

# CAYMAN

## Primary Social Studies



TEXTBOOK

3

# Cayman Islands Primary Social Studies

TEXTBOOK 3



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## **Foreword: A message from the Chief Education Officer**

It is very fitting that as we enter into a brand new century and indeed a new millennium these social studies books of the Cayman Islands are introduced into our schools. For our country to move confidently into the future we must know about our past and these books will give valuable information regarding our past that must be passed on to all future generations. Our children must gain an appreciation of the sacrifices and contributions that have been made by the generations of Caymanians that preceded them and of the traditions of hard work, honesty, integrity and faith in God that have brought the Cayman Islands to prominence today. They must learn to appreciate Cayman's traditions of democracy and decency and practise those lessons throughout their lives, so that Cayman will continue to grow and prosper.

These books reflect the hard work and dedication of our teachers and education department staff to ensure that Caymanian culture, history, government and traditions are appreciated and practised by our children. I encourage the reader to infuse the lessons in these books into as many areas of our children's education as possible, so that social studies is not seen merely as a subject, but reinforces our very existence and culture in all areas of study. I offer congratulations and sincere appreciation to all those who have contributed to these books, but especially to Mr James Watler, for seeing the project through to completion.

*John Tudor Ed. D, Chief Education Officer, Cayman Islands Department of Education, Grand Cayman, Cayman Islands*



## Pictures, diagrams and maps

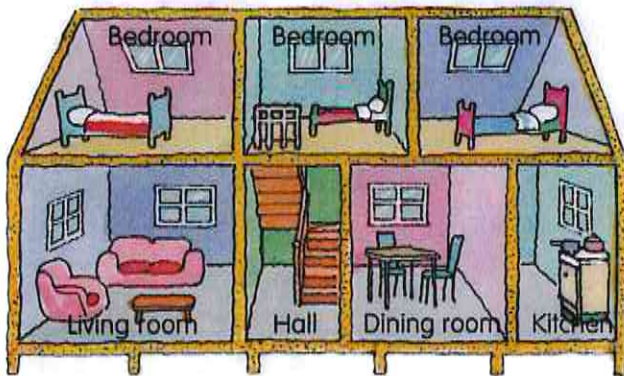
We use pictures, photographs, diagrams, plans and maps to show the world around us.



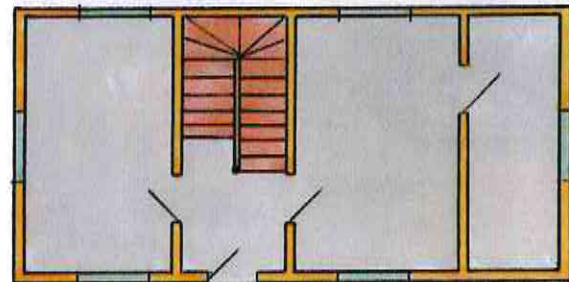
This is a picture Kevin drew of his house. It shows the outside.



This is a photograph his mother took. It shows lots of details.



This is a diagram of the house to show the inside and outside. It has labels. It clearly shows the main features.

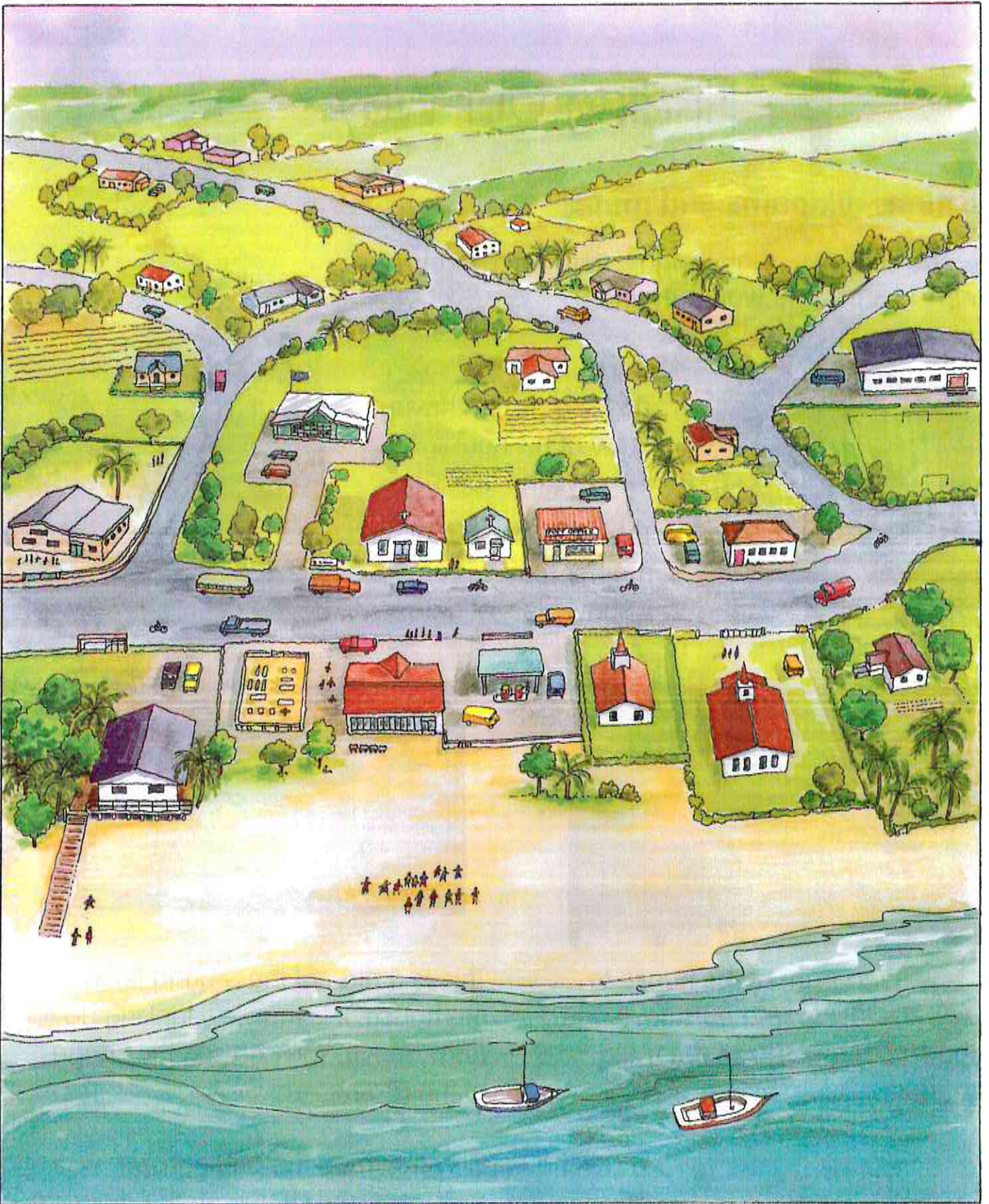


This is a plan of the ground floor of the house. It is the view looking down from above. You can see the shape of the rooms.

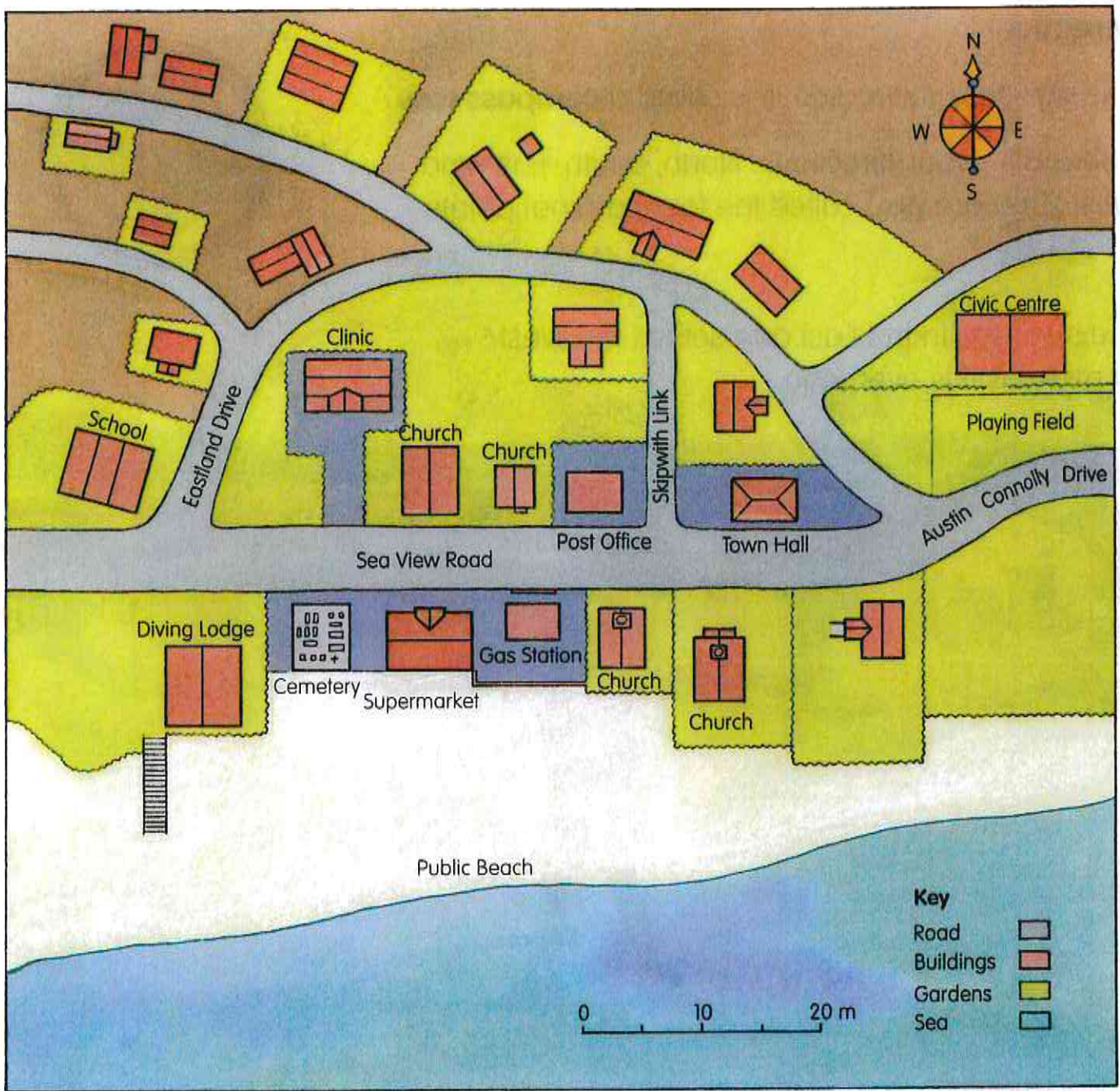
## Activity



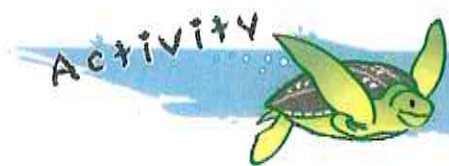
- 1 List the details shown on the photograph.
- 2 Name the main features shown on the diagram.
- 3 Name the rooms shown on the plan.



This is a picture of the village of East End.



This is a map of East End.



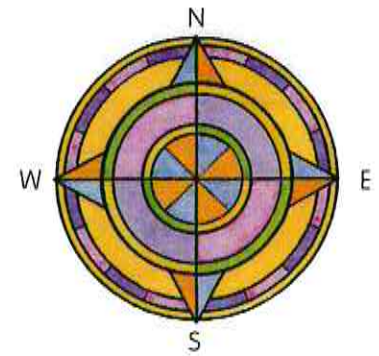
- 1 Find the post office, the health clinic, the school and the shop, on the picture and on the map.
- 2 What can you see on the picture, which you cannot see on the map?
- 3 What is shown on the map but not on the picture?



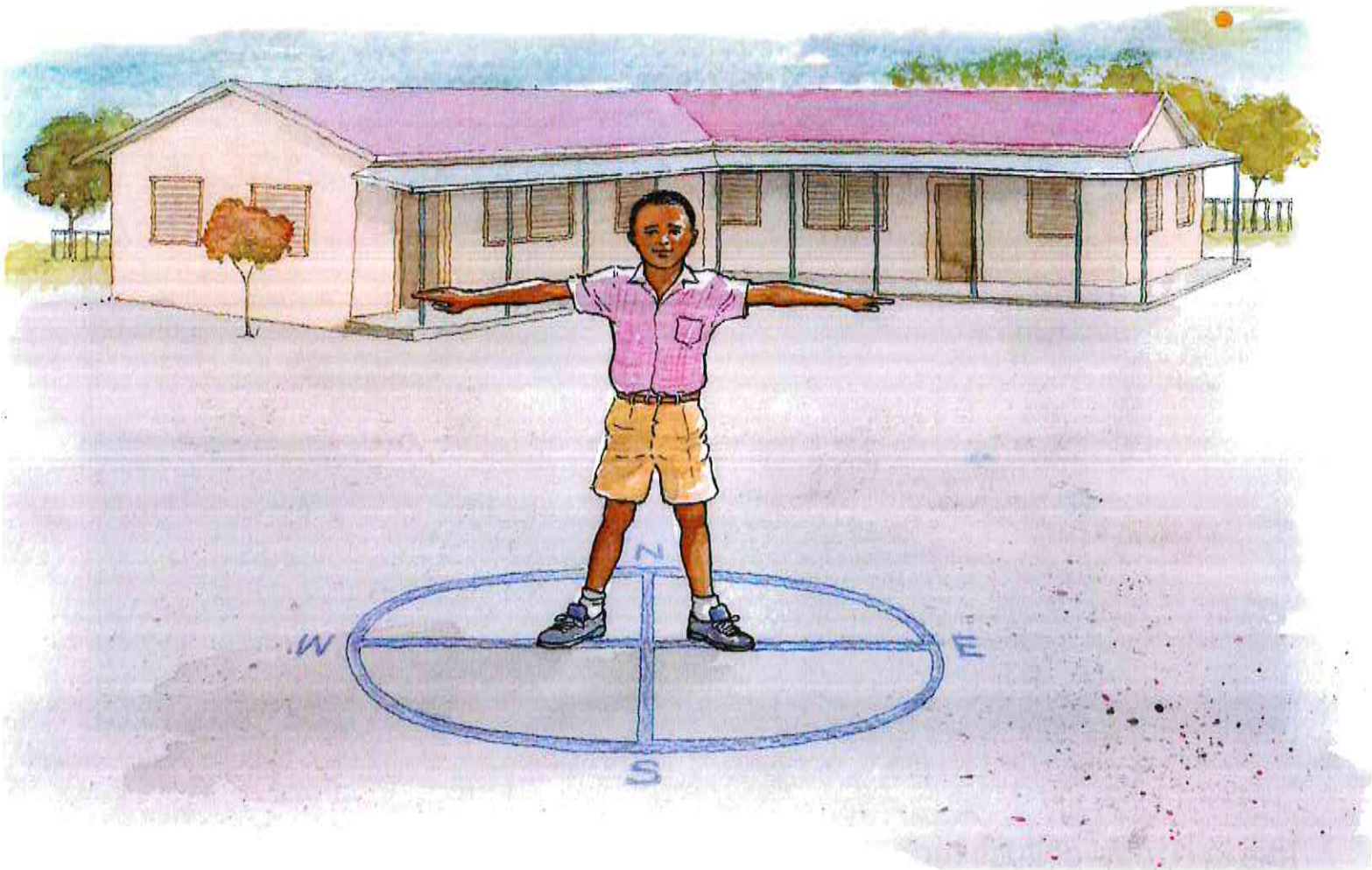
## Direction

This sign shows direction. It is called a **compass rose**.

It shows the four directions: North, South, East and West. They are also called the four cardinal points.

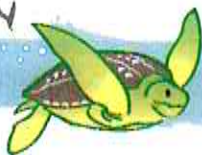


The sun rises in the East and sets in the West.  
At mid-day it is overhead.



It is morning. The boy is facing South. His left hand is pointing towards the sun. This is East. His right hand is pointing West. His back is turned towards North.

