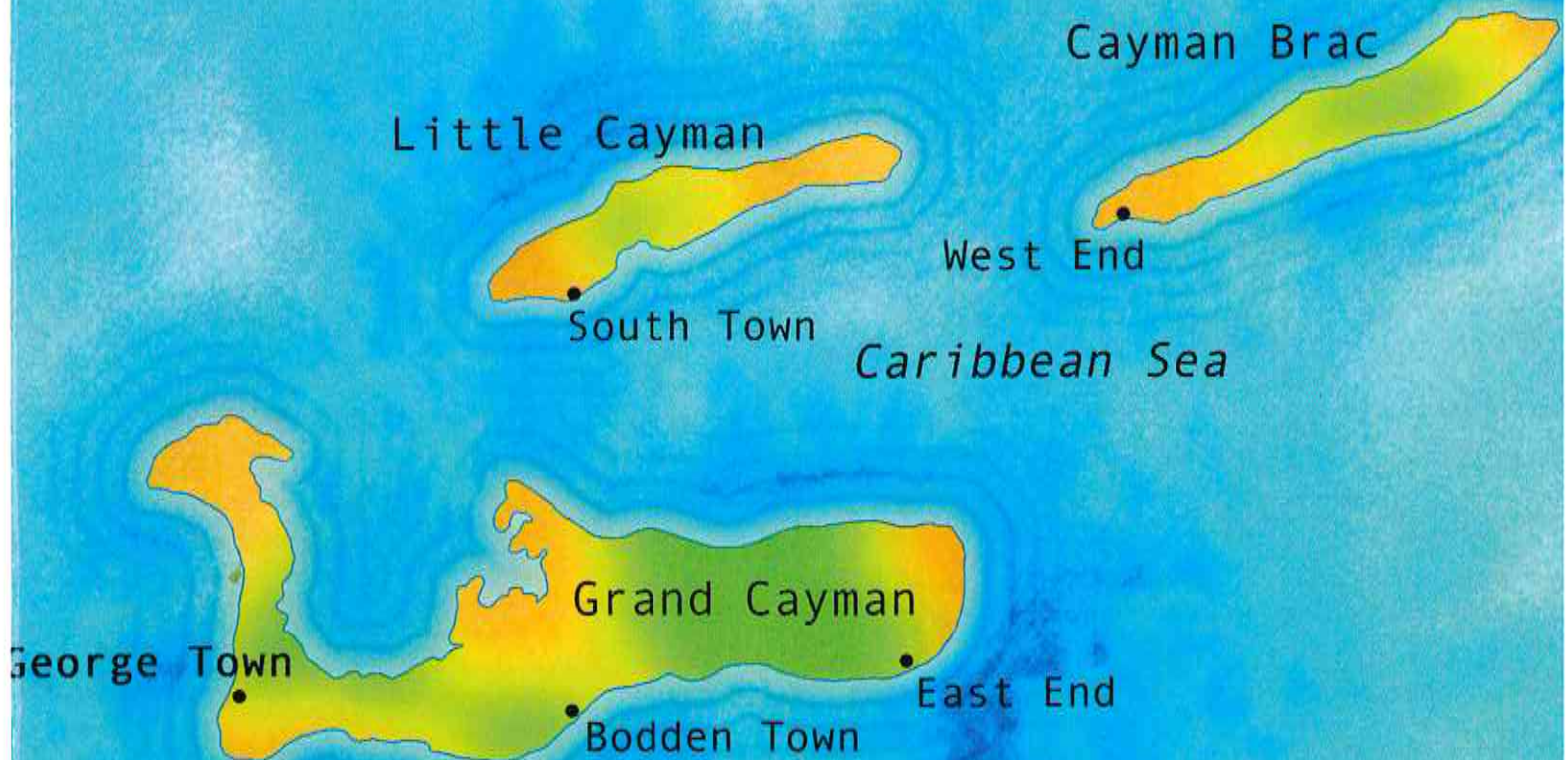


# CAYMAN

## Primary Social Studies

THE CAYMAN ISLANDS



TEXTBOOK

4

# Cayman Islands Primary Social Studies

TEXTBOOK 4



Macmillan Education  
Between Towns Road, Oxford OX4 3PP  
A division of Macmillan Publishers Limited  
Companies and representatives throughout the world

www.macmillan-caribbean.com

ISBN 0 333 77746 8

Text © Education Department, Cayman Islands 2001  
Design and illustration © Macmillan Publishers Limited 2001

First published 2001

All rights reserved; no part of this publication may be reproduced, stored in a retrieval system, transmitted in any form, or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior written permission of the publishers.

Typeset by J & D Glover Ltd  
Illustrated by Maureen and Gordon Gray  
Cover map by Martin Sanders

The authors and publishers would like to thank the following for permission to reproduce their photographs:  
Michael Bourne page 48; Cayman Islands National Archive page 77 (right); Jenny Driver pages 38 (centre right), 41, 47, 87, 92; Mary Evans Picture Library page 28; Janey Fisher page 80 (top); Martin J. Fisher pages 24; 79 (bottom); Nick Gillard pages 35 (centre), 50 (top), 73, 77 (left), 80 (bottom); Christo Greene page 79 (top); National Archive Collection pages 40, 44 (bottom), 45; Ed Oliver pages 25, 82 (bottom); Popperfoto page 63; James T. Watler page 93

The publishers have made every effort to trace all the copyright holders, but if they have inadvertently overlooked any, they will be pleased to make the necessary arrangements at the first opportunity.

Printed in Thailand

2010 2009 2008 2007 2006 2005  
13 12 11 10 9 8 7 6 5 4 3 2

# Acknowledgements

*Cayman Islands Social Studies Student's Books 4–6* were written to complement the Social Studies Curriculum for Years 4, 5 and 6 and the general teaching of the subject in the Cayman Islands. It is hoped that they will enrich and enhance the teaching of the Cayman Islands National Curriculum. The varied activities have been designed specifically for the age group concerned.

Sixteen authors from throughout the education system were brought together for a series of writing workshops in 1996–9. Our sincere thanks go to Dick Tressider, Vicki Frederick, Maxine Roberts, Marie Martin, Annie Mae Seymour, Janilee Clifford, Ilene Dilbert, Marcia Sarju, George Boldeau, Marge Quinland, Dell Ottey, Bernice Levy, Lynnett Monteith, James Watler, Heather McLaughlin, Marquiss McLaughlin and Shirley Kidd. The workshops were sponsored by the Cayman Islands Government Education Department; however, much of the funding came from the United Nations Development Project (UNDP) Funding for Curriculum Development. The Education Department also gratefully acknowledges the support of the Government in providing funds for the publication of the books. The project was facilitated by Mr James T. Watler, Education Officer, Social Studies, Moral and Religious Education, Health and Drug Education. The comments and suggestions made by the writing team at various stages proved invaluable in revising the manuscripts for publication.

We are grateful to Mrs Shirley Hamber of Macmillan Publishers, who has given us advice and support, to Janey Fisher for her contribution towards the final drafts of these books and to Mr Michael Bourne and Mr Nicholas Gillard of Macmillan Publishers for their kind assistance.

Thanks are also extended to Mr Herbert Crawford, Senior Education Officer for Curriculum and Test Development, for his dedication, help and encouragement; to Hon. Truman Bodden, Minister of Education, Aviation and Planning; Mrs Joy Basdeo, Permanent Secretary, Ministry of Education, Aviation and Planning; Mrs Nyda Flatley, Acting Chief Education Officer; Mrs Lillian Archer, Senior Education Officer, Training and Support Services; and to Maria Chow-Bodden for her help in preparing manuscripts.

