following video has information about several forms of communication. They are asked to watch the video and choose their two favourite forms of communication.</p> <p>Means of Communication video for kids Communication video for kids</p> <p>Give learners a simple a t chart and invite them to jot down their two forms of communication from the video on the top of the t chart.</p> <p>Two forms</p> 

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>Details</p> <p>Share some examples of the importance of regional communication on matters such as climate disasters, promotion of sports and entertainment, and marketing of goods and services. Invite learners to identify other examples of regional communication through radio, television or the internet.</p> <p>Invite learners to write down details of how they would communicate to people on other islands using these forms of communication.</p>
<p>5-EDM-S-4 - Trace the evolution of transportation and communication networks in the Caribbean region</p>	<p style="text-align: center;">Product</p> <p>Are learners able to show the important events about each aspect of the transportation that brought Christopher Columbus to the Caribbean region during this early period?</p>	<p>Storytelling:</p> <p>Show one of the following YouTube videos about Christopher Columbus, https://www.youtube.com/watch?v=Eqn3X_ZPTd8 https://www.youtube.com/watch?v=A3DCiZas5Bo</p> <p>Have learners Fold a piece of paper into three sections, write Start, Arrival, and Return in each section. After watching the video, have learners jot down a transportation event about Christopher Columbus in each block. Discuss the significance of this trip for subsequent travel in the sailing ship era.</p>
<p>5-EDM-V-4 - Appreciate that the development of transportation and communication networks has brought many benefits to the region while many challenges persist</p>	<p style="text-align: center;">Observation</p> <p>Are learners able to sort pictures into a sequence to show the evolution and development of</p>	<p>Transportation and communication picture sort</p> <p>Seek out the following pictures:</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
	<p>transportation and communication networks in the Caribbean region?</p> <p style="text-align: center;">Conversation</p> <p>Are learners able to evaluate the impact of technological advancements, such as the invention of the steam engine or the telegraph, on the evolution of transportation and communication networks in the Caribbean?</p>	<p>Old style sailing vessel; steam powered train; Early steam ship; horse and wagon; hand cart; signal flag on hill; bonfire on hill; bus; small mini van; older style truck; newer style Kei truck; newer style transport tuck; early letter sent by sailing ship; letter at post office; modern car, older style telephone, radio; television, mobile phone; computer; satellite; helicopter; modern passenger jet; turbo prop plan; canoe; small wooden vessel with sail; bicycle; electric bicycle.</p> <p>Learners will sort the following cards In small groups, Invite learners to sort these pictures from oldest to most recent. With learner assistance, place them on a timeline that dates from 1500 to the present in 50 year increments.</p> <p>Discuss with them the impact of each form of transportation and communication and help learners analyse pros and cons of each method</p>

Essential Learning Outcome: Recognize regional and international movement of goods, people, and services shapes Caribbean society

Grade Level Expectations:

Learners are expected to:

1. Identify how transportation and communication support trade between Caribbean countries
2. Analyse how improvements in transportation and communication impact trade in the Caribbean.
3. Appreciate the role of transportation and communication in promoting economic stability and growth in the Caribbean.

Focus Questions:

1. What are the main modes of transportation in the Caribbean?
2. What are the benefits and disadvantages of using each mode of transport?
3. Which method/ methods of communication would be most effective in trading