Activity



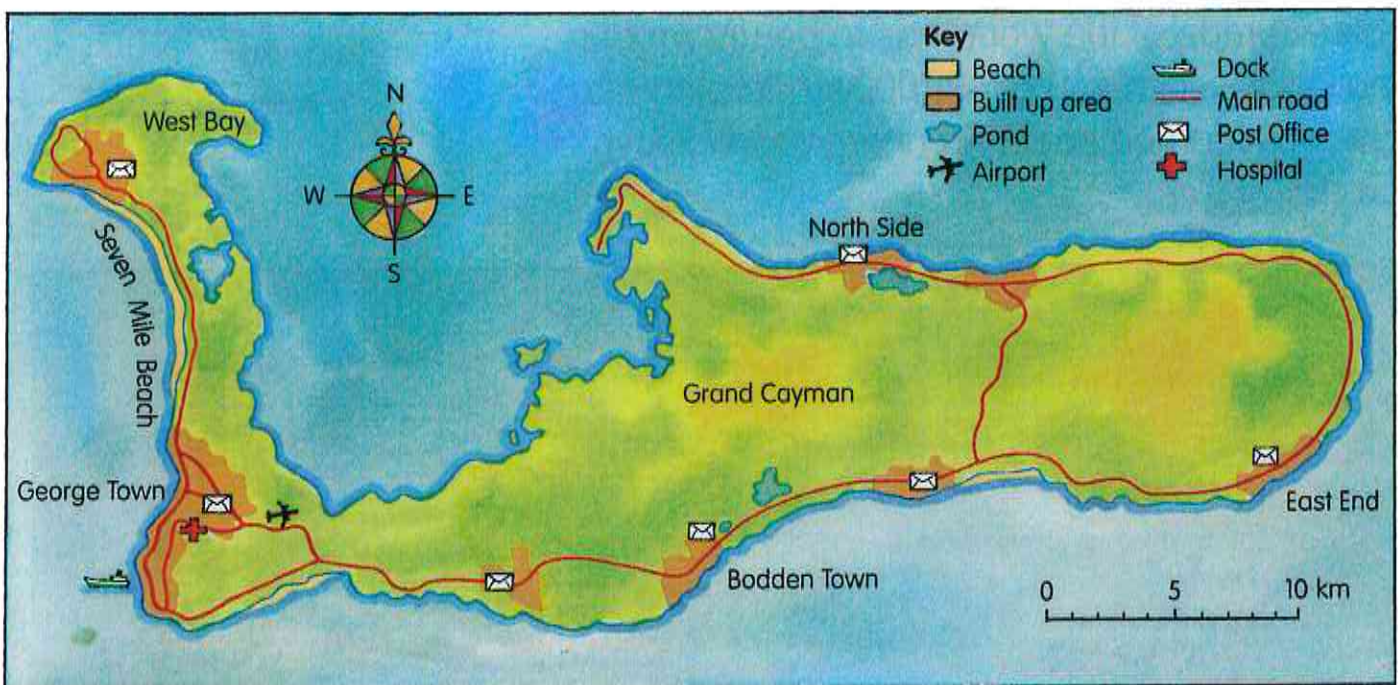
Find out which way your classroom door faces.

## Map symbols

A map usually has a **key**. The key tells us the meaning of the different lines, colours and shapes used on the map. These are called **symbols**.

On maps we cannot draw everything exactly as it is on the ground, so we use symbols instead. The symbols are small and easy to understand. The key tells you what each symbol stands for.

Look at the map of Grand Cayman. It has a key.



On maps some things are always shown in the same way:

- The water is blue.
- The trees and other plants are green.
- North is usually at the top of the map, but check the compass rose.



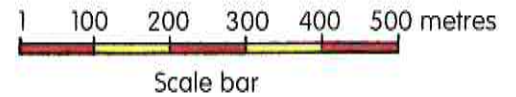
- 1 Find the airport on the map.
- 2 What colour is used to show the beach?
- 3 How many post offices are there in Grand Cayman.

## Scale

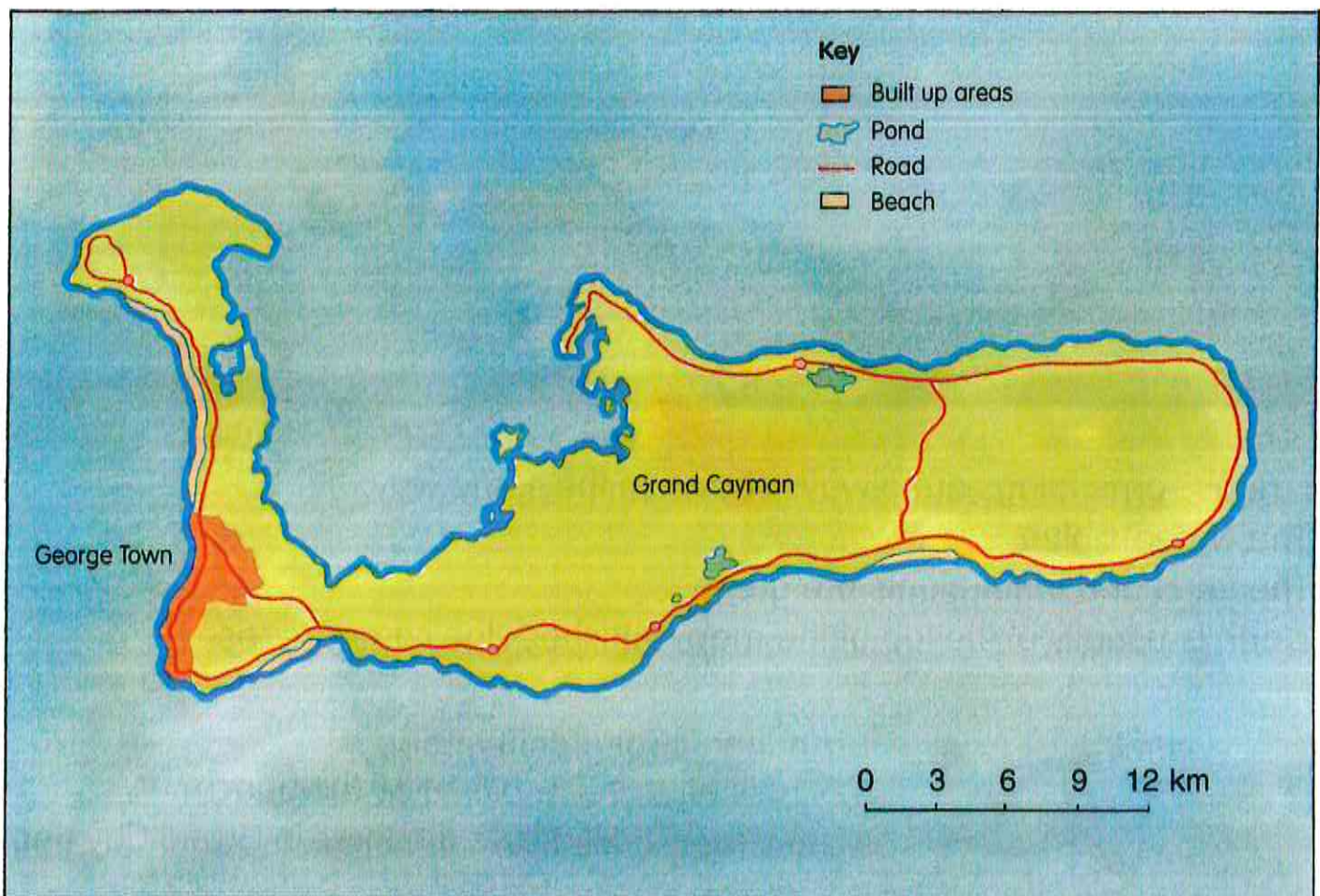
Maps and plans are much smaller than the real places they show. They are drawn to scale. This means that a certain distance on the map stands for a bigger distance on the ground. For example 1 centimetre on the map can be the same as 100 metres on the ground.

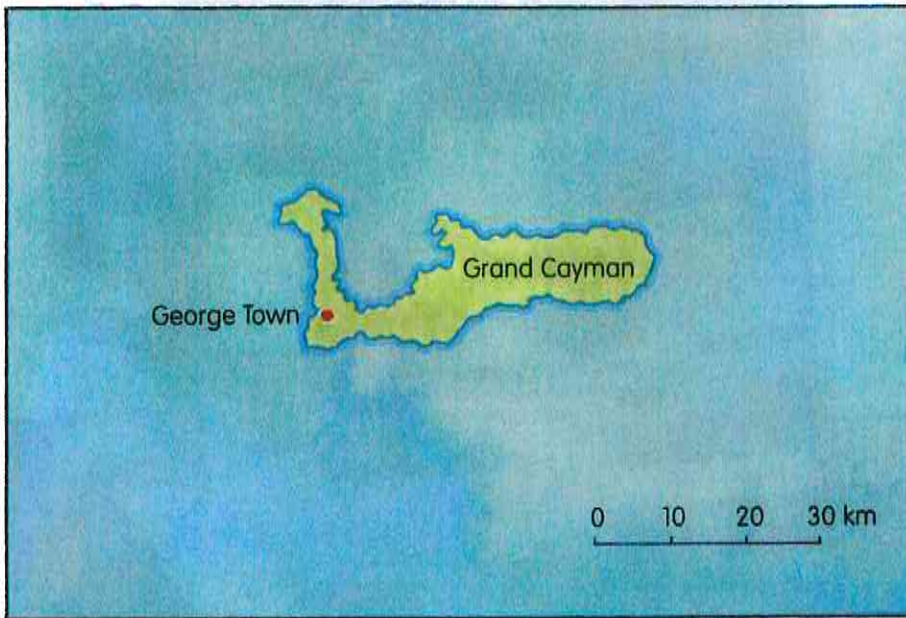
The scale is shown on the map as a scale bar or a statement.

Different maps and plans are drawn at different scales. A map of the world has to be drawn at a small scale, such as 1 cm = 1000 km. A plan of a classroom can be drawn at a large scale, such as 1 cm = 50 cm.

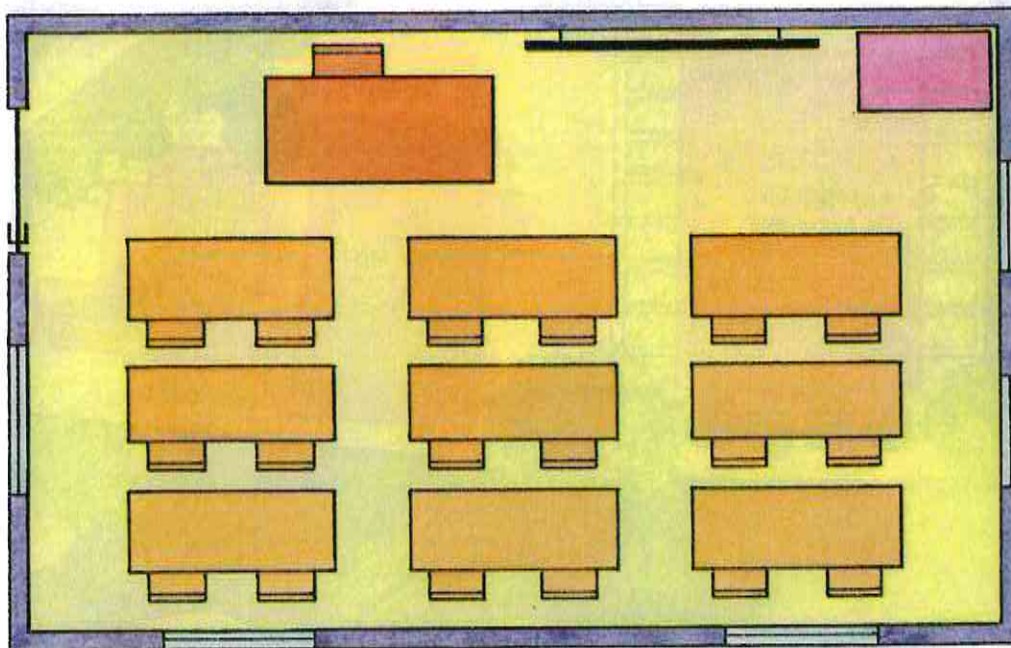


1 cm : 100 m  
Statement





Look at these two maps of Grand Cayman. The size of the places shown depends on the scale used to draw the map. The map on page 10 is drawn to a larger scale.



### Activity



- 1 Make a paper scale bar. Trace the scale bar on the plan using thin paper. Your teacher will help you.
- 2 Now use your scale bar to work out:
  - the real length of the teacher's desk
  - the real distance from the blackboard to the back of the classroom.

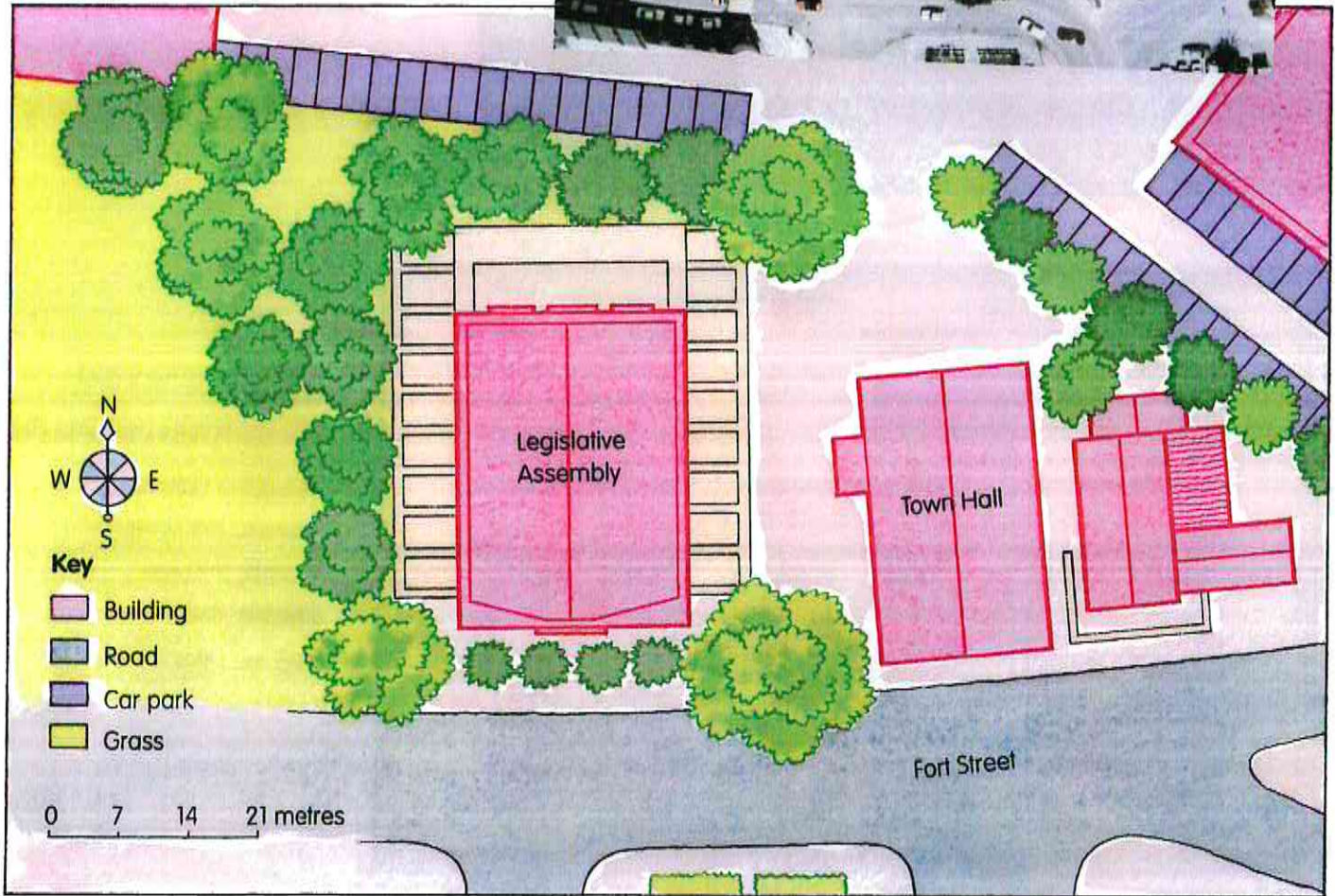
### Class project



Draw a plan of your classroom to scale.

## Photographs and maps

The photograph and the map show the same part of George Town.



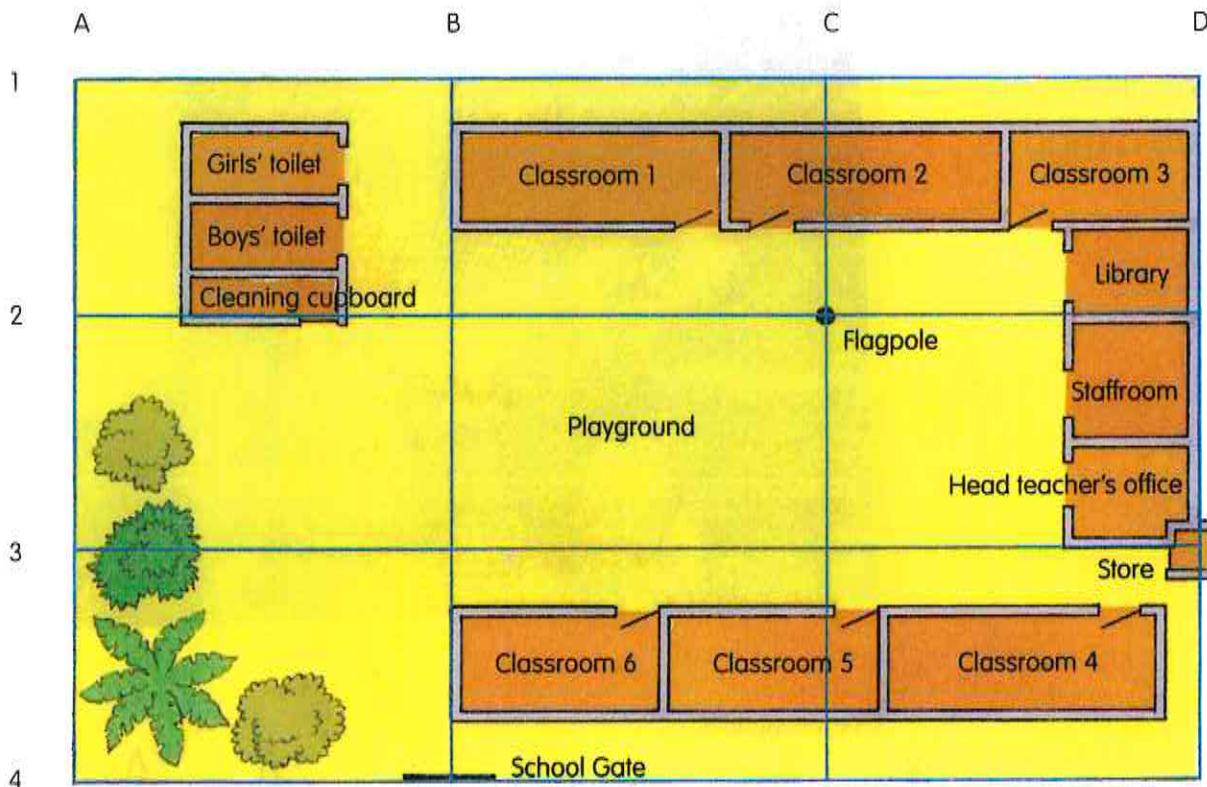
### Activity



- 1 List the things you can see on the photograph and on the map.
- 2 What can you see on the photograph, but not on the map?
- 3 What can you see on the map, but not on the photograph?
- 4 How else are the photograph and the map different?