Finally the authors and publishers wish to acknowledge, with thanks, the following organisations, businesses and individuals for their contributions, e.g. photographs and information:

Cayman Islands National Archive; Cayman Islands National Museum; National Trust of the Cayman Islands; Government Information Services (GIS); Department of Tourism; Pirates Week National Committee; Batabano Festival National Committee; Lands and Survey; Cayman Airways Ltd; Pedro St James Castle; Pirates Cave – Bodden Town (Spencer Bodden); William Ebanks (Mr Willie's Farm); Georgene Lazzari; Eila Fowler; Kenneth Hydes – Manager, Cayman Turtle Farm; Favourita Blanchard; Dr Phillip Pedley; Tammy Selzer; Anita Ebanks; Deborah Tabora; Bill Tenant; Vera Ann Brereton; Suzette Ebanks; Patrick Gorham; John Bebb.

The recipes in this book have been adapted from *What's Cooking in the Cayman Islands*, published by Junior Achievement of the Cayman Islands, 5th edition, 1997.

# Contents

Unit 1 Our Basic Needs	5
Unit 2 Caymanians	21
Unit 3 Our Industries – Past and Present	35
Unit 4 Governing the Cayman Islands	55
Unit 5 Our Heritage	69
List of Words and Meanings	95

## **Foreword: A message from the Acting 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.

*Mrs Nyda Flatley M. Ed., Acting Chief Education Officer, Cayman Islands  
Department of Education, Grand Cayman, Cayman Islands*

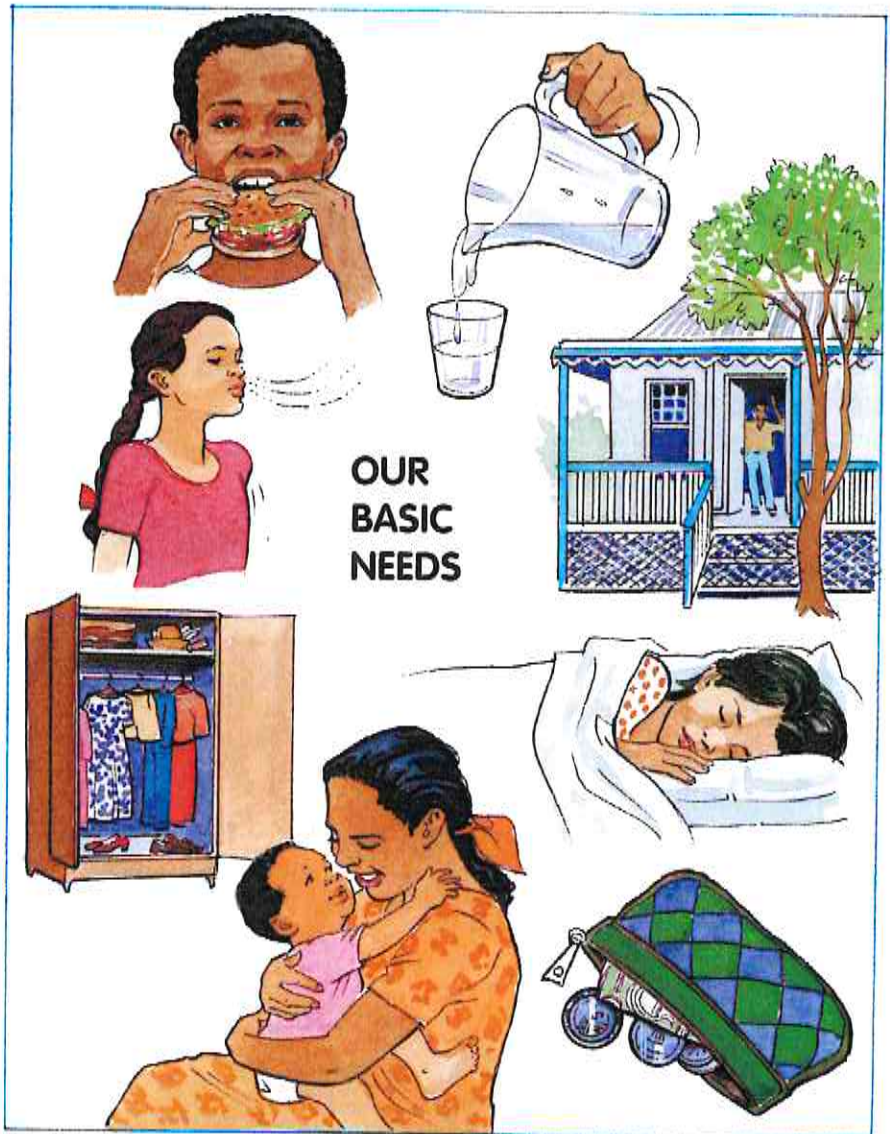


Do you remember what we mean by our basic needs? These are the things we need in order to live. If we do not meet our basic needs we shall not survive for long.

In this unit we are going to look at each of our needs in turn. Some words are in **bold** type. You can look up these words in the List of Words and Meanings at the end of this book.

#### List of words and meanings

18th century years between 1701 and 1800	democracy system of government in which the people of the country have a say in how it is run
agricultural land farm land	estimate guess based on other information
anagram word with the letters mixed up	export sell goods (exportal to other countries)
ancestor great-grandparent or other person from long ago in our family, sometimes called forefather or foreparent	extract small piece of a book or document
appoint give someone a special job	evaporate turn into water vapour
atmospheric pressure amount of air pressing down on the Earth's surface, which changes in different weather conditions	fat foods which store energy and some vitamins
balanced meal meal containing foods from all four food groups	foreign exchange money changed from our currency into another currency to buy our imports
barometer used to measure atmospheric pressure	fossil fuels fuels made of plants and animals which died long ago, e.g. coal, oil, gas
basic needs things we need to survive	germinate start to grow out of a seed
biography account of someone's life	goods things we need to pay for, merchandise
bird sanctuary place where birds are protected	govern rule and make laws for
carbohydrates foods which give us energy quickly	heritage things handed down from the past
cells the 'building blocks' of our bodies	housing stock different kinds of houses in a particular area
century a period of 100 years	human resources human beings behaving usefully
citizens people who belong to a country	import buy goods (import) from abroad
commercial done to earn money	income money we earn on which to live
condense water vapour turns into water droplets	independent someone who does not belong to any political party
constitution set of rules for governing a country	industries different ways of using resources to meet our needs
cultural development helping people to be more aware of their heritage	inflammable burns easily
currency the type of money that is used in a particular country	
definition sentence which explains what something is	



#### OUR BASIC NEEDS

#### Activity



Look at the diagram.

- 1 Make a list of our **basic needs**.
- 2 Rank your list so that the things we need most are at the top of the list.

# Food

You probably put food near the top of your list of basic needs. We cannot live for long without food. People who have no food grow weak and get sick. Our food gives us the **nutrients** we need.

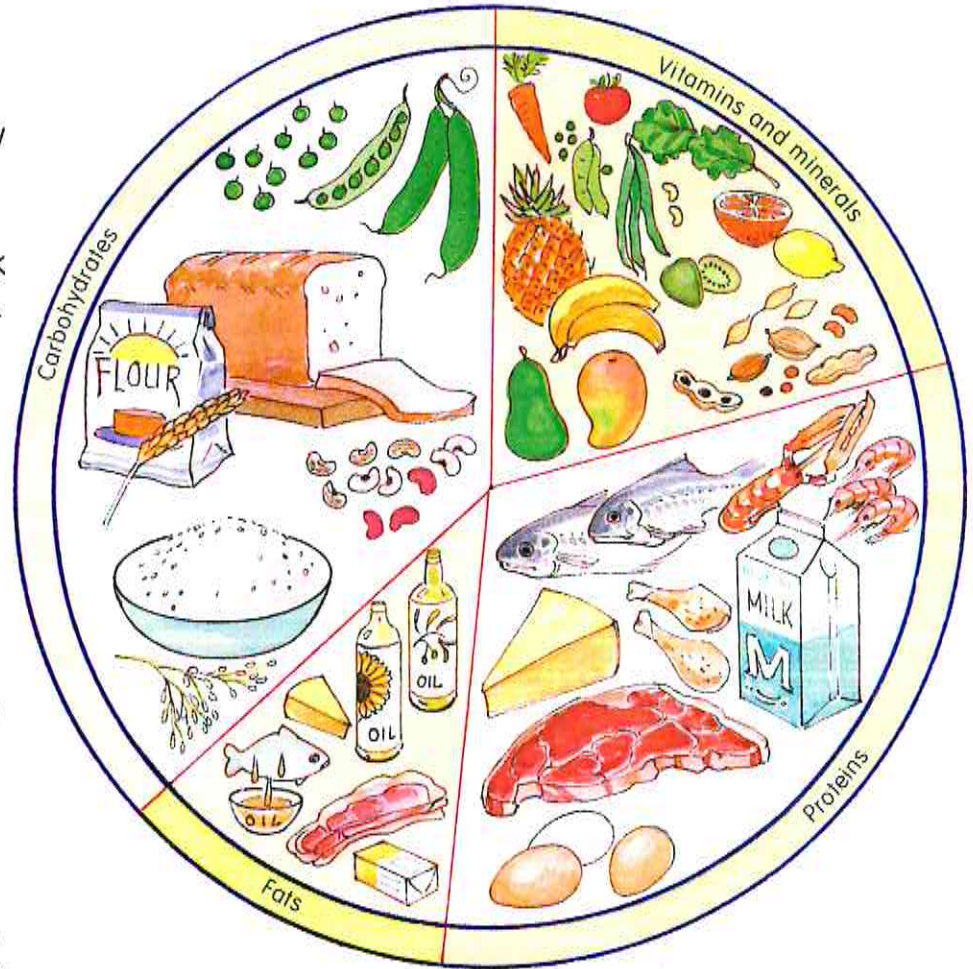
There are four food groups. You can see these in the diagram.