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>5-EDM-K-5 - Identify how transportation and communication support trade between Caribbean countries.</p>	<p style="text-align: center;">Conversation</p> <p>Can learners define the terms transportation and communication?</p> <p style="text-align: center;">Product</p> <p>Can learners link goods and services to communication and transportation modes.?</p>	<p>Class Review</p> <p>Help learners review the previous lesson and define the terms communication and transportation.</p> <p>ABC Product Brainstorm</p> <p>Have learners fold a paper in half five times so that you end up with 28 squares</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>Jot down the alphabet with a letter on each square leaving the last two squares blank</p> <p>Brainstorm one or two products they consume or use for each letter of the alphabet</p> <p>Now, explore with them, through inquiry, where these products comes from.</p> <p>Are learners able the origins within their own island, the region and beyond for various goods and services? Help learners see that this is called trade</p> <p>On a second sheet and fold it into two columns, invite learners to pick a number of products or services that come from within the Caribbean region. Place these in column one. Use column two to jot down the mode of communication or transportation that is used to get them to their island.</p>
<p>5-EDM-S-5 - Analyse how improvements in transportation and communication impact trade in the Caribbean</p>	<p style="text-align: center;">Conversation</p> <p>Can learners explain how improvement to transport systems has made trading easier?</p>	<p>Mapping Trade Routes:</p> <p>Use a map of the Caribbean and label the map and explain how goods and services from various islands are moved by sea and air and under sea cable and satellite. E.g. Trinidad oil, K. C trading confectioner, Digicel, plot major trade routes of LIAT, Caribbean airlines, coastal shipping via Caribbean shipping freight, and how transportation and communication have evolved over time.</p> <p>Divide learners into groups to research and present on different modes of transportation or communication in the Caribbean and their impact on trade.</p> <p>In groups have learners discuss:</p> <p style="padding-left: 40px;">a) How communication has evolved over the years?</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>b) How improvement in this technology has positively or negatively affected the way countries trade?</p> <p>c) Examine the factors which affect trade among countries?</p>
<p>5-EDM-V-5 - Appreciate the role of transportation and communication in promoting economic stability and growth in the Caribbean.</p>	<p style="text-align: center;">Product</p> <p>Are learners able to highlight the economic benefits of using effective communication and transport systems for trade?</p>	<p>Project- Based activity</p> <p>Before proceeding with group work, assist learners to recall times when they have been at their island harbour when vessels arrived, or at the airport. Get them to describe the nature of the vessels and planes. Also, ask them if they know the location of satellite towers and if they cannot identify where satellite towers are located, describe this for them.</p> <p>Group project: Learners pick one form of transportation (sea, air) or communication (under sea cable, satellite) in the Caribbean.</p> <p><i>Ensure groups are diverse and balanced in terms of skills and learning styles</i></p> <p>Have learners report on the ways that their transport system is an economic benefit for Caribbean countries.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>How improved communication has helped in the promotion of their island's economy in terms of trading?</p> <p>Learners are to provide specific examples of transportation and communication improvements in the Caribbean.</p>

Essential Learning Outcome: Recognize regional and international movement of goods, people, and services shapes Caribbean society

Grade Level Expectations:

Learners are expected to:

1. Explain the economic benefits our country derives from relationships with our Caribbean neighbours
2. Chart and compare positive and negative impacts of trade with other countries
3. Appreciate that trade relationships can affect both the economy and the everyday lives of people in your country and neighbouring countries.

Focus Questions:

1. Does your country have all the resources needed to produce citizens' needs?
2. Why is trading essential for a country?
3. What are some economic benefits to trading regionally and internationally?