## Map grids

Sometimes we use a grid of lines on a map to help us to find places and say where they are. We draw these imaginary grid lines on the map, but they are not on the ground.



We can say that the school gate is at B4 because it is where lines B and 4 meet.

But some things are not on a line. Then we can say which square something is in. We use the lines on the left and below to name the square. We can say that classroom 1 is in square B2.

### Activity

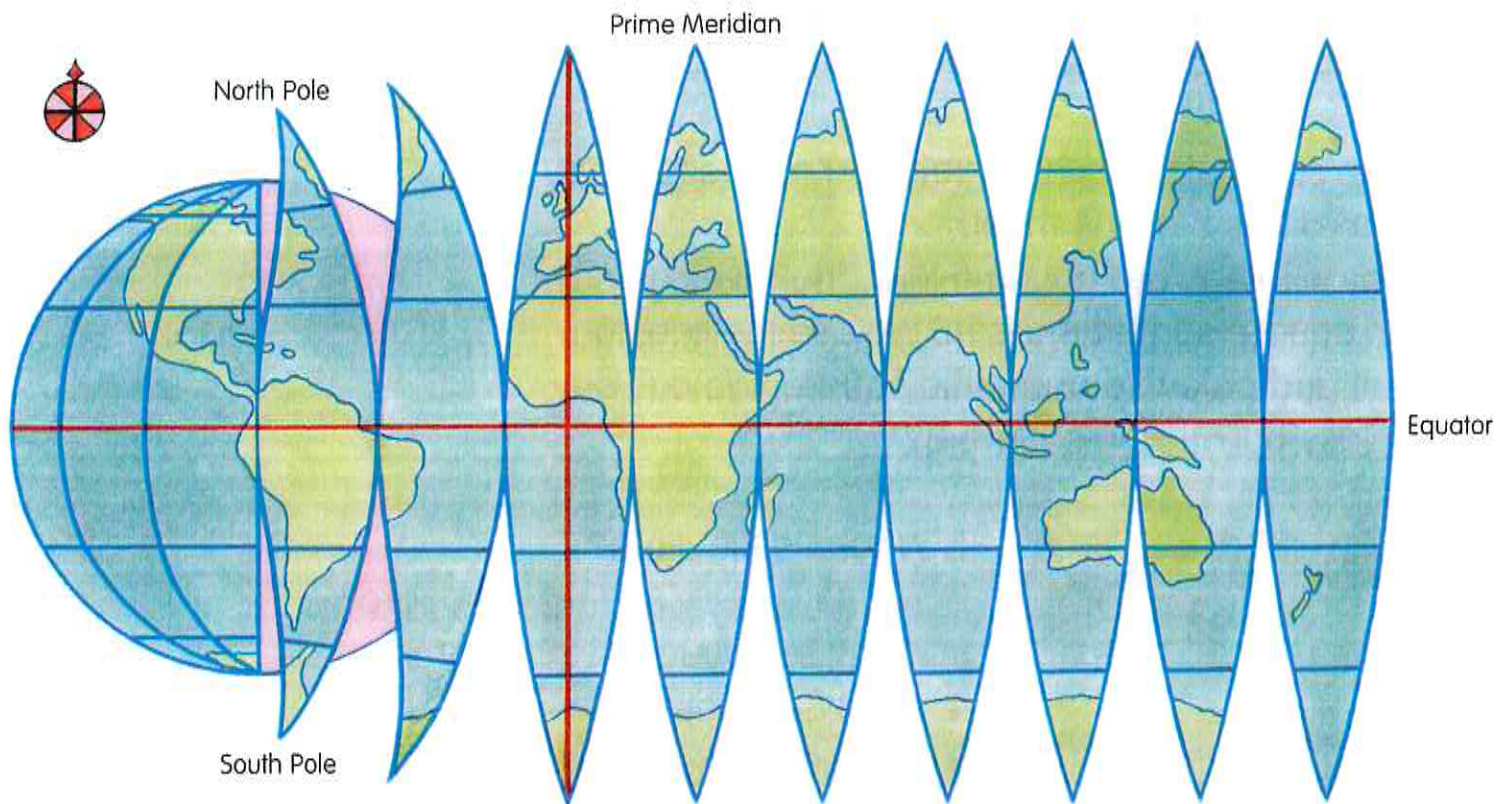
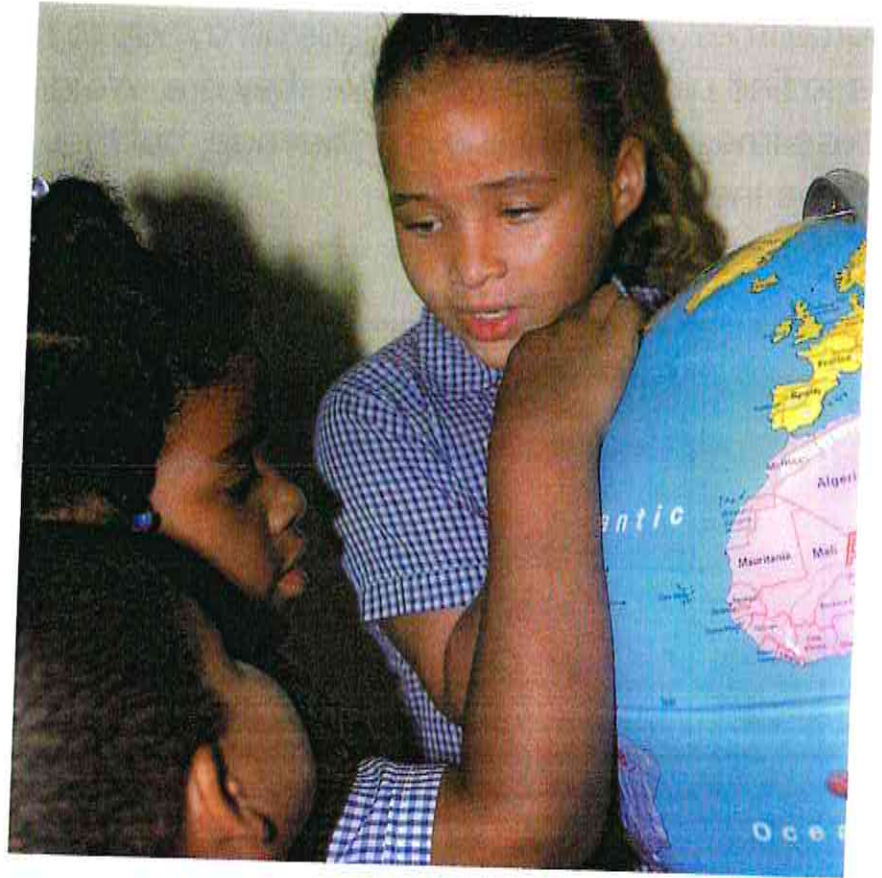


- 1 Where is the store?
- 2 Where is the cleaning cupboard?
- 3 What is in square C3?
- 4 What is at point C2?
- 5 Draw a plan of your school with a grid.

## Finding our way in the world

We use a globe to stand for the world because it is a sphere.

The globe has a map of the surface of the Earth on it. If we open this map out flat we have a map of the world.



On the globe and map we divide the world into two halves. These are called **hemispheres** (half-spheres): the Northern hemisphere and the Southern hemisphere. The line around the centre of the Earth is called the **Equator**.

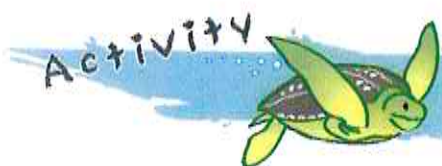
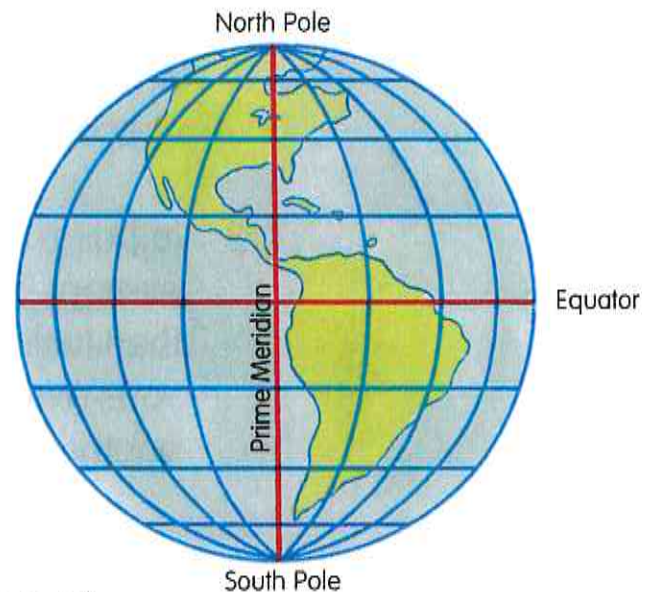


- 1 Point to the Equator on the world map.
- 2 Which is the Northern hemisphere?
- 3 Which is the Southern hemisphere?

A grid of imaginary lines helps us to tell where places are on the surface of the Earth. These are shown on maps and on globes.

The lines from East to West are called **lines of latitude**. The Equator is the most important line of latitude. It is labelled 0 degrees. Places are measured North and South of it.

The lines from North to South are called **lines of longitude**. They all meet at the North Pole and the South Pole. The most important line of longitude is the **Prime Meridian**. It is also called the **Greenwich Meridian** because it runs through Greenwich in London, Britain. It is labelled 0 degrees and places are measured East and West of it.



- 1 Find the North Pole and the South Pole on the world map.
- 2 Find the Prime Meridian on the world map.



# Round up

Activity



- 1** In pairs, practise directions. One asks 'Which way am I facing?'. The other gives the direction. Ask as many questions as possible on direction.
- 2** Choose the correct word or words to complete the sentences.
  - On a map the symbols are shown in the (direction, diagram, key, scale line).
  - The scale line on a map shows us (how big things are on the ground, the direction north, where the main roads are).
  - The Equator is an important line of (longitude, scale, direction, latitude).
- 3** In pairs, make a direction trail in the playground. For example: 'From the door take four steps to the north, then turn left and walk 20 steps west. What is facing you?' Write your trail down and then swap with another pair. See if you can follow each other's trails.

# The Cayman Islands – A Part of the World

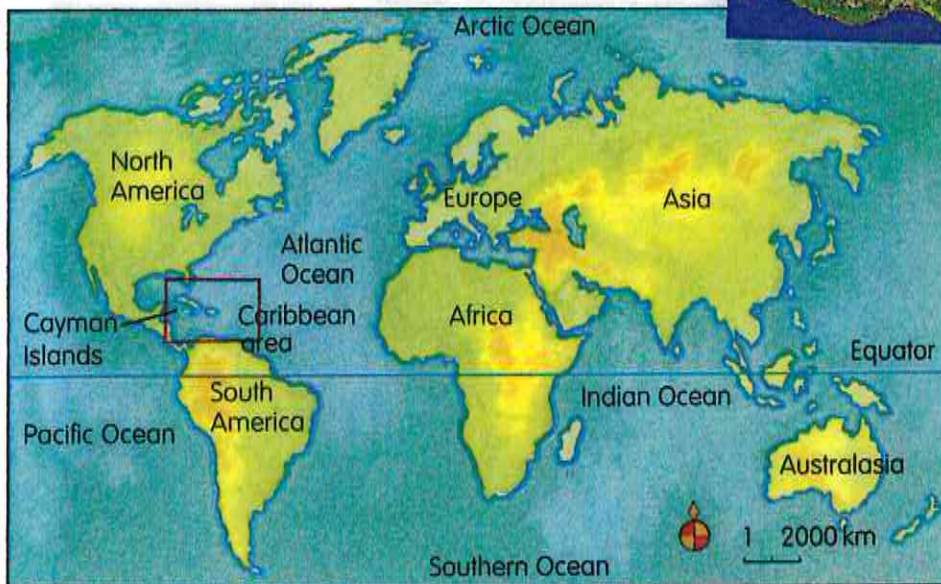


## Continents and oceans

The surface of the Earth is covered by land and sea. The large areas of land are called **continents**. They cover almost one third of the Earth's surface.



*The Earth from space*



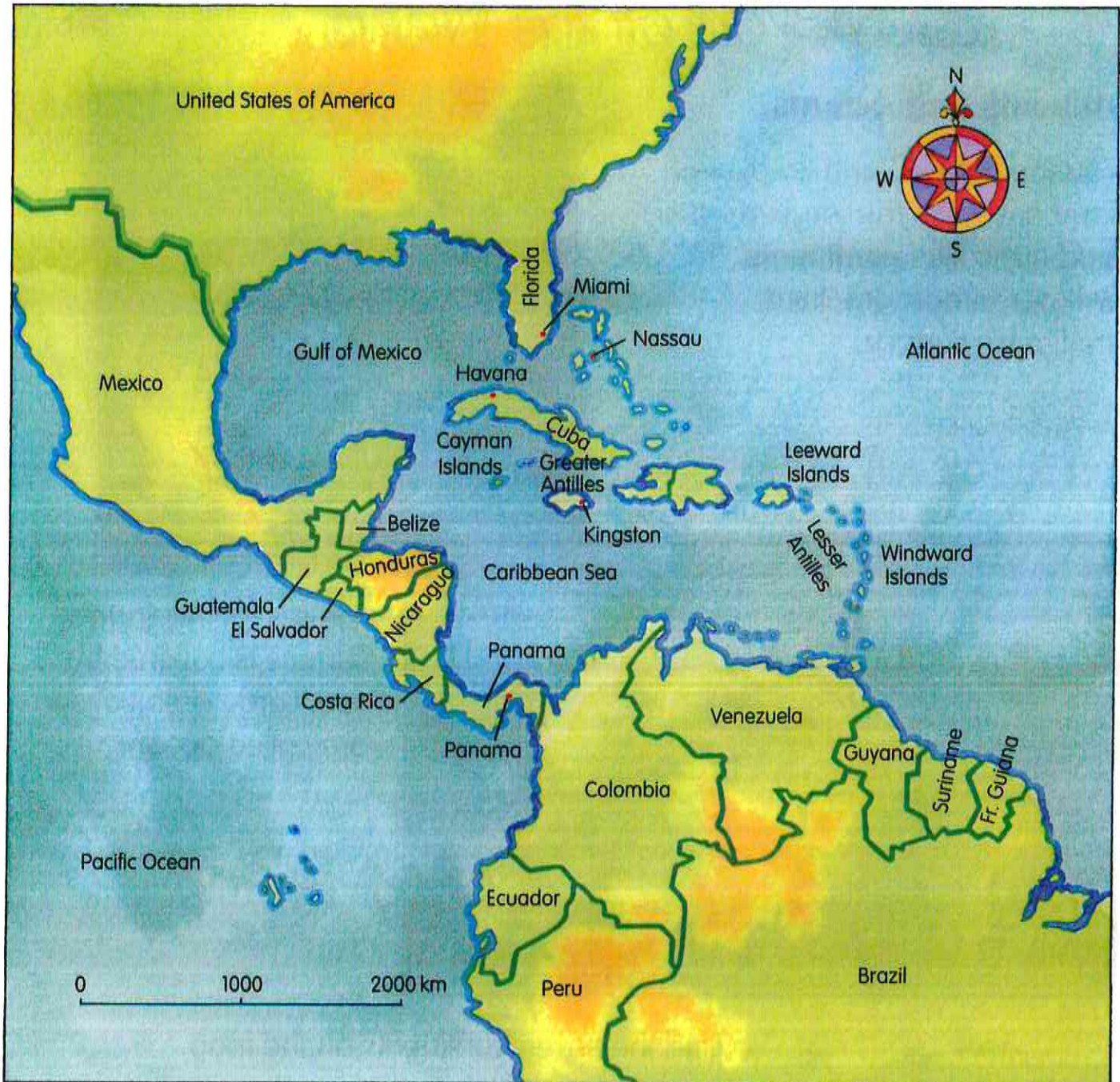
The rest of the Earth's surface is covered by sea. Large areas of sea are called **oceans**.