**Carbohydrates** give us energy. There are carbohydrates in bread, beans, peas and rice.

**Proteins** help our bodies to grow and to replace skin and other **cells** which are damaged or worn. Lean meat, fish, eggs, milk and cheese are all good sources.

**Fats** provide extra energy when we do not eat enough carbohydrates. We usually store the energy. Some fats such as butter, sunflower oil, olive oil and fish oils also contain useful vitamins. It is best to avoid cream, full-fat cheese and fats which come from meat.

**Vitamins and minerals** look after our bodies and prevent us from becoming sick. We need a lot of fresh fruit and vegetables, and nuts to get enough vitamins and minerals. Some vitamins are destroyed by freezing, canning and drying.



- 1 Draw a table with four columns. Write four headings, one for each food group. In each column make a list of foods which are part of that food group. We have started the table for you.

**Table 1 The four food groups**

Carbohydrates	Proteins	Fats	Vitamins and minerals
cassava	fish	butter	banana

2 Look at the menu for a dinner party. It contains foods from all four food groups. It is a **balanced meal**. The recipes for each course are shown on the cards below the menu.

- a) Write down the ingredients of each dish. Put each ingredient into one of the four food groups.
- b) Try some of the recipes out at home.

**E** Create your own dinner party menu for a balanced meal. Ask a friend to help you prepare the meal and serve it to your parents or friends.



**Vegetable and bean soup**

2 lbs (1 kg) lean soup meat  
 8 pts (5 litres) water  
 1 lb 8 oz (750g) pumpkin  
 5 carrots  
 1 chocho  
 1 whole green pepper  
 pinch of salt

3 turnips  
 3 green onions  
 few sprigs thyme

Place soup meat in a large pot with the water. Bring to boil and cook for about 20 minutes. Meanwhile, dice all the vegetables except the green pepper. Add the vegetables to the pot with the seasonings and salt; simmer until vegetables are slightly soft.

**Chicken salad**

For each portion:  
 1 small chicken portion, cooked  
 1 tbsp cream  
 1 tsp lemon juice  
 paprika to taste  
 small bunch watercress

1 tbsp mayonnaise  
 1 orange

Remove the skin and bones from the cooked chicken, keeping the portions. Arrange in the centre of a flat dish. In a separate bowl, stir together the cream, mayonnaise and lemon juice. Coat the chicken with the mixture and sprinkle lightly with paprika pepper. Remove the skin from the orange, and cut into thin slices (removing any pips). Arrange alternating slices of orange and sprigs of watercress round the chicken.

**Shrimp and rice**

3 oz (85g) salt pork  
 1 clove garlic  
 1 tbsp parsley  
 32 oz (70 g) onions  
 32 oz (70 g) celery  
 2 oz (50 g) green pepper  
 1 bay leaf  
 pinch saffron  
 pinch of salt

¼ tsp pepper  
 2 chopped tomatoes  
 4 tbsps dry white wine or water  
 1 tsp Worcester sauce  
 3 tbsps tomato catsup  
 4 oz (125g) rice  
 ½ pt (250 ml) water  
 1 lb (500 g) shelled shrimp

Chop the salt pork, garlic, parsley, onions, celery and green pepper. Mix in a skillet (a kind of small frying pan) with the bay leaf, saffron, salt and pepper over a medium heat. Cook for 5 minutes, stirring occasionally. Add the chopped tomatoes, wine, Worc. sauce, tomato catsup, rice and water. Simmer for 5 minutes. Add the shrimps and cook for about 10 minutes, stirring often.

**Mango cake**

2 cups ripe mangoes, peeled and seeded  
 2 cups plain flour  
 1 tsp salt  
 1 tsp soda  
 2 tsps baking powder  
 2 tsps cinammon  
 2 cups sugar

4 eggs, beaten  
 a little olive or sunflower oil  
 ½ cup chopped nuts  
 ¼ cup flaked coconuts

Purée the mangoes in a blender. In a bowl, mix the flour, salt, soda, baking powder and cinnamon together. Set these aside. In another large bowl mix sugar, mangoes and eggs with a little olive or sunflower oil. Add the flour mixture and mix well. Stir in the nuts and coconut. Put in a 9 by 13 in dish (23 by 33 cm) and bake in the oven at 180°C (350°F) until done (about 25 to 30 minutes). Test by inserting a thin-bladed knife or skewer into the centre. If any soft mixture comes out on the knife, the cake isn't quite ready. Put it back in the oven for a few more minutes.

★ Do you notice that some of the recipes use ounces and grams and other recipes use cups? What is the difference?



## Water

We need water every day. We drink it. Our animals drink it. We use it to wash ourselves, our clothes and our dishes. Without water; plants and animals and people would die.

### **Water sources**

The pictures show different water sources. Can you name them?

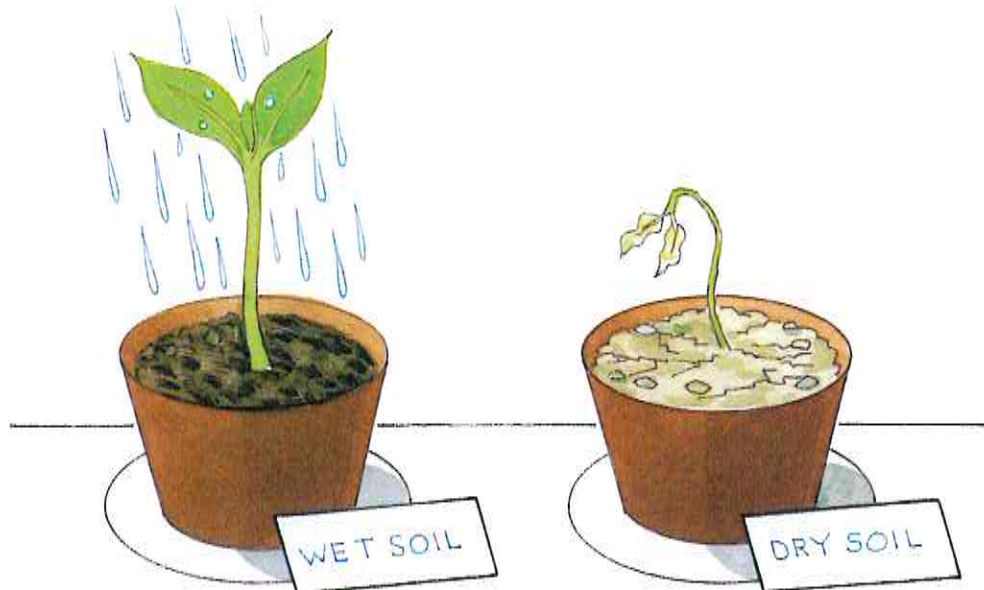


It is not safe to drink water from every source. Sea water is too salty – the salt can make us sick. Do not drink dirty water – it carries diseases. Boil unpurified water before you drink it. The safest water source is the public water supply. This is the water which we get from the tap.