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>5-EDM-K-6 - Explain the economic benefits our country derives from relationships with our Caribbean neighbours</p> <p>5-EDM-S-6</p> <p>Chart and compare positive and negative impacts of trade with other countries</p>	<p style="text-align: center;">Product</p> <p>Can learners determine positive and negative issues with trade?</p> <p style="text-align: center;">Conversation</p> <p>Are learners able to decide of the relative value of trade for the social and economic well-being of their country?</p>	<p>Data Disk Investigation</p> <p>Whilst the Caribbean nations have many similarities, they also have many different types of natural resources, economic activities and artistes. Island nations benefit from the opportunity to access various resources, business products and services and skilled workers from each other.</p> <p>Form the class into six groups.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>Provide each group with a data disk (circle with six pie slices). Place the following categories in each disk: special natural resources; unique foods; famous performing artists/musicians; well-known industries; and businesses.</p> <p>Choose one of the island nations of the Caribbean and identify some of these unique natural resources, foods, business products and services that the chosen country has.</p> <p>Once learners have completed their data disks, invite them to share.</p> <p>For example: Some islands do not have sources of gravel for roads but volcanic islands do. Some islands have better soil for growing certain types of foods. Some islands have famous musicians. Some islands have high tech industries or finance industries that require skilled workers In groups, learners display goods which are imported and exported.</p> <p>List the benefits of importing and exporting goods in their country.</p> <p>Share with learners the main features of the CARICOM Single Market and Economy , i.e. The establishment of a Single Market space which includes services, capital, technology, and the free movement of skilled professionals.</p> <p>What has this meant for the various peoples and nations of the Caribbean?</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>Plus-Minu-Interesting Chart Making</p> <p>Learners can make a chart that identifies the pluses and minuses of trade between their country and others.</p> <p>What are the pluses? Identify all the positive aspects you can think of about trade with another country. E.g. Addresses food or shortage of other goods</p> <p>What are the minuses? Identify all of the negative consequences of trade with other countries. E.g. Costs of transportation</p> <p>What is interesting things about trade with other countries? These are points of interest about trade with other countries that you should pay attention to. E.g. Opportunity to receive goods that you would never have imagined on your own.</p> <p>Now after learners make their PMI charts engage learners in a discussion to make a balanced decision about the value (or not) to your country of trade with other countries.</p> <p>Increase capital due to greater exports</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies												
		<table border="1"> <tr> <td colspan="4" data-bbox="1301 300 2150 384">Caribbean</td> </tr> <tr> <td colspan="2" data-bbox="1301 384 1688 799">Imports</td> <td colspan="2" data-bbox="1688 384 2150 799">Exports</td> </tr> <tr> <td data-bbox="1301 512 1487 799">Machinery, fuel, transport</td> <td data-bbox="1487 512 1688 799">From: Europe North America, New Zealand, Australia, Japan</td> <td data-bbox="1688 512 1944 799">Agricultural products, sugar, coffee, spices, oil, Bauxite</td> <td data-bbox="1944 512 2150 799">To: United Kingdom, Europe, North America</td> </tr> </table> <p data-bbox="1301 911 1397 943"><i>Sample 2</i></p>	Caribbean				Imports		Exports		Machinery, fuel, transport	From: Europe North America, New Zealand, Australia, Japan	Agricultural products, sugar, coffee, spices, oil, Bauxite	To: United Kingdom, Europe, North America
Caribbean														
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<p data-bbox="203 975 353 1002">5-EDM-V-6</p> <p data-bbox="203 1034 645 1166">Appreciate that trade relationships can affect both the economy and the everyday lives of people in your country and neighbouring countries.</p>	<p data-bbox="887 1034 1070 1061" style="text-align: center;">Conversation</p> <p data-bbox="674 1093 1256 1193">Are learners able to list the main idea of the economic benefits of trading within the Caribbean region?</p>	<p data-bbox="1301 1034 1809 1061">Finding and Appreciating the Main Idea</p> <p data-bbox="1301 1093 2152 1294">Have learners visit the OECS, CARICOIM, and Caribbean Development Bank websites. Listen to a speech of a Caribbean politician about some aspects of trade or economic development cooperation or read a policy about one of these features. Identify the main ideas that this speaker or document portrays that illustrate the benefits of economic cooperation and trade to the everyday lives of Caribbean people.</p>												

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		Ex: Caricom Free Skilled movement

Additional Useful Content Knowledge for the Teacher

Definitions

Barter: Exchanging one thing for another without using money.

Trade: The buying and selling of goods and services for money.

Embargo: an official ban on trade or other commercial activity with a particular country.

Currency: The official of money used in a country

Types of Currencies used in the Caribbean

- Barbadian dollar
- Eastern Caribbean Dollar
- Cuban Peso
- Trinidadian Dollar
- Jamaican Dollar

International Trading currencies

- Euro
- US dollar

- Pounds Sterling
- Chinese Yuan
- Japanese Yen

Balance of trade: When a country's exports are greater than the value of its imports. The country is earning more than it is spending; there is a favourable balance of trade.

Raw Materials: A material that has not yet been changed in any way . An unfinished material or natural resource used to produce or manufacture finished products for sale. Must be processed into finished goods.

Imports: is a raw material or a finished product that is brought into a country from abroad (Purchased by another country)

Export: a product that is sold to people outside of the country in which the product was made. (Sold to other country)

Stat

- OECS: Organization of Eastern Caribbean States
- CARICOM- Caribbean Community and Common Market
- PETRO CARIBE- A regional oil procurement agreement between Venezuela and Caribbean member states
- COMMONWEALTH -A voluntary association of 56 independent and equal countries
- ALBA- Bolivarian Alliance for the Peoples of Our America