## Activity



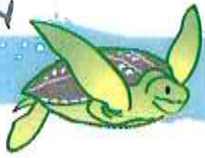
- 1 Find the seven continents on the map. Which hemisphere is each continent in?
- 2 Find the five oceans on the map.
- 3 Find the Caribbean area on the map.
- 4 What direction is North America from the Caribbean area?
- 5 What is the scale of the map?

## Where are the Cayman Islands?

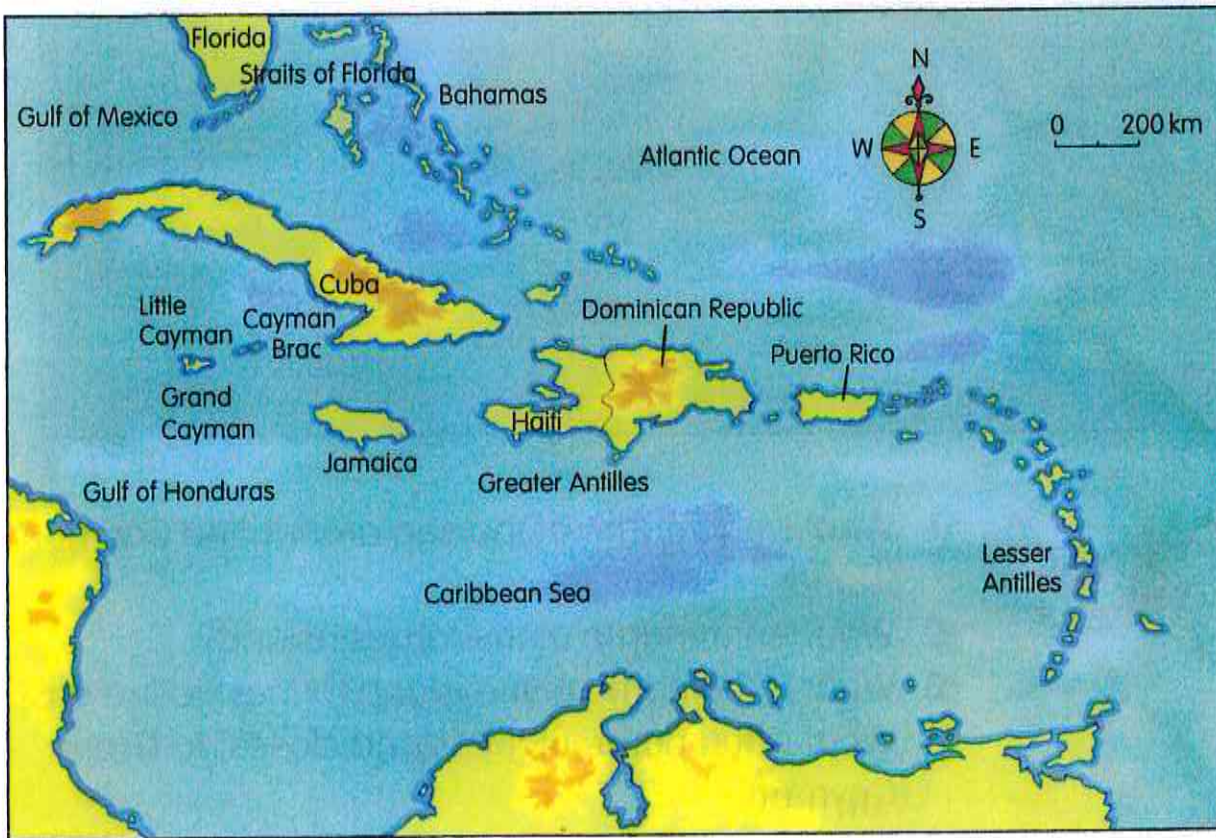


The Cayman Islands are in the Caribbean area. The closest continents are North America and South America. The closest oceans are the Atlantic Ocean and the Pacific Ocean.

## Activity



- 1 What direction are the Cayman Islands from Cuba and Florida?
- 2 What direction are the Cayman Islands from Mexico?
- 3 Find one sea and one gulf on the map. Name them.
- 4 Name two countries in South America.
- 5 Name one island country in the Caribbean.



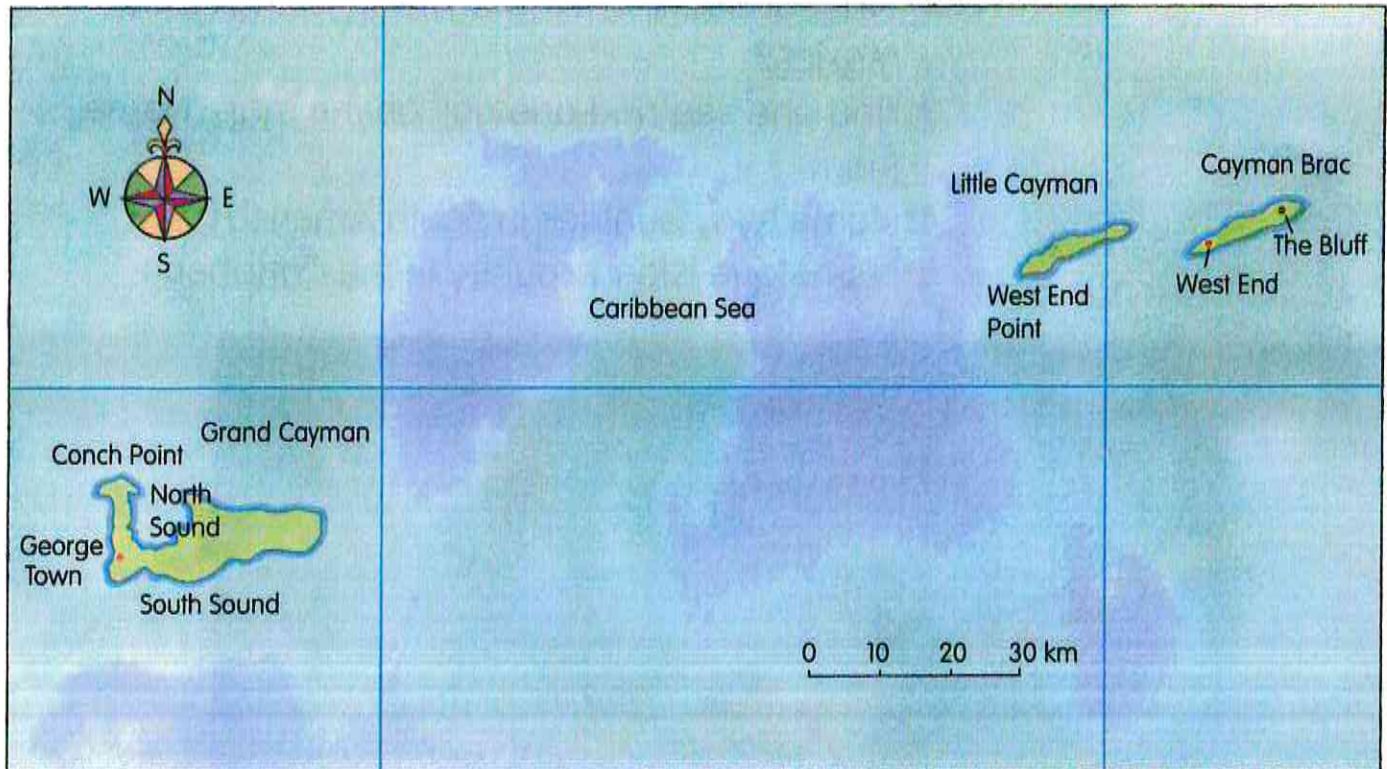
This map shows the Caribbean area.

## Activity

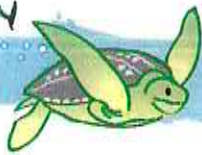


- 1 What is the scale of the map?
- 2 Make a paper scale bar to measure the distances from Grand Cayman to: Cuba, Puerto Rico, Haiti and Florida
- 3 From the map above, name:  
one island  
one continent  
one ocean  
one country  
one group of islands  
one sea

# The Cayman Islands



## Activity



- 1 What is the name of the sea around the Cayman Islands?
- 2 What is the name of the largest island?
- 3 What is the name of the island furthest to the east?
- 4 What is the name of the island closest to Grand Cayman?

The Cayman Islands are made up mainly of limestone rock. Limestone rock is made from the remains of coral, shells and skeletons of creatures living in the sea. The skeletons built up in layers on the sea bed. The weight of the water on top pressed down hard on the layers. Over millions of years they were made into rock. Earth movements caused some of the limestone rocks to be pushed up, out of the sea. This was the beginning of the Cayman Islands.

There are different kinds of limestone rocks in the Cayman Islands. Limestone **bluff** is the oldest kind.

This photograph shows the Bluff in Cayman Brac.

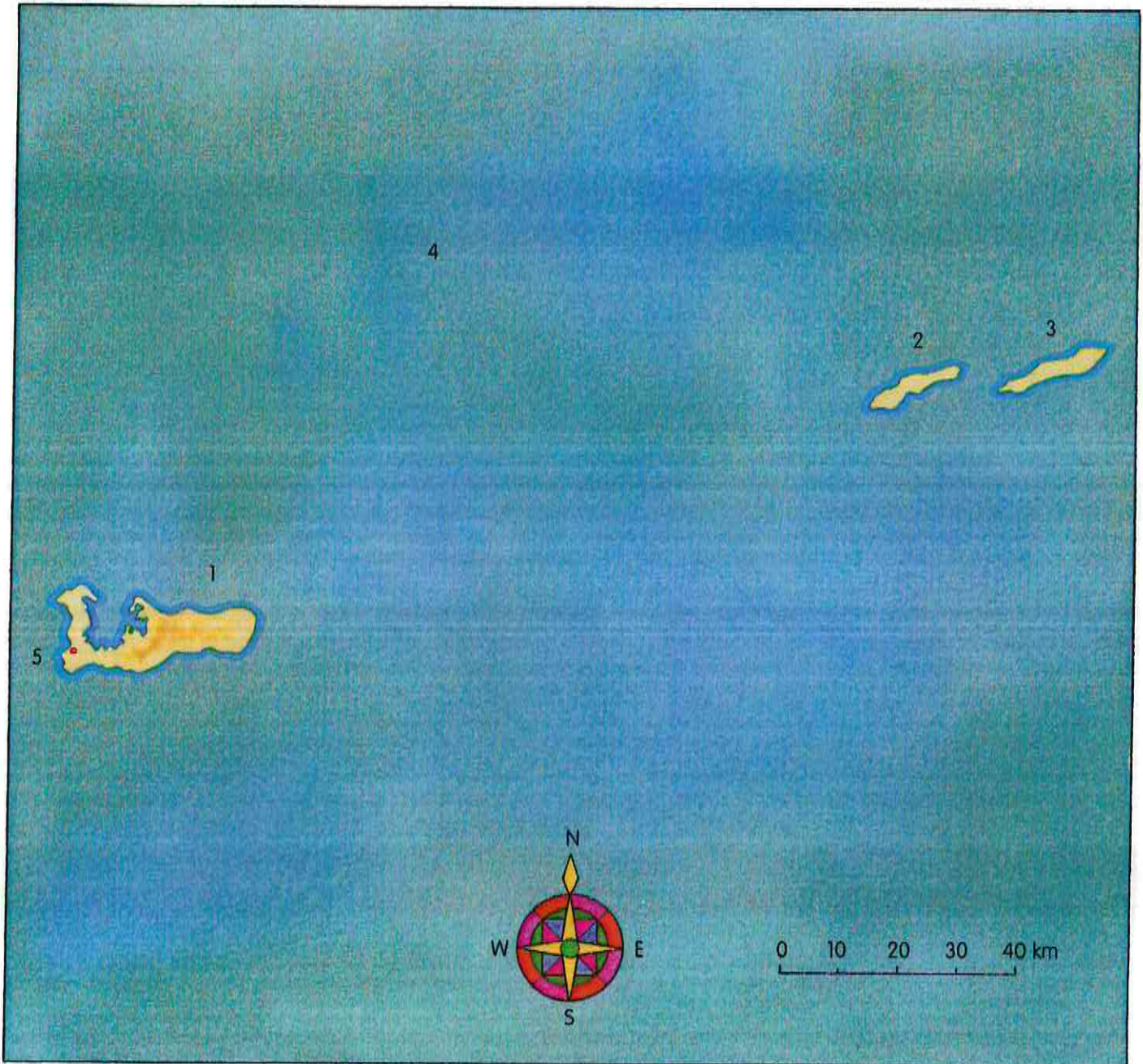


### Picture study

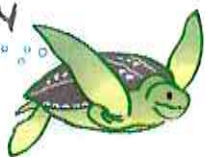


- 1 Look at the shape of the cliffs. What do you notice?
- 2 What has cut away the cliffs at the bottom?
- 3 What has smoothed the rock at the top?

# Round up

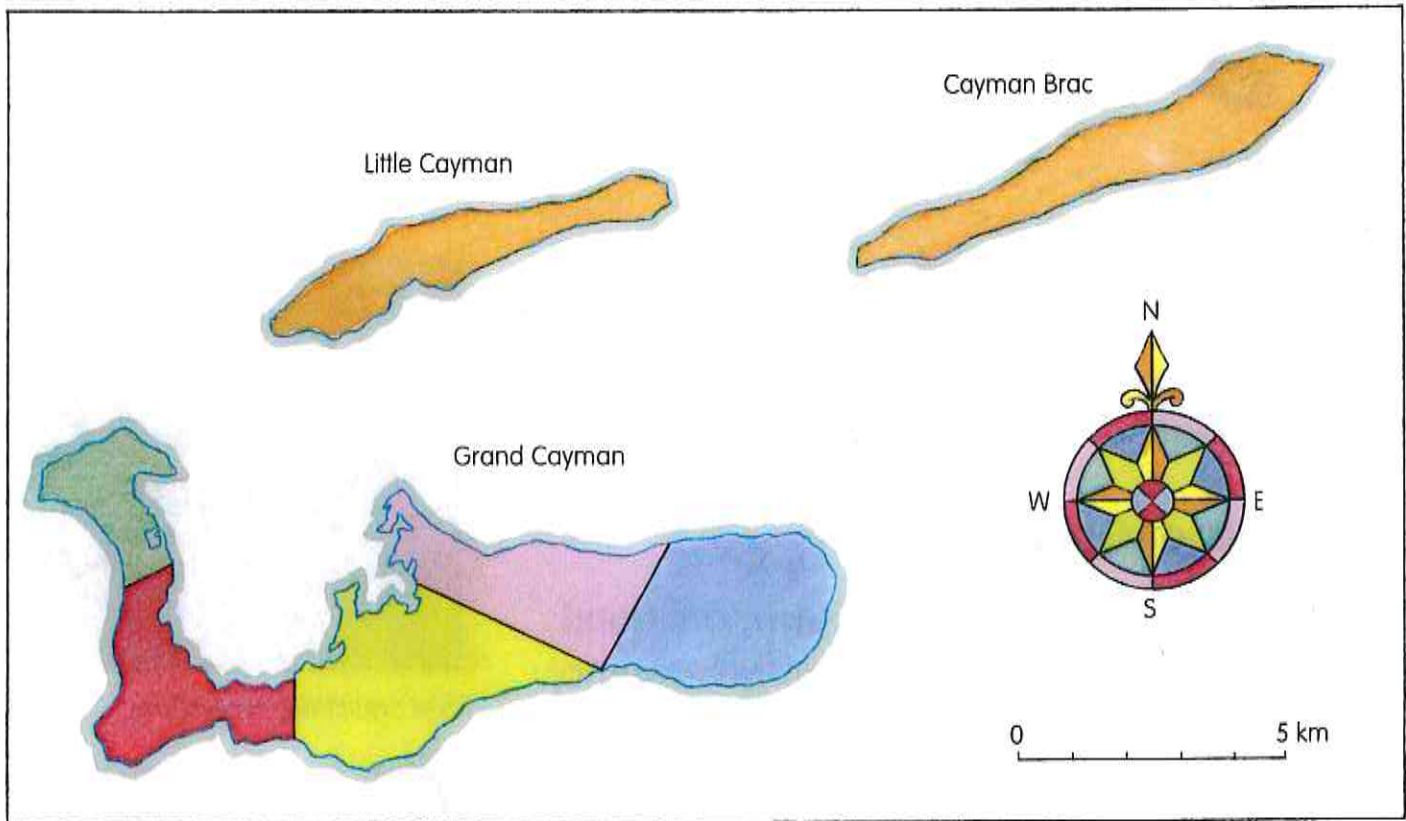


Activity



Name each of the places numbered 1 to 5 on the map above

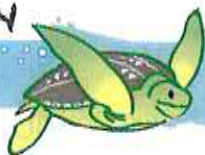
# Districts of Grand Cayman



Look at the map which shows the five districts of Grand Cayman. Cayman Brac and Little Cayman combine to make the sixth district.

In each district there is a main town. Each district is also divided into neighbourhoods.

## Activity



- 1 Name the five districts of Grand Cayman.
- 2 What is the name of the sixth district?
- 3 Write the names of two neighbourhoods in your district.
- 4 Why do Cayman Brac and Little Cayman make up one district?



There are many interesting things in each district of the Cayman Islands. Some are **natural** and some are **man-made**.



Look up the words **natural** and **man-made** in the list of words and meanings. Give three examples of natural things in your neighbourhood and three examples of man-made things.