★ How is water **purified** for us to drink?

Some water may be **polluted**. When people dump rubbish in the wrong place, or pour **toxic substances** into the drain, this may pollute water sources.

★ Can you name a toxic substance?

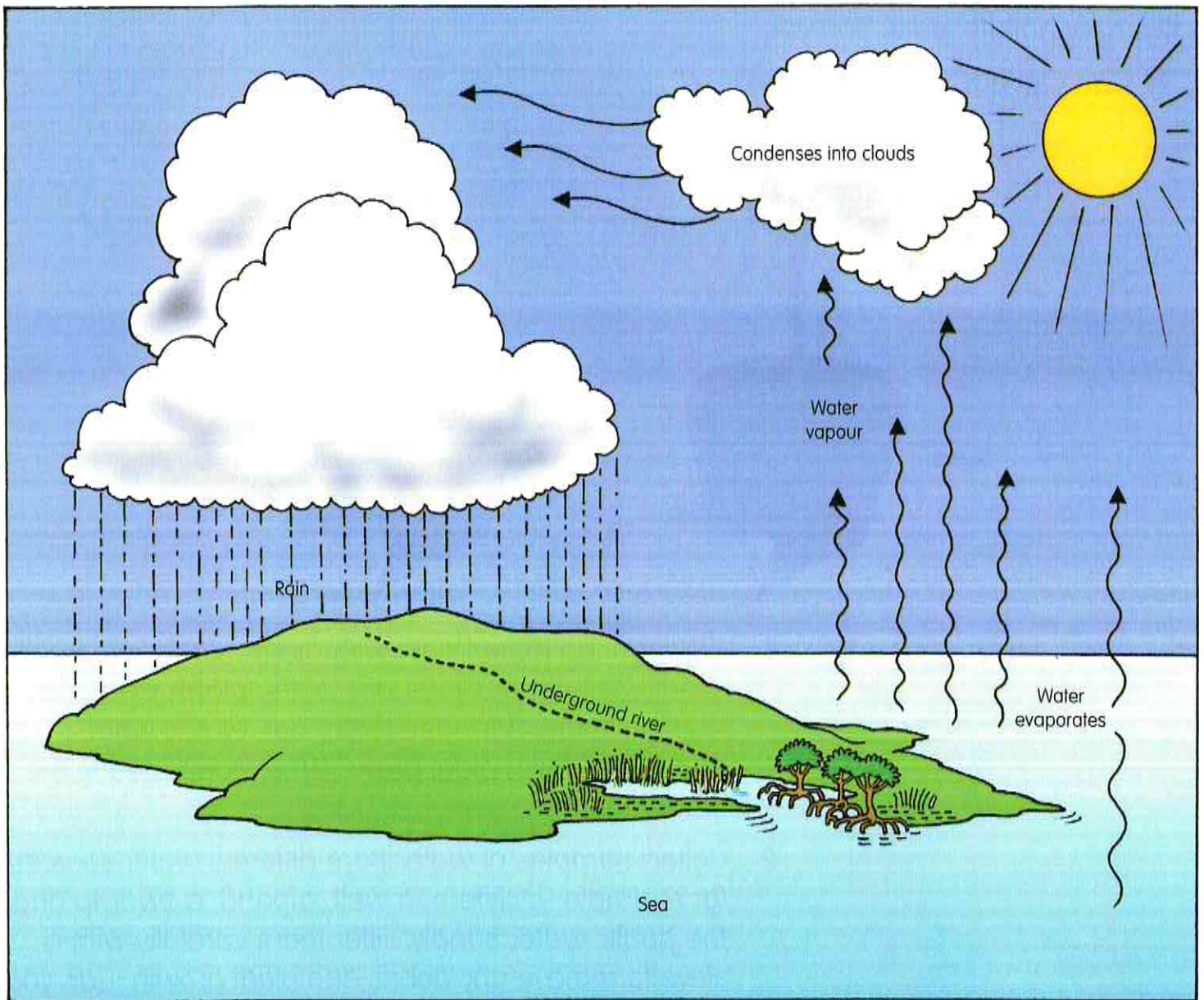


### Activity

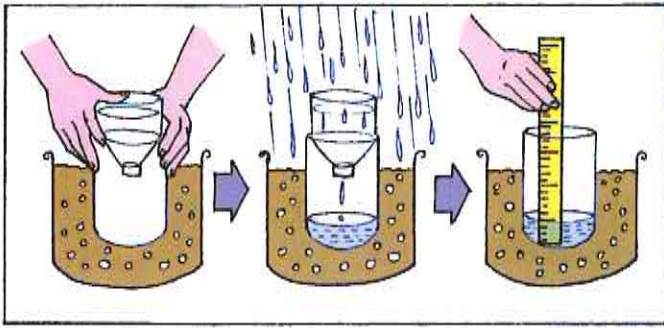


- 1 Carry out an experiment with plants. Grow two bean seedlings in pots. Water one of the plants every day and leave the other one to dry out. Watch what happens. Which plant grew? What happened to the other plant?
  - 2 Collect samples of water from different water sources, for example: a cistern, a well, a pond, a swamp and the public water supply. Filter them carefully with a sieve to remove any debris and plant growth. Can you be sure, by looking at it, which source of water is pure?
  - 3 Visit a water treatment plant belonging to a water company. *Find out* what they do to purify the water for us to drink. Do they treat waste water as well?
- E** Make slides of some of the water samples you used for question 2. Look at them under the microscope and make notes on what you see. Draw a sketch of the magnified slide. With a partner or a group, work out other tests you might make on the water samples and write up the results.

## The water cycle

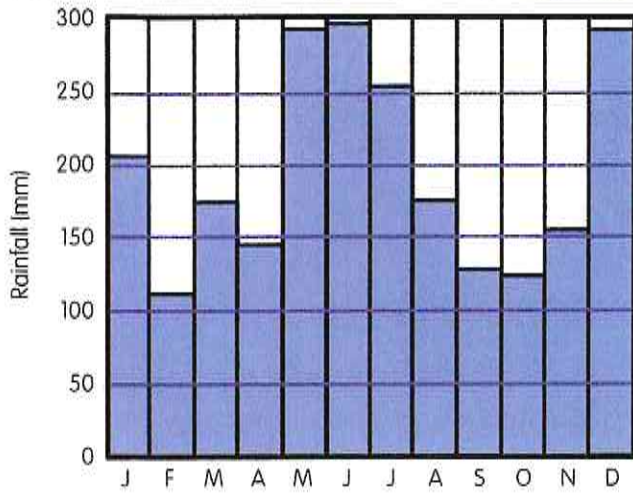


Look at the diagram of the water cycle. Most of our water comes from rainfall. When the rain falls, it collects in ponds. Underground streams flow into the sea. In other countries water drains into rivers and flows out to the sea. The warm sunshine heats the water and some of it **evaporates**. This water vapour rises up into the air. As it gets higher, it cools down. When it is cool enough it **condenses** into drops of water which form clouds. When the clouds are heavy enough the drops of water fall as rain.



### Rainy season, dry season

We can measure the amount of rain which falls each day using a rain gauge.