John Bush's cousin, Cindy, came to visit from Port Arthur, Texas. John showed her around George Town. They had a good time and found out a lot of interesting things.

## The District of George Town

George Town is the **capital** of the Cayman Islands. Many people work there. The Legislative Assembly is in George Town. There are also many foreign and local banks.

At the port in George Town you will often see big ships. There are cruise ships which bring visitors to Cayman. There are cargo ships which bring food and other things that we need. Grand Cayman's international airport is in George Town.

Look at the pictures which Cindy took to show her friends.



*The Legislative Assembly*



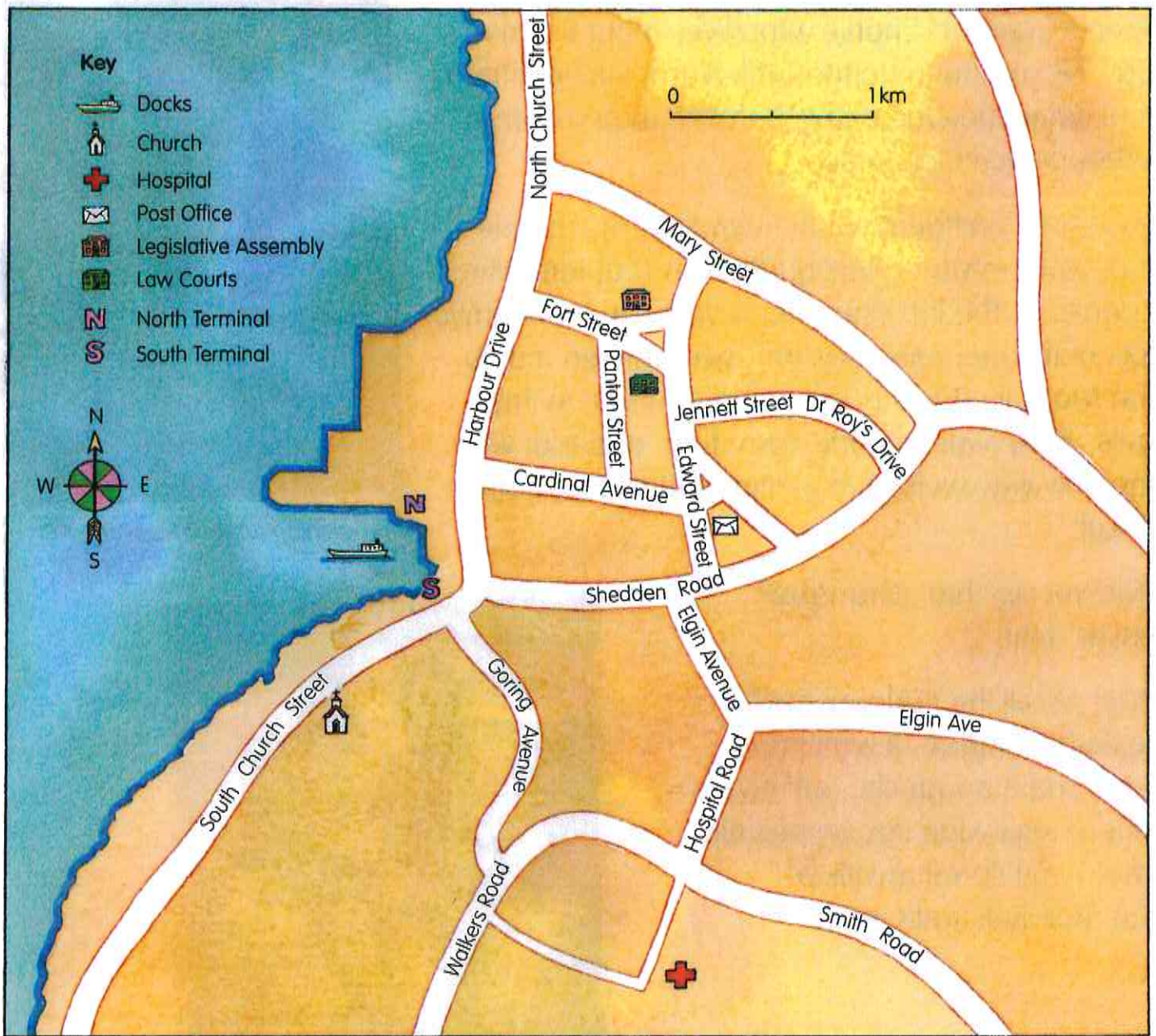
*A street in George Town*



- 1 Find out three goods which are brought into the Cayman Islands.
- 2 What is the name of the airport on Grand Cayman?
- 3 What is done in the Legislative Assembly Building?

## Our capital

Here is a street map of George Town.



### Activity



- 1 Name two streets in the district of George Town.
- 2 Where do the cruise ship passengers land?



Find out where some of the cruise ships in George Town Harbour come from.

## The District of West Bay

John and Cindy had so much fun exploring George Town that they decided to visit West Bay. They met John's Grandpa Charlie, who lives in Boatswain Bay. He took them to the Turtle Farm. He told them that, when he was a boy, he used to go out in a schooner to catch turtles.

"You know, children, when I was not much older than you, I made a turtling trip with Captain Allie Ebanks on the old schooner *Adams*. In those days, lots of the men and boys of Cayman went out to the Mosquito Cays to catch turtles in our swing nets. There was no turtle farm then and that was the only way we had of getting turtles to eat and to sell".

"Did you like that, Grandpa?" asked John.

"Well, to tell the truth my boy", replied Grandpa, "it was hard work and a rough life, but it was kind of enjoyable too, especially when I got to eat my fill of that delicious turtle stew!"



*Catching turtles in a swing net*

*The Turtle Farm*



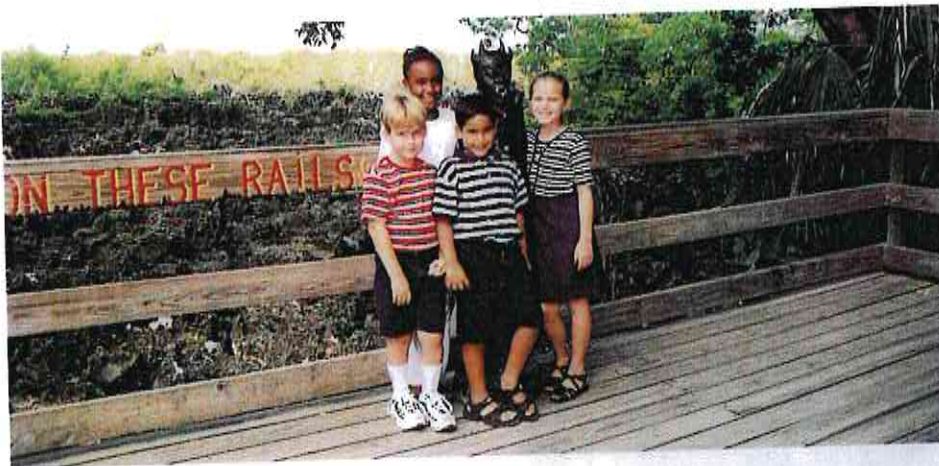
Activity



What would you rather do: go to a turtle farm or go turtling with John's Grandpa back in the old days? Why?

Grandpa explained to John and Cindy why the Turtle Farm is important. "We need to **conserve** wild turtles now because there are not many left in the sea around our islands. The Turtle Farm is helping us to do this."

After visiting the Turtle Farm, John's Grandpa took them to a place where there are strange looking rocks. He said, "We call this place 'Hell' because the rocks look as if they have been burned".

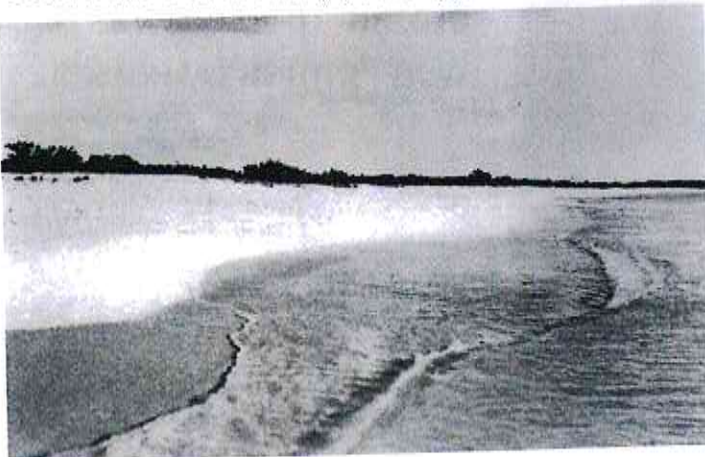


In the afternoon they all went to the Seven Mile Beach. John's Grandpa told them how much the beach had changed since he was a boy.

*Why is this place called Hell?*

*Today cruise ships anchor off Seven Mile Beach*

*Seven Mile Beach many years ago*



### Picture study



- 1 What differences can you see between these two pictures?
- 2 What do you think are some reasons for the changes?

## The District of Bodden Town

Another day John took Cindy to visit his Auntie May in Bodden Town. Auntie May recited this poem which she wrote about Bodden Town when she was a little girl.

Then Auntie May told them how they used to make skipping ropes out of bay vines to play skipping games. They also made boats out of coconut husks with grape tree leaves as sails.

Auntie May said that people believed that Bodden Town was the first capital of the Cayman Islands. She also told them that pirates may have buried their treasure in caves in Bodden Town.

*Peaceful little village  
Beside the sparkling sea,  
Home to caves,  
Birds, cannons, trees,  
Shops, churches, families,  
And one special person  
– ME!*



The soft limestone rock has been worn away by water over many, many years. This is called **erosion**. These caves were formed by erosion.

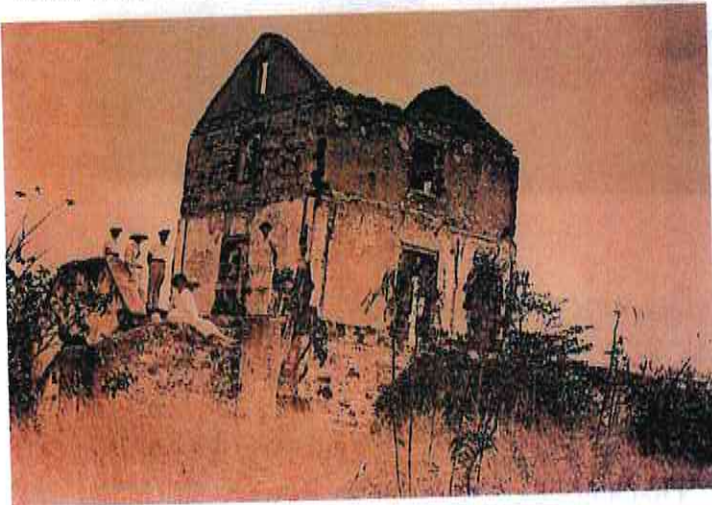


- 1 Where else in the Cayman Islands can you find caves?
- 2 What were caves used for by people in the past?



This is a statue of Mr James Manoah Bodden. He is Cayman's first National Hero. He was from Bodden Town.

Auntie May showed them an old picture of Pedro Castle. This is the oldest building in the Cayman Islands.



This is a picture of Pedro St James today.

**Picture study**



What differences can you see between these two pictures?

## The District of East End

Cindy wanted John to take her to see the blow holes at East End. On the way he read this from a guide book:

"The most easterly district in Grand Cayman is East End. Many people go to see the blow holes which are found there. These were formed by the sea making holes in the limestone rock. The force of the waves pushes sea water through the holes high into the air".



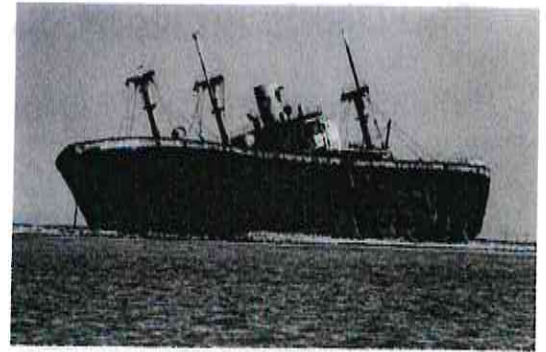
Activity



Copy out the following into your books and fill in the blanks:

East End is the most \_\_\_\_\_ district in Grand Cayman. Most people like to see the \_\_\_\_\_ which are found there. These holes in the \_\_\_\_\_ rock were made by the \_\_\_\_\_. Water is forced through these holes high into the \_\_\_\_\_.

Auntie May had told them about one of East End's best storytellers, Mr Will Jackson, so they decided to stop by Mr Will's house. Mr Will told them about the wreck of the *Ten Sails* in 1794. He said that many other ships have been wrecked on the reef at East End.



At Mr Will's house they met Mr James Watler. Mr Watler told them about the wreck of a ship called the *Ridgefield* which he saw when he was ten years old.

I ran down to the beach in Gun Bay where crowds of people had gathered. The *Ridgefield's* captain ordered his crew to use the ship's full power as he thought that the *Ridgefield* was stuck on a sand bar.

"One night in December 1962 I was awakened by shouts and the roaring of an engine.

This caused the ship to be driven further onto the dangerous coral reef. Some local fishermen jumped into their speed boats and headed out to the wreck. These men told the captain and his crew that they needed to **abandon** ship.



By the time the police from George Town arrived most of the ship's crew had been rescued by our local fishermen. The women provided them with hot tea and bread on the beach."

## Activity



- 1 When was the *Ten Sails* wrecked?
- 2 Why do you think so many ships were wrecked off East End?
- 3 Pretend you were on the *Ridgefield*. Explain how you felt.



## The District of North Side

This is the letter Cindy wrote to her parents back in Port Arthur, Texas.

P O Box 1809  
George Town  
Grand Cayman

August 15, 1999

Dear Mom and Dad

I'm having a great time here in Grand Cayman. Cousin John has taken me to see many interesting things. Yesterday we went to North Side District where we visited the Queen Elizabeth Botanic Park. It has a really interesting Woodland Nature Trail.

In the park we saw many Caymanian plants as well as some that were brought to the Cayman Islands. We went inside an old Caymanian house which was the home of Mr Julius Rankine. Here is a picture we took of an iguana.

Your loving daughter

Cindy



*An old photograph of  
Mr Julius Rankine's house*





- 1 Look up **Botanic** in the list of words and meanings. What does it mean?
- 2 Find out the names of two plants and two animals in the Botanic Park that have always been in Cayman.

Cindy and John went to the Hutland area of North Side. They visited Mr Willie Ebanks's farm. He grows many fruits and vegetables on his farm. He raises pigs and also feeds and protects the rare, wild West Indian Whistling Ducks.



*Whistling duck*



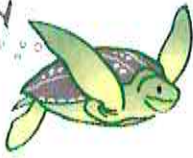
The Farmer's Market in George Town is the place where many farmers sell their produce.



- 1 Name four Caymanian products that are sold at the Farmer's Market.
- 2 Why do the Cayman Islands need farmers?

# Round up

Activity



- 1 Nine words are hidden in this square. The clues below will help you find them.

N	A	E	B	B	I	R	A	C	L
D	R	C	L	U	U	E	U	U	I
H	U	O	U	L	B	S	R	B	M
B	U	P	E	B	A	O	O	A	E
S	L	I	M	E	S	T	O	N	E
Y	T	T	U	R	T	L	E	S	T
M	S	L	N	U	L	N	R	T	L
B	A	L	M	B	O	L	A	S	L
O	E	L	A	W	S	N	I	R	E
L	T	C	I	R	T	S	I	D	H

- This is opposite West on a compass.
  - This shows an object on a map.
  - On a map, the sea is always coloured this.
  - The name of the island to the North of Cayman.
  - Grand Cayman is divided into five of these.
  - These are made in the Legislative Assembly.
  - A place in West Bay with strange rocks.
  - Most of the rocks in Cayman are made of this.
  - We **protect** these animals in the sea around the Cayman Islands.
- 2 Make a wall display about the Turtle Farm. Include some information about how the Turtle Farm is helping to protect our wild turtles.

# The District of Cayman Brac and Little Cayman



## Cayman Brac

Cayman Brac is almost 80 miles east of Grand Cayman.



- 1 What is the name of the airport on Cayman Brac?
- 2 How long does it take to fly from Grand Cayman to Cayman Brac?

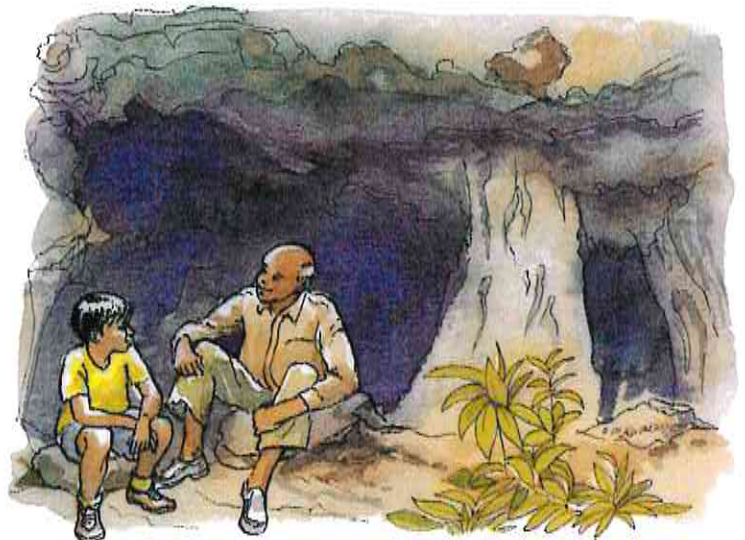
After Cindy went back to Port Arthur, John went on an aeroplane to visit his Grandma Iris and Grandpa Dan on Cayman Brac.