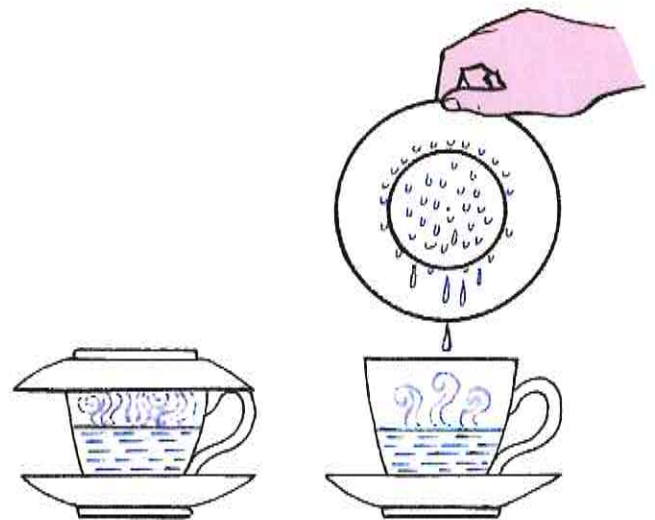
Scientists put together these measurements and make charts and graphs. This rainfall graph shows that there is more rain in some months than in others.

- ★ In which month do we have most rain?
- In which month do we have least rain?

### Activity



- 1 Draw a flow chart to show the water cycle.
- 2 Carry out an evaporation experiment. Put some hot water into a cup and place the saucer on top. When you lift the saucer up, why is the bottom of it wet?



- E** Make your own record of the weather for five days. Record your results in a table. Draw your own weather chart to illustrate this.

# Air

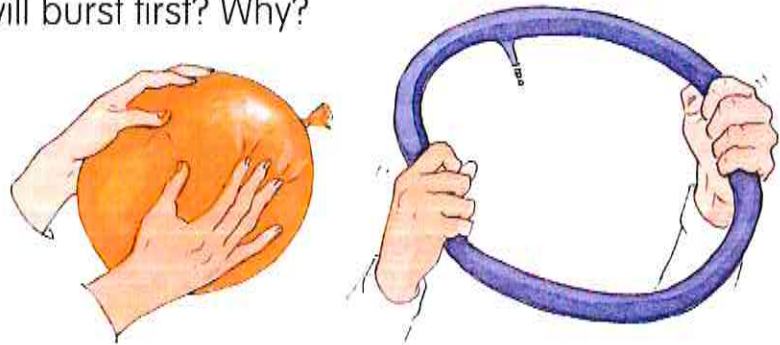
We have to breathe in air all the time. If we stop breathing, we die. Air contains a substance or gas called oxygen. Our bodies need a constant supply of oxygen in order to live. Oxygen moves from our lungs into our blood. The blood carries it round the body. Oxygen is needed by all the cells of our bodies.

Like water, air can become polluted. Exhaust fumes from vehicles and aircraft pollute the air. So do electricity generators which burn **fossil fuels** such as coal and oil.

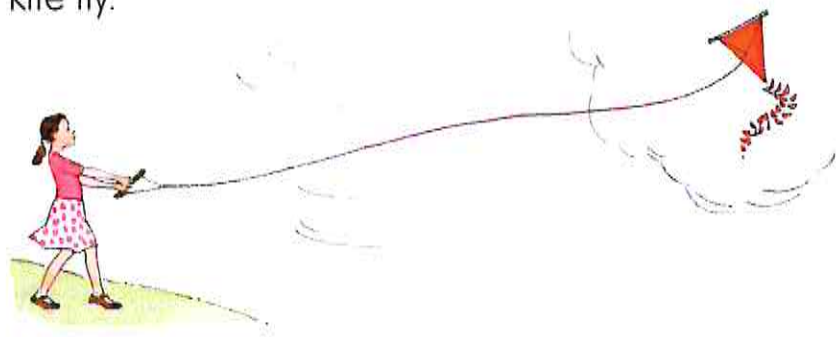


Carry out some experiments with air.

- 1 Fill a balloon and a bicycle tyre with air. If you press the outside of the balloon and the tyre, which one will burst first? Why?



- 2 Go on a kite-flying trip, or fly some kites in the school playground if there is enough space. Notice what happens when the wind blows harder, and when the wind drops. Discuss how the wind makes the kite fly.

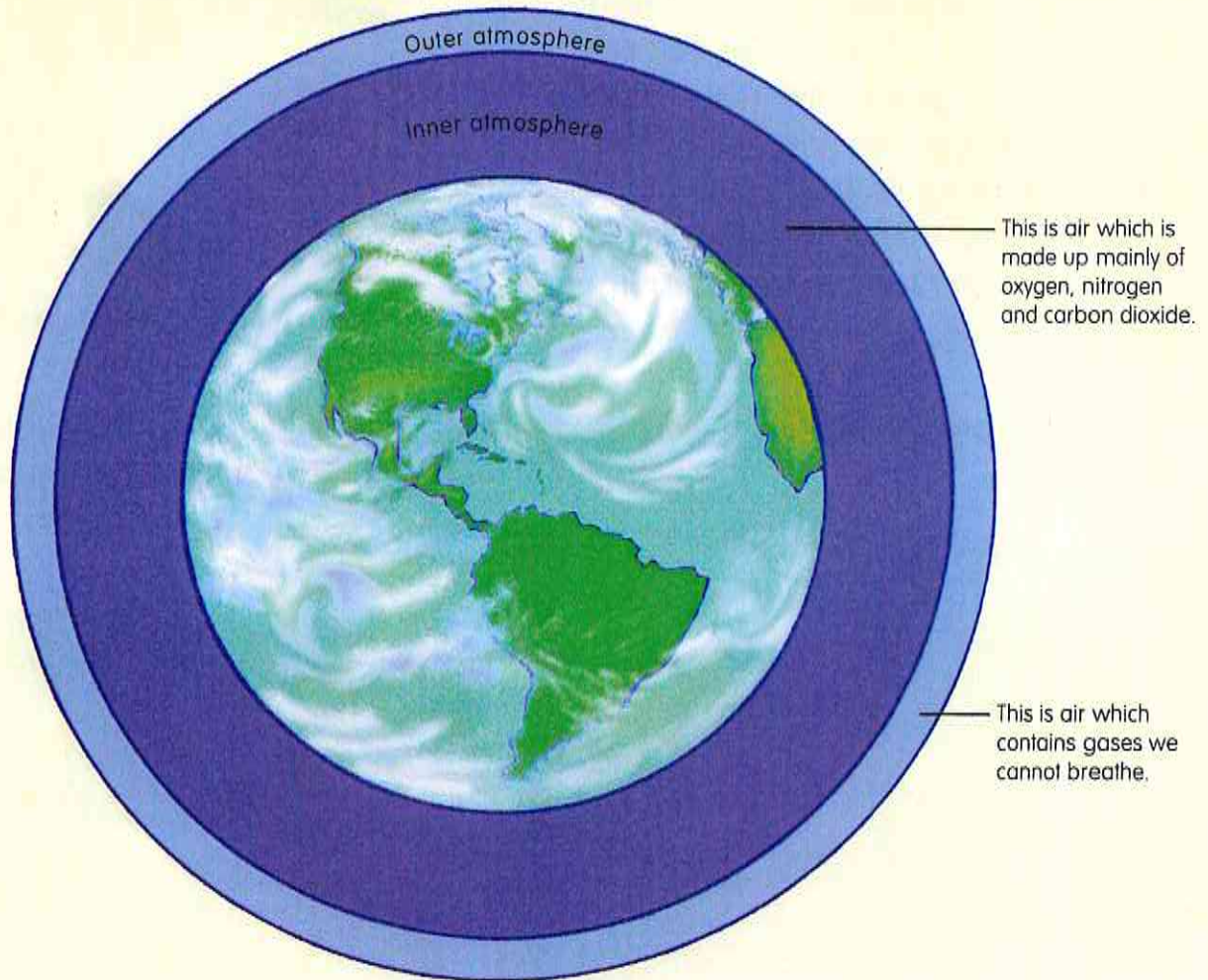


- E Write a story about a diver who lost his breathing apparatus and had to find his way to the surface without it.

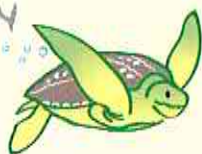
## The atmosphere

The air contains more than just oxygen. About 80% (0.8) of the air is made up of another gas, called nitrogen. There is also carbon dioxide, which we breathe out. Plants take in this gas through their leaves.

All these gases, along with some others, make up the Earth's atmosphere. The atmosphere is very thick. It is like an orange skin covering the whole planet. The outer layers, further from the surface, are thinner than the inner layers. We cannot breathe properly in these outer layers because the air is too thin. Even at the top of the very highest mountains most people need breathing apparatus in order to get enough oxygen.



Activity



Find out about the equipment scientists use to measure the **atmospheric pressure**. Draw a picture of a **barometer** and explain how it works.

# Shelter



We need food to help us to grow, to give us energy and to help our bodies repair and replace the cells which wear out. We need water to drink and for washing, and we need air to breathe. Another of our basic needs is shelter. We can meet our need for shelter by living in a cave, a shack or a tent, or we can build a big earthquake-proof house. These are all types of shelter, which protect us from the rain, the wind and the cold. Animals need shelter too.



## Picture study



Describe the types of shelter you can see in the pictures. Which of these do you have in your community?



## Activity



Write a poem about your house.

# Clothing

As well as shelter, we need clothing. Animals have fur or hair on their bodies to keep them warm and dry. We need clothes instead.

We put on different clothes for each type of activity:

- school uniform for school
- dress clothes for church
- party clothes to go to a party with our friends
- old clothes for gardening or playing outside
- swimsuits to go to the beach.



★ Can you think of special clothes for any other activity?

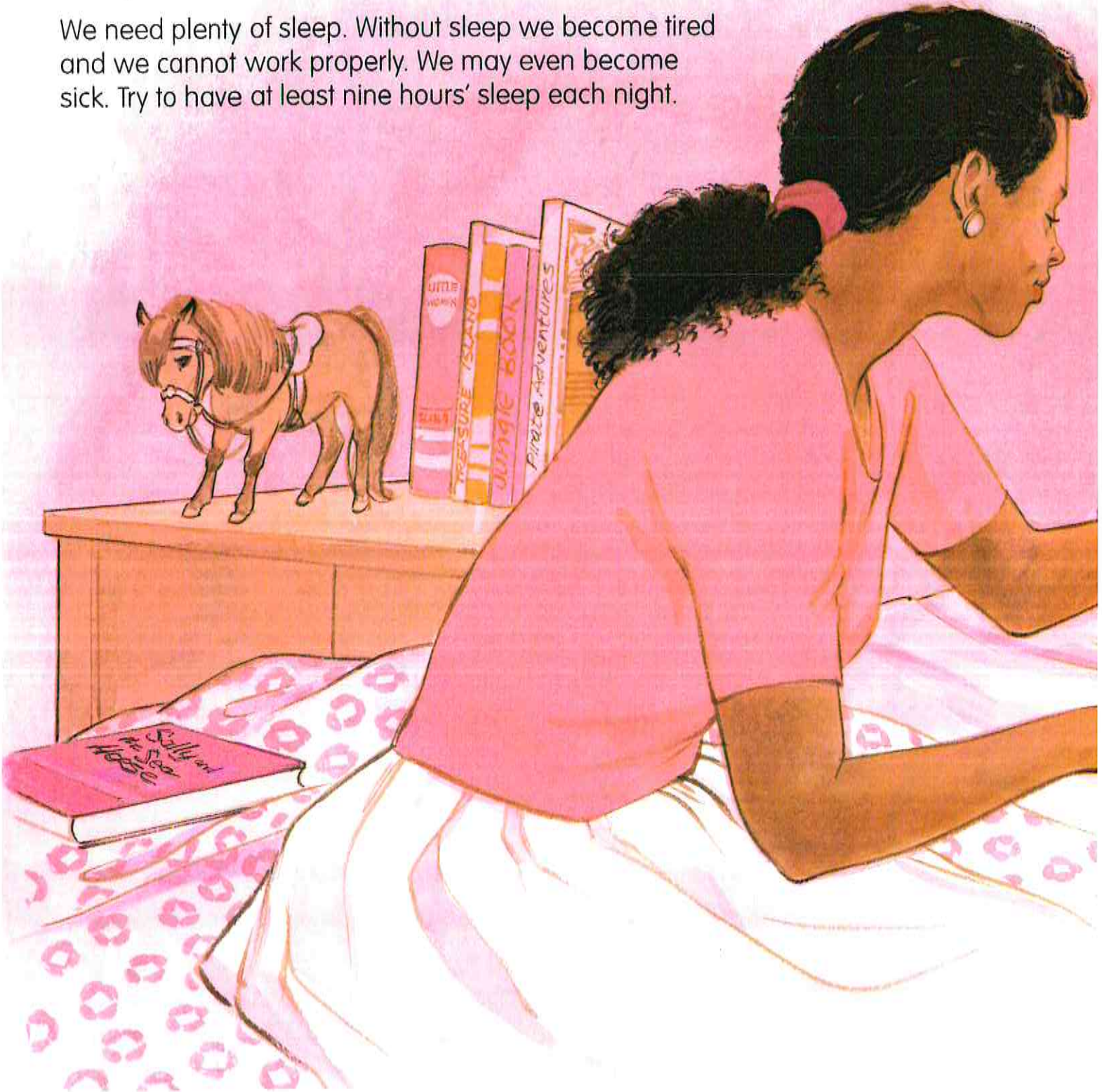


- 1 Design and make some clothes for different weather conditions.
  - 2 Imagine you are going to visit a friend or relative in New York or London, where it gets very cold in winter. Plan which clothes you would take with you. Would you need to buy or make anything new?
- E** Make a list of different fabrics we use to make clothes. Rank them in order of warmth, with the warmest fabric at the top of the list.



## Sleep

We need plenty of sleep. Without sleep we become tired and we cannot work properly. We may even become sick. Try to have at least nine hours' sleep each night.



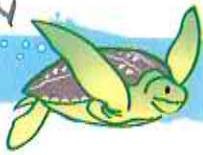
★ Having plenty of sleep is one of the good health habits. These are the habits we need to have in order to be healthy. Can you name some others?

## People to care for us

Food, water, shelter, clothing and air to breathe are all important for our bodies. But we also need something else – people to care for us. A child cannot grow properly without love.