Early one morning John asked if he could climb the Bluff which is the highest point in the Cayman Islands. His Grandpa Dan agreed and led him up the path to Peter's Cave.

Grandpa Dan told him how he had **sheltered** in this cave during the 1932 hurricane when he was a little boy.

"We went up. You had to feel your way 'cause you could hardly see. The wind and rain blinded you! You had to hang on tight to the rocks and trees. Good thing that you could find a few trees, 'cause the wind hadn't blown

all the trees away yet. And the rocks, you know you could find a place to hang on with your hand because you could feel the wind lifting you. I can remember feeling my clothes going up over my head. Of course, we knew that we were headed for the safety of the cave. So everybody got up and they were safe, thank God."



"Finally we got inside ... It was around two o'clock in the morning. I can remember when it was said that it was day. Looking around, you could see a little light of day."

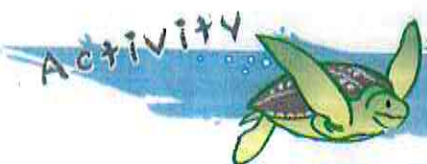
"You could then watch the seas coming up rolling close to the caves. You could see parts of homes being pushed along by the sea ... bringing them up, right up against the Bluff, almost up to the cave."

"Well, we sat down and when you could get a chance to squeeze through to the mouth of the cave, I remember looking out. One of my schoolmates was close by and he looked out, and I remember he said: 'The sea is coming up'. Then, it struck me, you know, that the sea now was so close up to the mouth of the cave, or 'bout to enter the mouth of the cave. Now that's when I really got frightened."

"I hadn't thought the sea would reach that high because we're a hundred feet above sea level. But now you

know, it struck me as he said the sea was coming up. Oh, that had me [frightened] 'cause you could look out then, and see that the sea was coming close up to the front of the Bluff. You could see remains of homes coming around, and I remember seeing the remains of my aunt's home, being washed up on the bay too, seeing the sea broke that to pieces. When it was all over, we found out that nearly 108 people lost their lives in that terrible storm."

(used by permission Cayman Islands National Archive)



- 1 Write three things which the hurricane did to the island of Cayman Brac.
- 2 Draw a picture of a hurricane.



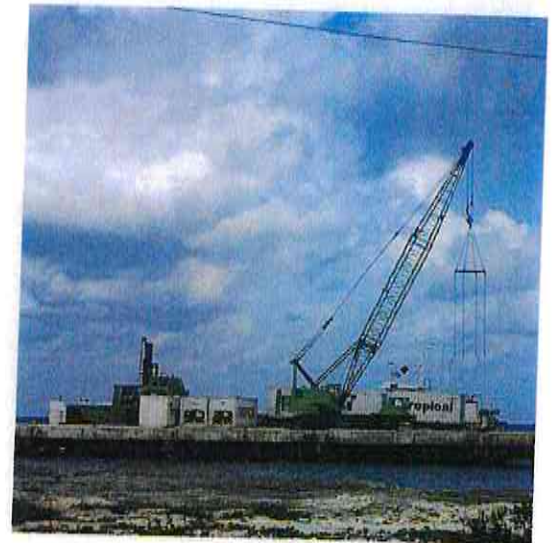
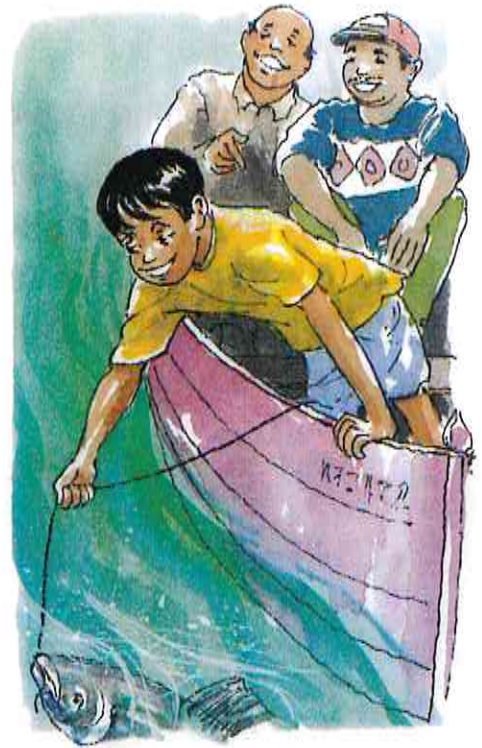
Find out the name of another cave on Cayman Brac.

## Little Cayman

The next day Grandpa's friend, Mr Tibbetts, took John in his catboat across the sea to Little Cayman. Grandpa Dan came too. John fished on the way over. He caught a big fish and was so excited that he almost fell overboard!

Little Cayman is almost five miles to the west of Cayman Brac. For many years, Little Cayman was very quiet and few people lived there. The island is now changing because more people are going there to live. Tourists have discovered its beauty.

When they arrived on Little Cayman they tied up their boat at the dock just north of Salt Rocks. The dock was busy that morning. The barge had just arrived from George Town. The men were unloading the goods. There were food, cars, propane and other things.

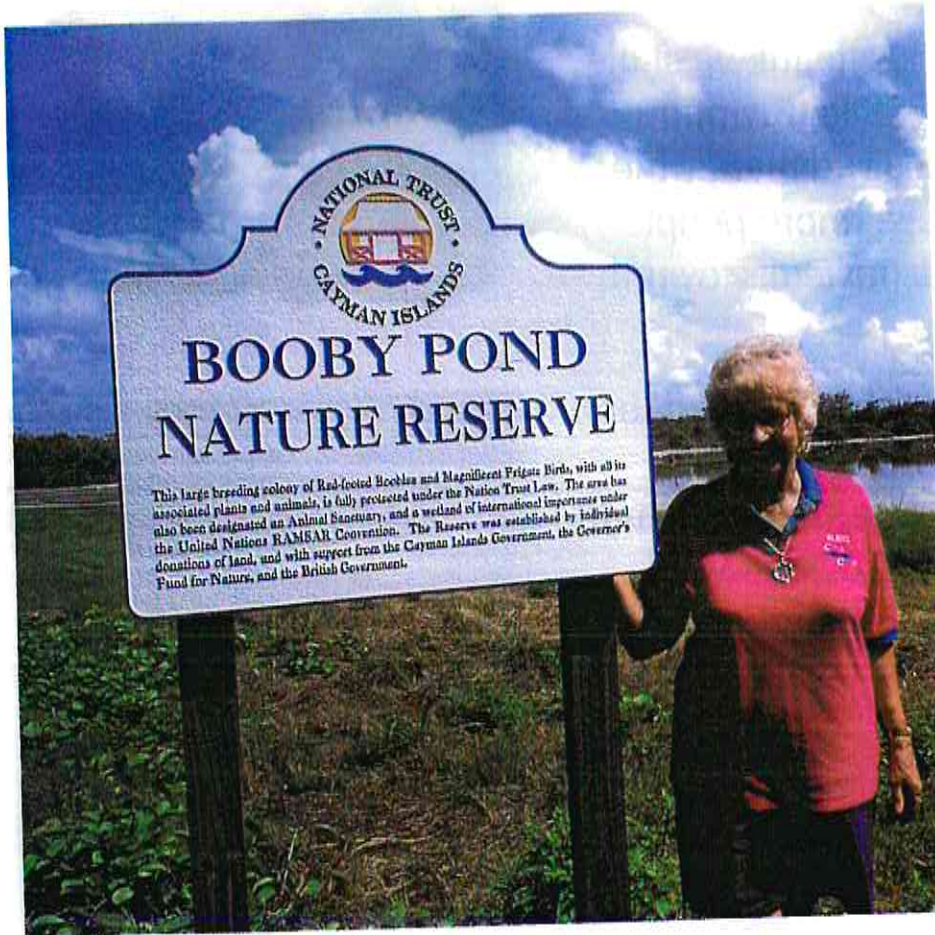


- 1 What is the name of the airport on Little Cayman?
- 2 Find out the name of one hotel on the island.
- 3 Find out the name of one restaurant on Little Cayman.
- 4 Find out three other things that might have come on the barge.

Zeekie met them at the dock and took them around the island. Their first stop was the Booby Pond. There they saw lots of Booby birds showing off their brown and white feathers and little red feet. Little Cayman is the only place in the Cayman Islands where these birds nest.



This is the Red Footed Booby bird. Its nesting area is protected in the Little Cayman Booby Reserve.



- 1 Why do we want to protect animals and birds like the Booby bird?
- 2 What does '**endangered**' mean?
- 3 What other animals and birds do we try to protect in the Cayman Islands?

## Round up

Activity

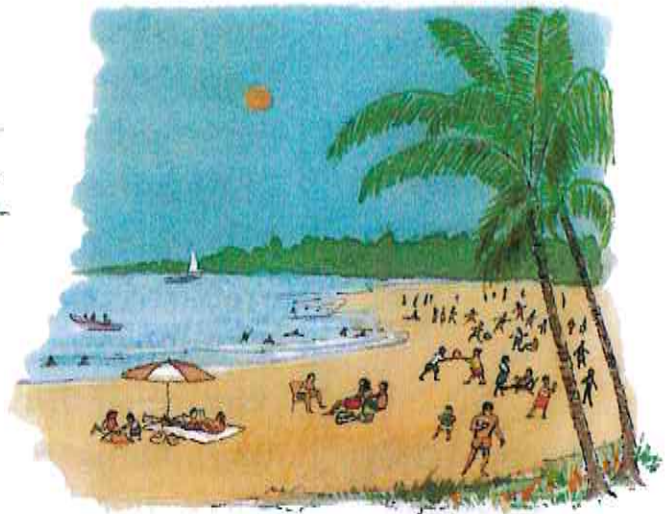


- 1 Write a short story about the hurricane in 1932.
- 2 Make a scrap book about endangered animals in the Cayman Islands. Collect pictures and write one or two sentences about each animal.

Theme

# 5

## Our Weather



*Whether the weather be cold  
Or whether the weather be hot  
We'll weather the weather  
Whatever the weather  
Whether we like it or not*

### Picture study

Describe the weather in each of the pictures above.

Activity



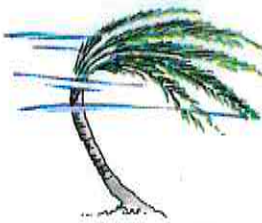




What kind of weather do you like best?  
Draw a picture to show it.  
Write about your picture.



## Observing the weather

Use all your senses to observe and feel the weather.  
Use the table below to help you.

Weather	How to observe
Rainfall 	Is any rain falling? How heavy is the rain? How long does it last? Is rainwater lying on the ground in puddles?
Temperature 	How warm or cool does it feel to you? How do people dress? How much do people drink?
Wind 	Is there any wind or is it calm? What direction is the wind coming from? In what direction do branches or clothes drying blow? How strong is the wind? How much do branches or clothes move? Can you hear things moving in the wind?
Clouds 	How much of the sky is covered in cloud? What colour are the clouds? How thick do they look?
Sunshine 	Is the sun shining? How long has it been shining? Will it shine all day?



- 1 Observe the weather today and describe it.
- 2 Is the weather the same all through the day? Observe it in the morning, at midday and in the afternoon. Make a table like this to record your weather observations.

Weather	Morning	Midday	Afternoon
Rainfall			
Temperature			
Wind			
Clouds			
Sunshine			

## Measuring the weather

Scientists measure and record the weather for many years. They can see patterns in the weather. These patterns are the climate of a place. By measuring the weather every day scientists can forecast the weather in the future.

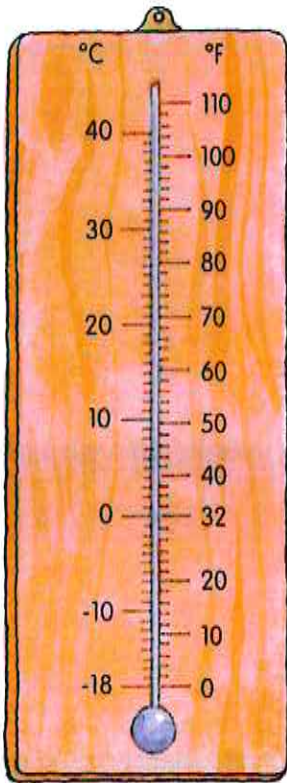


Why is it useful to know what the weather will be like in days or weeks to come?

Scientists use special instruments to measure the weather.

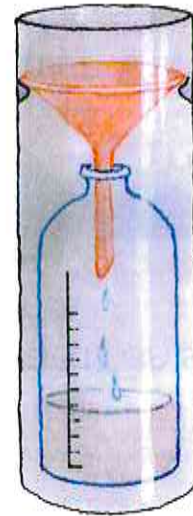
A wind sock shows the direction from which the wind is blowing.





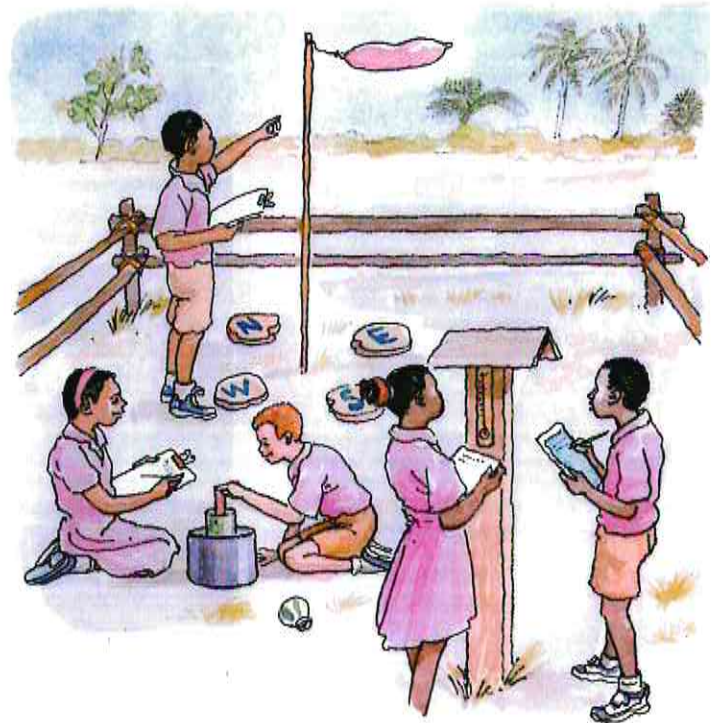
◀ A thermometer measures how hot or cold a place is. It measures temperature in degrees Centigrade or Fahrenheit.

A rain gauge measures ▶ how much rain has fallen in a place. It measures rainfall in millimetres or inches.



## Setting up a school weather station

Choose a small piece of land in the school grounds. It should not be in the shade or under any trees. Make a little fence around it to keep out other children and animals. Put your instruments inside the weather station.



### How to make a wind sock ►

- Use a long narrow balloon.
- Blow the balloon up. Tie it to a long pole with thread.
- Sink the pole deep into the ground.
- Paint the direction words: North, South, East and West on rocks.
- Use a compass to find the directions from the pole. Place the rocks in the correct positions at the base of the pole.

You can see which direction the wind is blowing from by looking at the balloon and stone behind it.



### ◀ How to make a rain gauge

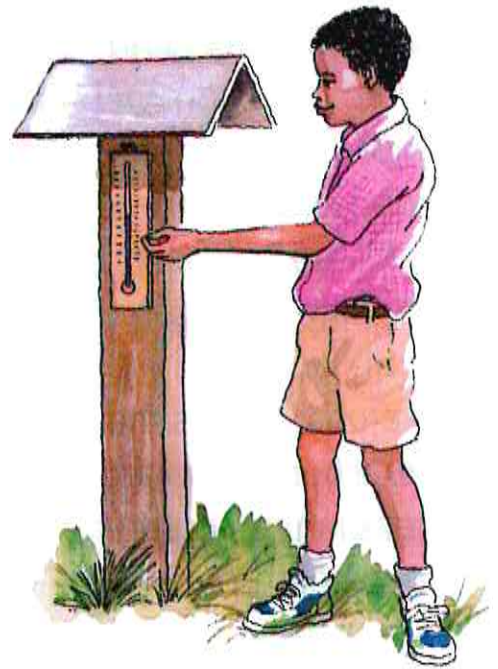
- Use a plastic bottle with a round base which has been washed carefully.
- Cut the top off the bottle to make a funnel.
- Place the funnel upside down in the base of the bottle.
- This is your rain gauge. The funnel stops the water that falls into the rain gauge from evaporating.
- Place your rain gauge in an empty paint pan.
- Use soil to hold it safely.

Check the gauge every day at the same time. Measure the level of the water up the side of the gauge in millimetres.

## How to set up your thermometer ►

To measure the temperature of the air you must keep the thermometer in the shade.

- Put up a pole with a simple roof.
  - Hang the thermometer in the shade of the roof.
- Read the temperature at the same time every day.