### Activity

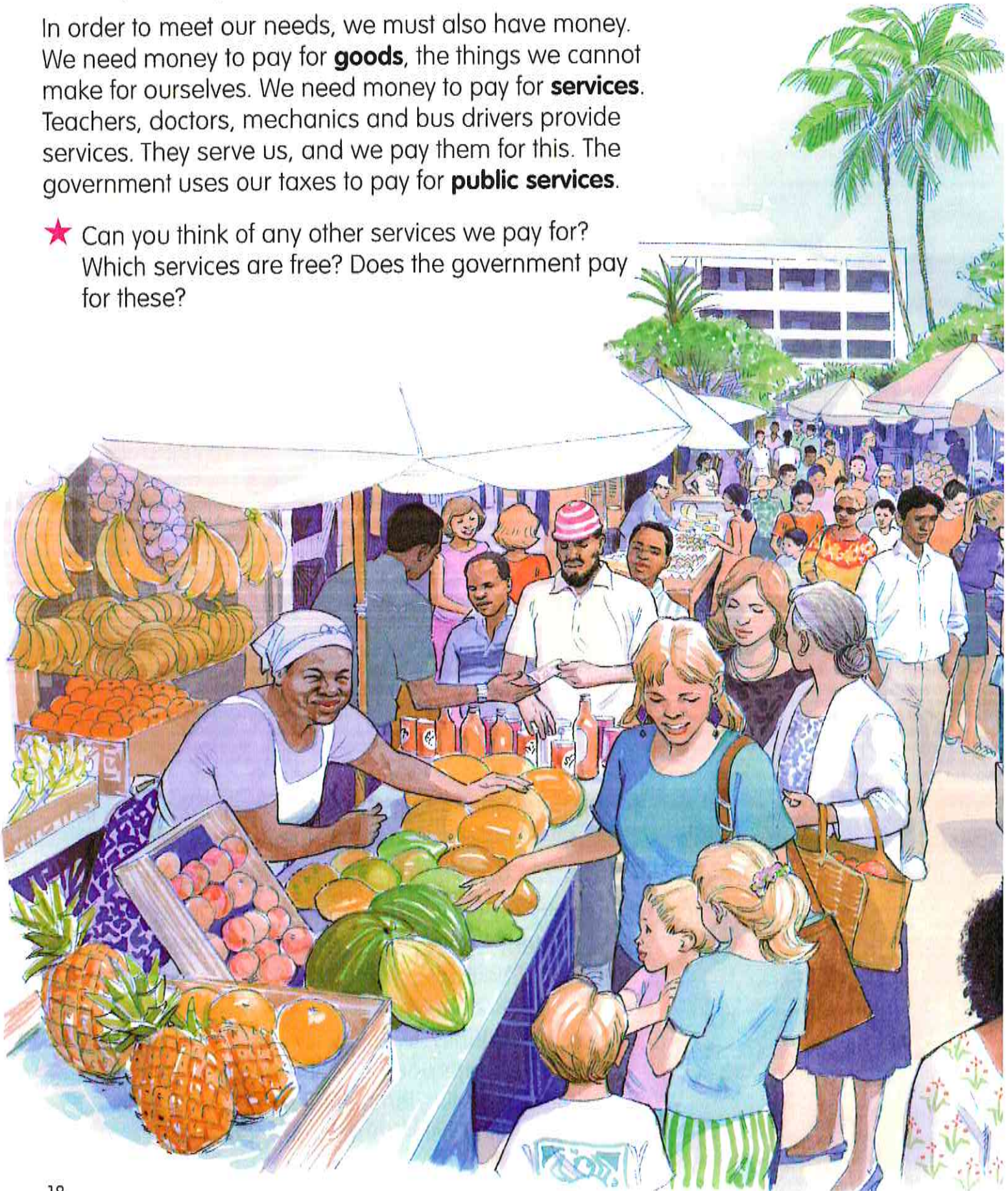


- 1 Write down the names of the people who care for you. How do they show that they love you? What can you do to show them that you love them too?
- 2 Pretend that you are a person living alone, perhaps an elderly person who has no family. Imagine what it would be like to have no one to love, and no one who cares about you. If there is a person like this in your community, try to find a way of caring for him or her. Perhaps you and a friend might visit this person and take some flowers. Elderly people usually enjoy visits from young people.

## Money to buy what we need

In order to meet our needs, we must also have money. We need money to pay for **goods**, the things we cannot make for ourselves. We need money to pay for **services**. Teachers, doctors, mechanics and bus drivers provide services. They serve us, and we pay them for this. The government uses our taxes to pay for **public services**.

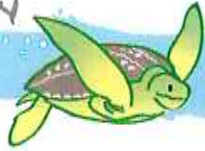
- ★ Can you think of any other services we pay for? Which services are free? Does the government pay for these?



## Needs and wants

It is very easy to confuse what we want with what we need. For example, you might want a computer in your bedroom, to use whenever you wanted. Or you might like to buy new clothes every week. Or you might like to eat out at an expensive restaurant every day. But you do not *need* all these things. They are wants, not needs.

### Activity

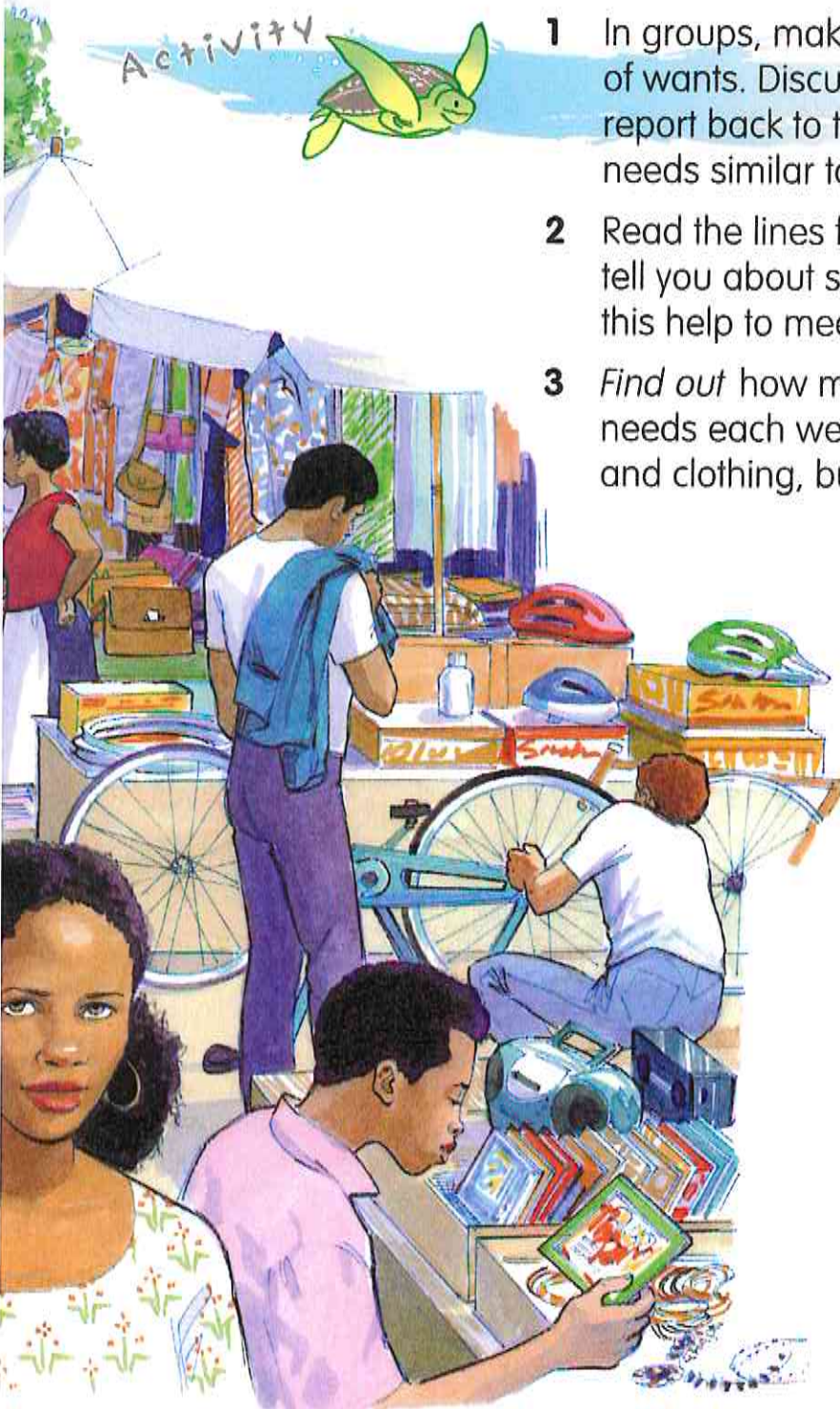


- 1 In groups, make two lists: one of needs, the other of wants. Discuss what should go on each list and report back to the rest of the class. Is your list of needs similar to the lists made by other groups?
- 2 Read the lines from the song 'The Pie'. What does it tell you about sharing what we have? How would this help to meet everyone's needs?
- 3 *Find out* how much your family spends on their needs each week. Include: housing costs, groceries and clothing, but not **luxury items** or treats.

### The Pie

*We want a piece of your pie  
Don't let the well run dry  
So let us change all the rules  
Everyone must be treated fair  
Why should some have so much  
And others have so little  
Let everyone get a try  
There is enough to go around  
Before the well runs dry.*

L. Seymour, E. Watler, J. Ebanks,  
C. Gregory, A. Myles



# Round up

In this unit we have looked at our basic needs: food, water, air, shelter, clothing, sleep, love and money.

Activity



Copy and complete the sentences. Fill in the missing words by choosing from the words in the brackets. The first one is done for you.