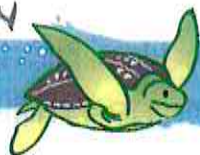
## Recording the weather

Choose a time to go to your weather station every day. It is important that you take your weather measurements at the same time every day.

- Look at the windsock and note the wind direction.
- Measure the rain in the gauge and empty it out. Record your measurement.
- Look at the thermometer and record the temperature.

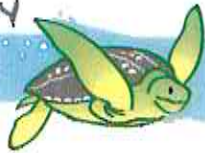
	Rainfall	Temperature	Wind direction
Monday 10th January	1mm	27°C	W
Tuesday			
Wednesday			
Thursday			
Friday			

Activity



Make a wall chart like this one for four weeks. Fill in the information for the first day.

Activity

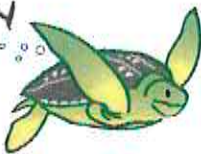


Collect the same weather information every school day for four weeks. Then study the weather for the month.

- 1 Look at the column showing wind direction. Decide which direction was most common.
  - 2 Add together all the figures in the rainfall column. The total is the amount of rain that fell in twenty days of the month. How many days were missed because of weekends?
  - 3 Which day had the highest rainfall? How much was it?
  - 4 Which day had the least rainfall? How much was it?
  - 5 Look at the figures in the temperature column. What was the highest temperature?
  - 6 What was the lowest temperature?
- Use your answers to write a few sentences about the weather for that month.

## Round up

Activity



- 1 Write a weather poem. Use lots of words to describe what the weather is like.
- 2 Write a sentence with each of these words to show that you know what each word means.

windy clear storm cloudy hurricane

# 6 Transport and Communications

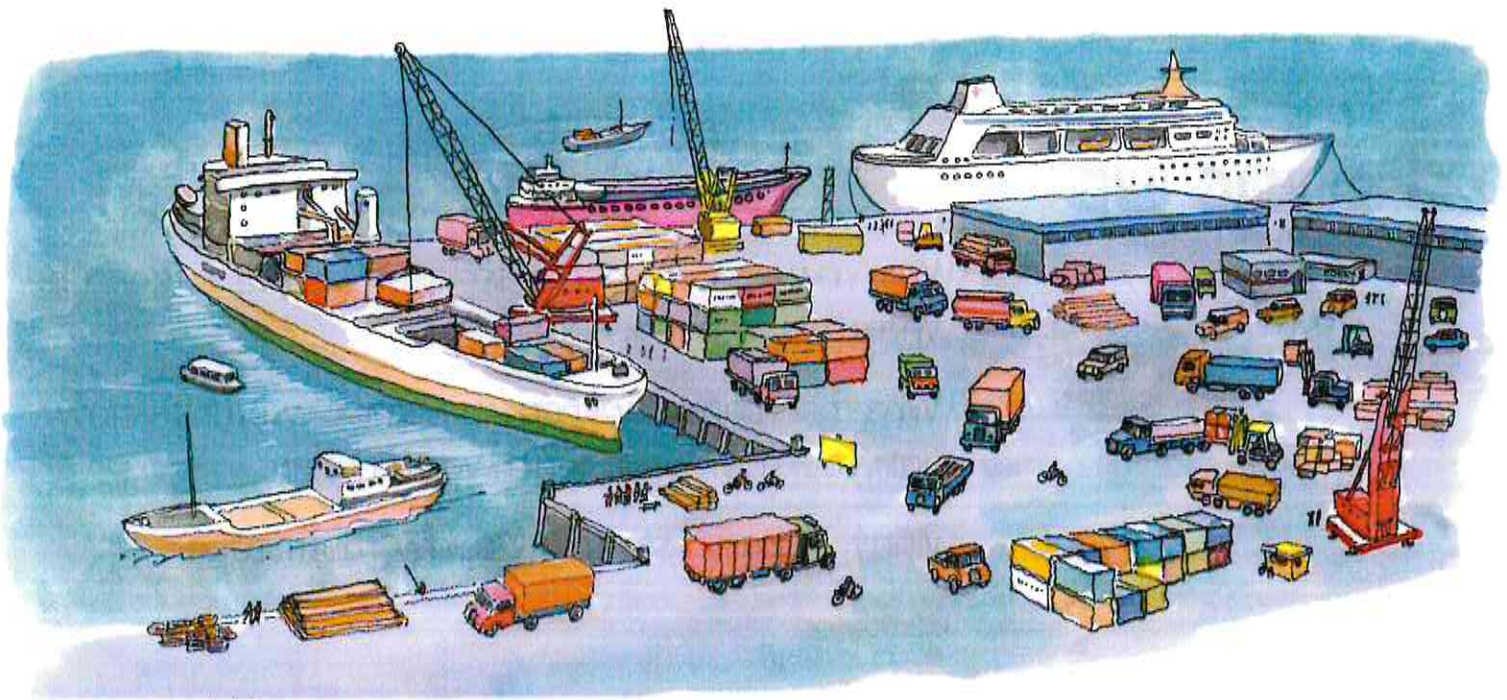


The word **transport** means to take people and things from place to place. When we travel in a car, a boat or a plane, we are **passengers**. When things are transported they are called **goods**.

People and goods come to the Cayman Islands by ship or aeroplane. These are important means of transport because we are islands.



- 1 Name three cities that can be reached from Grand Cayman by air.
- 2 What three cities in the USA can be reached by boat from Grand Cayman?



Activity



- 1 What kinds of transport can you see in this picture?
- 2 What kind of transport do you use to go to school?

## The port of George Town

George Town is the main port on the Cayman Islands. Hog Sty Bay was chosen because the water is deep and it is calm for most of the year.

The port is very busy because most of the things we need are **imported** from other countries. Cargo ships docked 347 times in George Town in 1998. Also 518 tourist ships visited the islands, bringing over half a million visitors.



### Picture study ▲

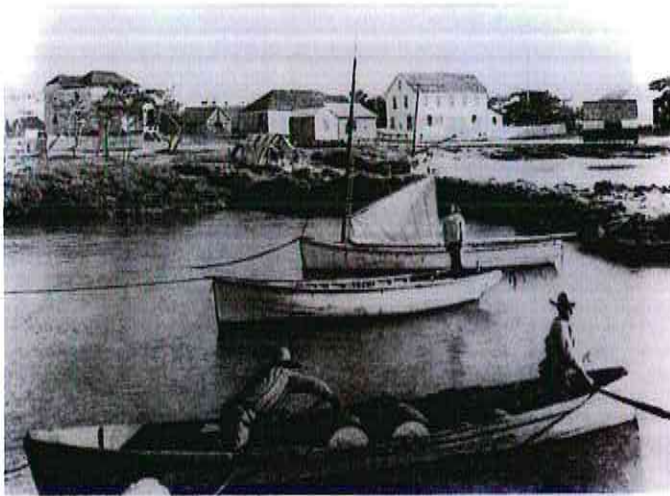
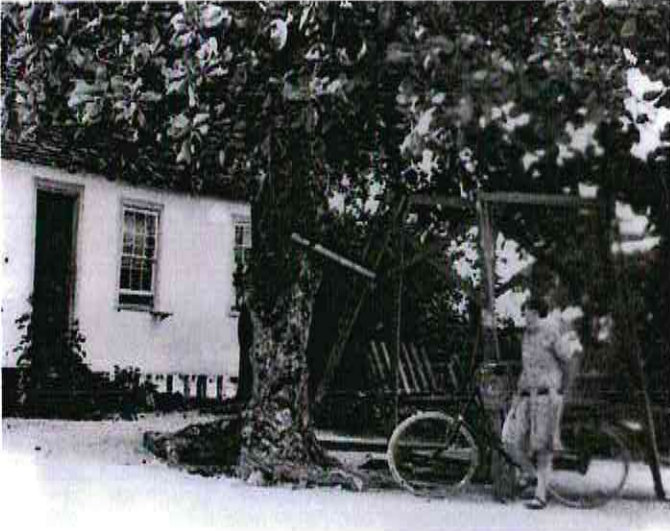
- 1 Can you think of four things the crane could be unloading?
- 2 What do you think this man does?



- 1 What does a customs officer do? Tell the class what you find out.
- 2 Find out the names of two shipping companies in the Cayman Islands.
- 3 Why are Salt Creek Dock and Creek Dock important?
- 4 Does Cayman **export** anything to other countries?



## Transport in the past



Look carefully at the pictures.

Activity



- 1 What kind of boat can you see?
- 2 What is being carried in this boat?
- 3 Can you name any other ways of transport used in the past which are not shown in the pictures?
- 4 Which of these ways of transport do we still use today?
- 5 What other kinds of transport do we use today?

## Owen Roberts International Airport



Some visitors to the Cayman Islands arrive at the international airport in George Town. This is called Owen Roberts Airport.

When Caymanians travel, they usually go by air. Many goods are brought to the islands by air, especially food.



Who was Owen Roberts?

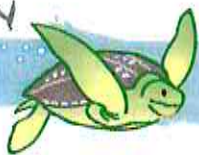
## The sea

In the Cayman Islands the sea is very important. In the past the only way to get to the islands was by sea. People travelled from one district to another by canoe. Also much of the food we ate came from the sea.



Today many visitors come to enjoy our beautiful clear waters. The sea is still important in our lives. People and goods are brought here by ships and people still go fishing.

### Activity



- 1 In what ways do our visitors enjoy the sea?
- 2 Draw pictures showing visitors enjoying the sea or make a scrapbook of pictures cut from magazines.
- 3 Name two ways in which the sea was important to the islands in the past.

# Communications

Communications mean sending written and spoken messages to people in other places.



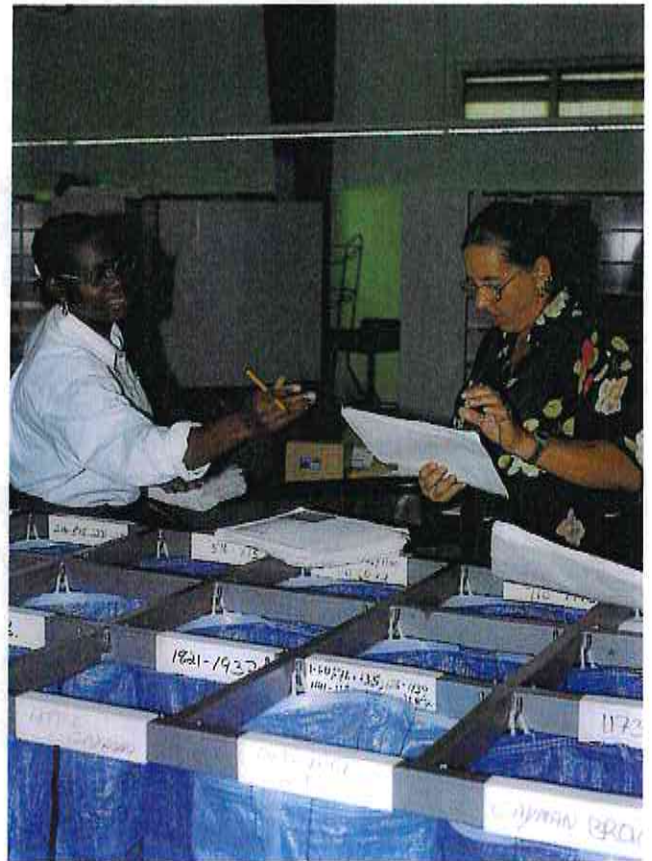
- 1 Can you think of someone in this book who sent a written message? Who was it and what did she send?
- 2 Long ago it was very difficult to communicate with people in other places especially if they were far away. Why do you think this was so?

Today it is very easy to communicate:

- within the Cayman Islands
- with our Caribbean neighbours
- with the rest of the world.



*Bodden Town Post Office*



*Postal sorting office*

## Postal services

Letters and parcels can be sent anywhere in the Cayman Islands and throughout the world. International mail is sent by air.

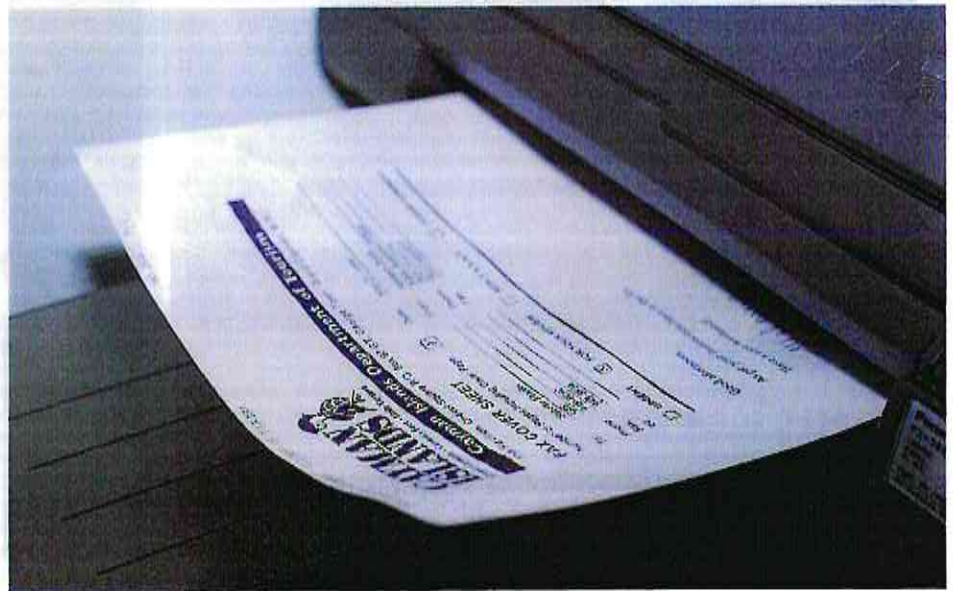


Collect different stamps commemorating special events.

## Telecommunications

These services have **enabled** Cayman to become an international business centre. It is now possible to telephone anywhere in the world from Cayman. We are one of the few countries to have an entirely digital telephone system.

*These stamps were issued to show important developments in communications in the Cayman Islands: the introduction of the Internet; and the Satellite Earth Station.*



In addition faxes can be sent along telephone lines so written messages and pictures can be sent anywhere in the world very quickly.

We can also send e-mail messages through a computer linked to a telephone line. We do this by typing the e-mail address of the person to whom the message is to be sent. Then the message is typed and sent. That person receives it immediately and can, if they wish, reply at once.



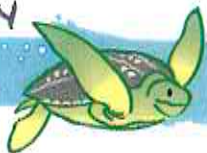
What is the e-mail address of your school?

Newest of all we have the Internet which allows us to get information from the computer on many topics. Perhaps with the help of your teacher you could access the Cayman website [www.caymanislands.ky](http://www.caymanislands.ky)

Maybe you will learn something new.



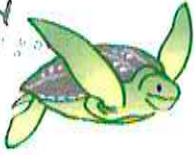
Activity



- 1 Why are these up-to-date means of communications so useful to business in Cayman?
- 2 How long do you think it would take to send a message to England by airmail?
- 3 How long would it take you to send the same message by fax or e-mail?

# Round up

Activity



- 1** Draw a picture showing five methods of transport used in the Cayman Islands.
- 2** Why do we import most of the things we need? List ten things which you use every day and say where they come from.
- 3** Do you have a friend or relative who lives far away? If so, write a letter to them. When you have finished, write the address on an envelope and send your letter!



## The beginning

The first people to live in the Caribbean were Indians called Arawaks and Caribs. We do not know if they ever lived in the Cayman Islands but they may have come here to catch turtles.

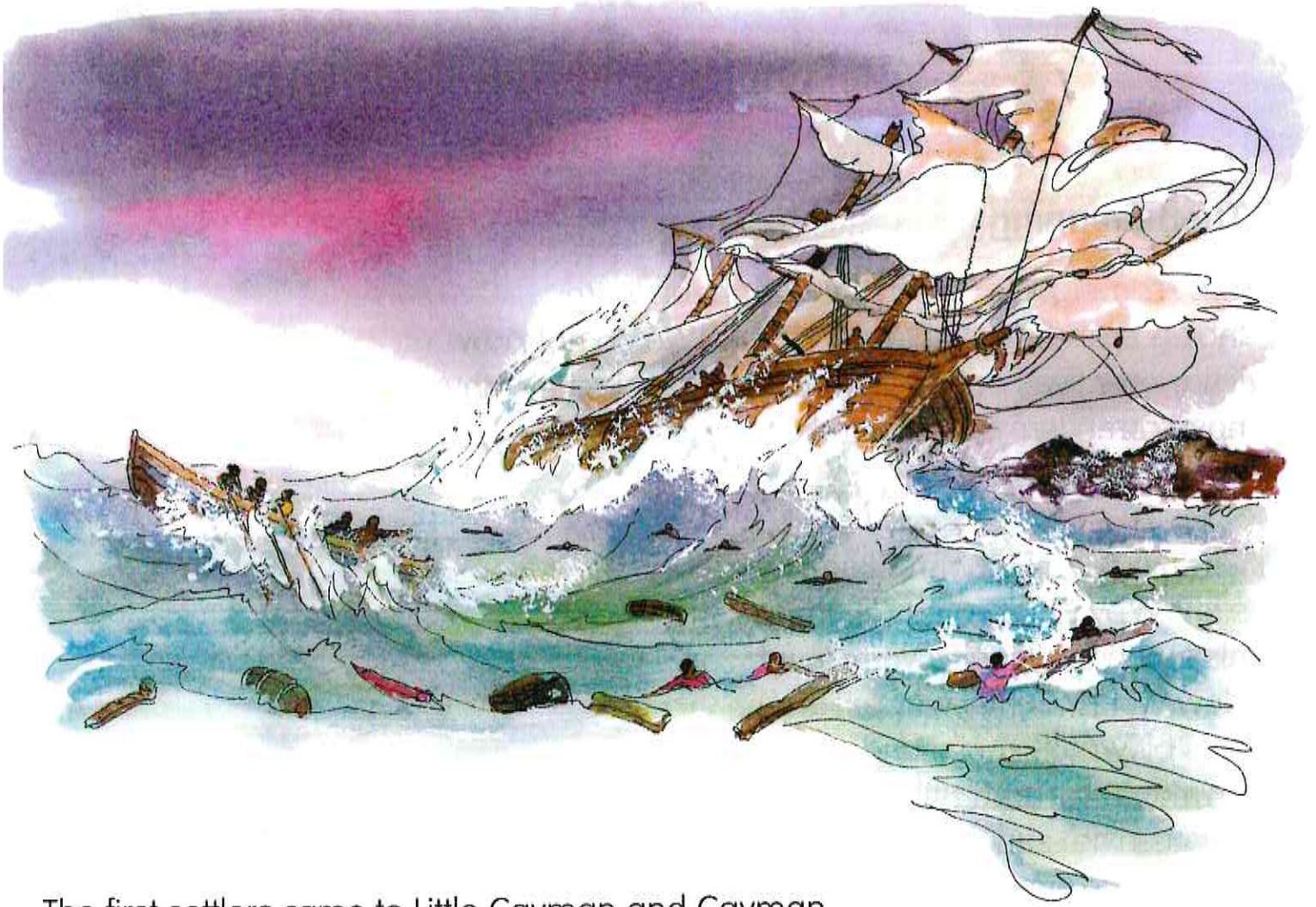
On 10th May, 1503 the islands were sighted by Christopher Columbus on his fourth and final voyage to the New World. On his way to Haiti he was blown off course and sighted Cayman Brac and Little Cayman. Because the sea around them was full of turtles he called them Las Tortugas.

By around 1530 they were called Caimanas from the Carib word for marine crocodiles or iguanas. This later became Cayman.



- 1 Why were turtles so important in our history?
- 2 Why do we have the turtle as one of our national symbols?
- 3 What other name, meaning alligator or lizard, was used to name the Cayman Islands in the 1520's?

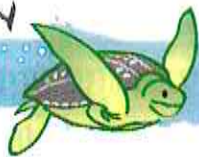




The first settlers came to Little Cayman and Cayman Brac in the late 1650's. They were shipwrecked sailors and privateers. By 1670 the Cayman Islands were recognised as British and a few families, including the Boddens, were living on Cayman Brac and Little Cayman.

Many of our **ancestors** were Africans and Europeans who were either shipwrecked here or came on ships from Jamaica.

### Activity



Imagine you were a shipwrecked sailor. Describe what you saw when you arrived here. Would it have been very different from today?

## Our National Symbols

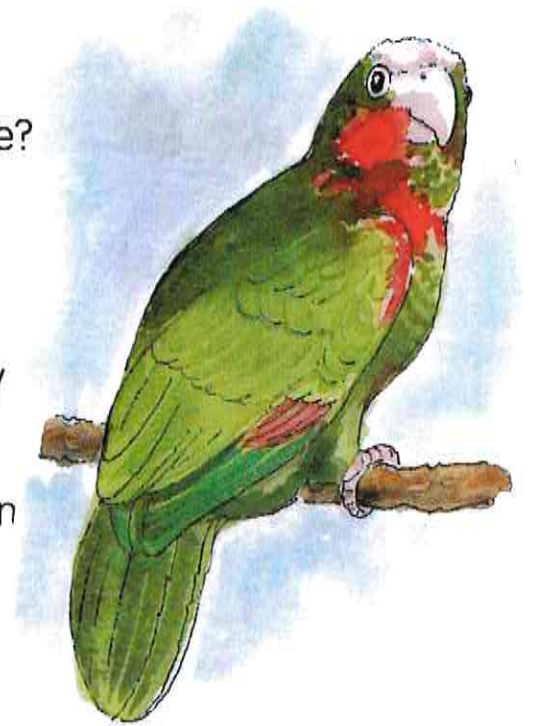
Can you remember what our National Symbols are?  
Do you know why they have been chosen?

### Cayman parrot

Parrots have lived in the Cayman Islands for a very long time.

In old Caymanian stories, pirates carried a Cayman Parrot on their shoulders.

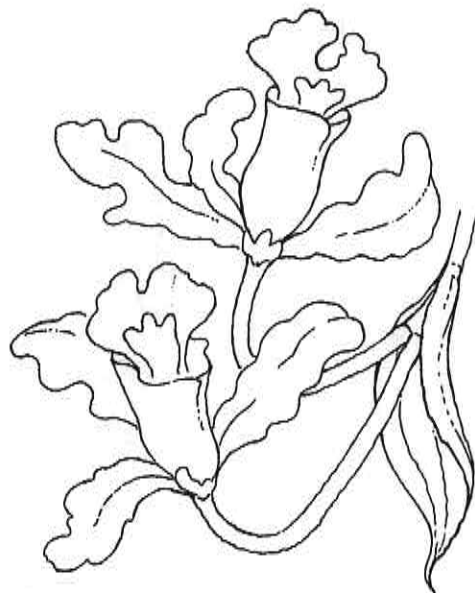
There are two types of parrot only found in the Cayman Islands. These are the Grand Cayman Parrot and the Cayman Brac Parrot. The Cayman Parrot is our National Bird.



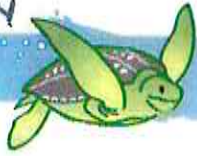
- 1 When was the Cayman Parrot chosen as our National Bird?
- 2 Find a poem about parrots.

### Wild Banana Orchid

The Wild Banana Orchid is the National Flower of Cayman. You can only see it in the Cayman Islands. It is not a banana. It is a flowering plant that grows on trees. On Cayman Brac and Little Cayman Wild Banana Orchids are yellow with purple edges. On Grand Cayman they are white with purple edges.



## Activity



- 1 Copy the banana orchid flower. If you live on Cayman Brac or Little Cayman, colour the flower yellow with purple edges. If you live on Grand Cayman colour the flower white with purple edges. Colour the leaves and stalks green, the bulbs yellow and green and the roots white.
- 2 Why do you think it is called the Wild Banana Orchid?

## Silver Thatch Palm

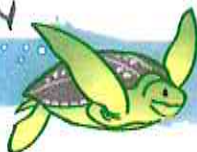
The Silver Thatch Palm is our National Tree. Its name comes from the silver colour on the underside of its leaves.

Its berries are blue when they are ripe and birds and iguanas like to eat them. The flowers are white.

Apart from being very beautiful, it is also a very useful tree. Our ancestors discovered that it could be used to make thatch rope and thatch roofs. Today it is used mainly for making baskets, brooms and mats.



## Activity



Ask your grandmother or older relatives if they know how to twist strands or plait thatch to make rope or baskets. Perhaps one of them would come to show the class how to do it.

## Coat of Arms

The Coat of Arms was designed in 1958. The symbols show Cayman's heritage.

At the top is a pineapple which shows our traditional ties with Jamaica.

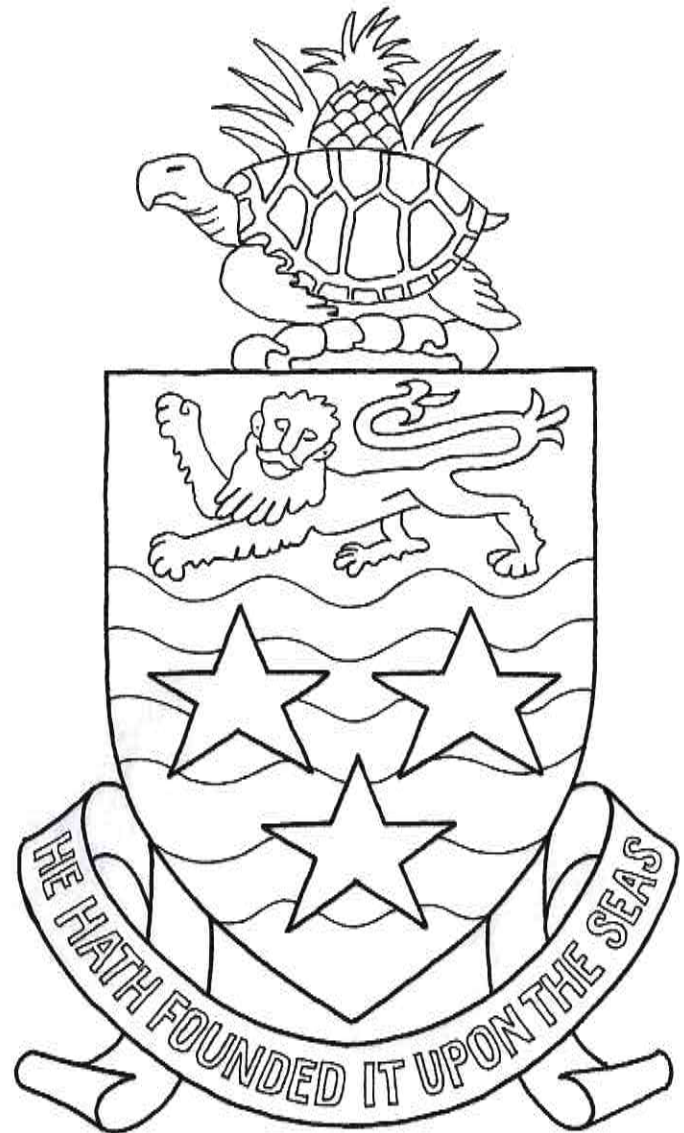
The turtle is a symbol of a past industry.

The coil of thatch rope represents the important old thatch rope industry and our seafaring history.

The lion marks our ties with Britain.

The three green stars resting on wavy blue and white represent the three Cayman Islands.

The motto is a verse from the Bible. "He hath founded it upon the seas" (Psalm 24).



### Activity



- 1 Copy the Coat of Arms into your notebook and colour your picture.
- 2 Name four places where you see the Coat of Arms.

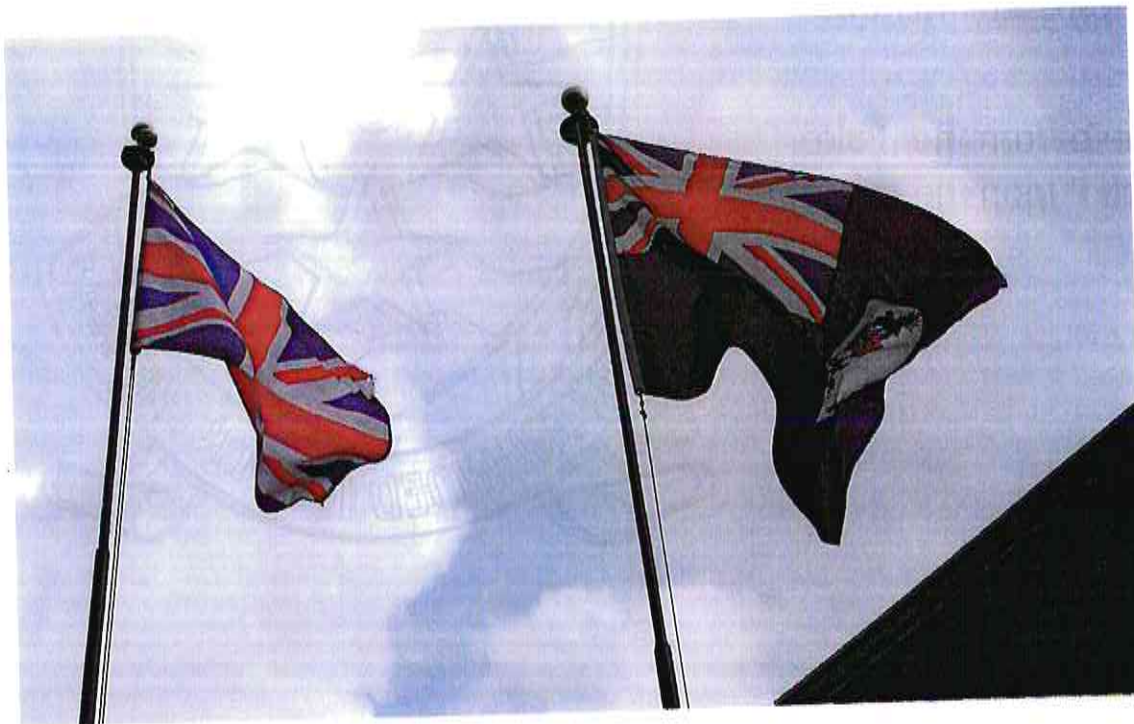
## National Flag

Our National Flag was adopted in 1959. Before that, the Cayman Islands used the British Flag. Our flag has a navy blue background. In the upper left hand corner is the red, white and blue British Union Jack. In the right hand corner is the Cayman Coat of Arms against a white background.

When the flag is flown at sea the navy blue background is replaced by a red background.



- 1 Why did we get a National Flag in 1959?
- 2 Why is the background of our flag red when it is flown at sea?



Often you will see the Union Jack flying next to our National Flag. This is because we are a British Overseas Territory. You will learn more about this in Year 4.

## Our National Song

### Beloved Isle Cayman

*O, land of soft fresh breezes,  
Of verdant trees so fair,  
With the Creator's glory  
Reflected everywhere.  
O sea of palest em'rald,  
Merging to darkest blue,  
When'ere my thoughts fly Godward,  
I always think of you.*

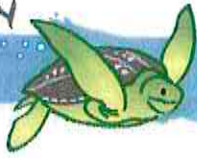
#### Chorus

*Dear verdant island, set  
In blue Caribbean Sea,  
I'm coming, coming very soon,  
O beauteous isle, to thee.  
Although I've wandered far,  
My heart enshrines thee yet.  
Homeland, fair Cayman Isle,  
I cannot thee forget.*



Cayman's National Song was written in 1930 by Mrs Leila Ross Shier. We sing it at public functions and at school to show our love and dedication to the Cayman Islands.

## Activity



Read the words of our National Song carefully and answer the following questions.

- 1 Was Mrs Ross Shier in the Cayman Islands when she wrote this song?
- 2 How does she describe the Cayman Islands?
- 3 How do you think she felt when she wrote this song?
- 4 Either write a song or a poem describing how you feel about Cayman, or draw a picture to illustrate Mrs Ross Shier's song.

We also have a National Anthem which we sing on official occasions when His Excellency the Governor is in attendance.

### **God Save the Queen**

*God save our gracious Queen,  
Long live our noble Queen,  
God save the Queen,*

*Send her victorious,  
Happy and glorious,  
Long to reign over us,  
God save the Queen!*

The National Anthem shows respect for Her Majesty Queen Elizabeth.

## Round up

### Activity



Make a wall display about Cayman's national heroes.

# List of words and meanings

**abandon** to leave with no intention of returning

**ancestors** anyone from whom you are descended

**bluff** headland or cliff with very steep side

**botanic** to do with plants

**capital** the main city or town of an area

**cargo ship** ship carrying goods

**compass rose** a sign showing directions: north, south, east and west

**conserve** to preserve and care for natural things

**continent** one of the big land masses of the world

**cruise ship** ship carrying passengers on holiday

**enable** to make something possible

**endanger** to cause danger to something (endangered animals are in danger of becoming very rare or extinct)

**environment** surroundings

**Equator** imaginary line drawn round the Earth

**erosion** wearing away

**export** to send goods to other countries to be sold

**goods** things which are bought or sold; things which are transported

**Greenwich Meridian** another name for Prime Meridian

**hemisphere** half the Earth; half the globe

**hurricane** a very violent, windy storm

**import** to bring goods into a country from another country

**international** between two or more nations or countries

**key** list of symbols on a map

**laws** the set of rules used to govern a country

**line of latitude** imaginary lines drawn round the Earth from west to east

**line of longitude** imaginary lines drawn round the Earth from north to south

**man-made** made by people

**natural** made by nature

**ocean** a great area of sea

**passenger** a person travelling on some form of transport

**Prime Meridian** line of longitude which passes through Greenwich, London

**protect** to keep safe

**refuge** a place to shelter

**shelter** to take cover or hide from something

**symbol** a sign or shape which stands for something else

**transport** to take goods or people from one place to another in a vehicle, ship or aeroplane

**voyage** journey in a ship



# CAYMAN

## Primary Social Studies



*Cayman Primary Social Studies Books 1-6* were written to complement the Social Studies Curriculum and the general teaching of Social Studies in the Cayman Islands. The varied activities have been designed specifically to be appropriate for each age group. There are two accompanying Teacher's Books covering levels 1-3 and 4-6.

The sixteen authors, who are teachers from throughout the education system, were brought together to write the booklets in a series of workshops held from 1996 to 1999. The workshops were sponsored by the Cayman Islands Government Education Department. However, much of the funding came from the United Nations Development Project Funding for Curriculum Development (UNDP).

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