- 1 Houses provide us with shelter (shelter, goods, services).
- 2 Services are \_\_\_\_\_ (things that are made by other people, things we find at the market, things which we pay people to do for us).
- 3 The air we breathe is made up mainly of \_\_\_\_\_ (oxygen, nitrogen, carbon dioxide).
- 4 Sleep is very important. We should sleep at least \_\_\_\_\_ (seven hours, eight hours, nine hours) every night.
- 5 During the water cycle, warm sunshine makes water into water vapour in the atmosphere. This is called \_\_\_\_\_ (evaporation, condensation, distillation).
- 6 Carbohydrate foods \_\_\_\_\_ (build new body cells, give us energy, protect us against sickness).



## Caymanians and non-Caymanians

These people are all Caymanians. They are **citizens** of the Cayman Islands. Most of them were born here in the Islands. Their parents and grandparents were born here too.



### **Non-Caymanians**

Some people live here but they are not Caymanians. They come to work here for a time and then go back to their own countries. Some of them come from families who lived in the Cayman Islands long ago.






### **The population of the Cayman Islands**

We can count up the number of people who live in the Cayman Islands. We call these people the **population**. Table 2 on page 22 shows the population of our three islands.



**Table 2 Population of the Cayman Islands**

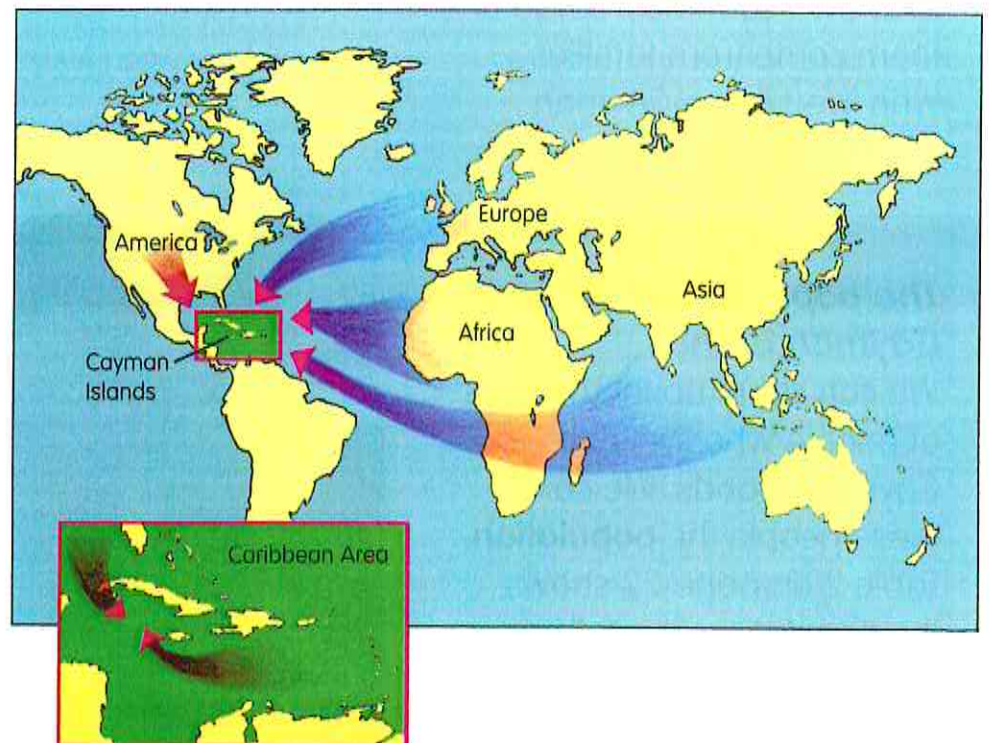
		<b>No. of people</b>
Grand Cayman		36,267
Little Cayman		116
Cayman Brac		1,617
<b>Total</b>		<b>38,000</b>
No. of non-Caymanians		10,594



Study the table carefully and answer these questions.

- 1** How many people live on **a)** Grand Cayman, **b)** Little Cayman **c)** Cayman Brac?
  - 2** How many people who live in the Cayman Islands are not Caymanians?
- E** Work out the percentage of non-Caymanians in our population.

Long ago our **ancestors** came to the Cayman Islands from many different places. They came from Africa, Europe, America and Asia. They settled here and became Caymanians.



*Where our ancestors come from*

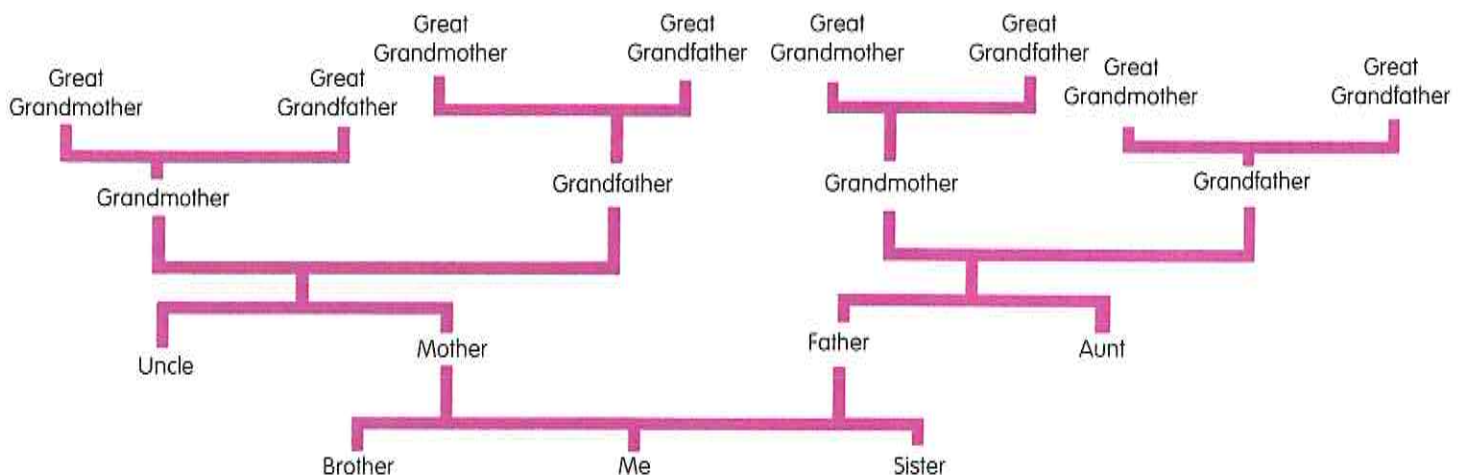
## Picture study

Look at the map opposite carefully.

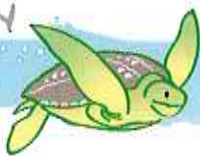
- 1 Write down the names of the areas from which our ancestors came to the Cayman Islands. Have you visited any of these areas?
- 2 Give the direction of travel from each area. For example, people came westwards from Europe.

**E** Use your atlas to draw your own map of the world.

- a) Label the continents and the main oceans and seas.
- b) Mark the Equator, the Tropic of Cancer and the Tropic of Capricorn.
- c) Mark these lines of longitude: 30°E, 0°, 30°W, 60°W and 90°W.
- d) Colour in the continents from which our ancestors came.



## Activity



Look at the family tree above. At the top are some of our ancestors.

- 1 Draw your own family tree, and put in the names of your parents, your grandparents and great-grandparents.
- 2 *Find out* where your ancestors came from. Did they live in England, the United States, Jamaica, Africa or somewhere else, before they came to live in the Cayman Islands?



## Europeans discover the Cayman Islands

The first European to discover our islands was Christopher Columbus, in 1503. He called the islands Las Tortugas, the Spanish word for 'turtle'.

He sailed past the islands to the east. He did not see Grand Cayman, only the smaller islands.

Columbus was an Italian sea-captain in the service of King Ferdinand and Queen Isabella of Spain. He had discovered some of the other Caribbean islands in 1492, on his first voyage across the Atlantic.



*Full-size sailing replica of Columbus' ship **Santa Maria** off the coast of Madeira, in the Atlantic, where she was built in 1997*

On page 25 there is an **extract** from a book written by Ferdinand Columbus about his father, Christopher. Ferdinand sailed with his father on the 1503 voyage. He described many of the islands they saw.

## Activity



Read the extract below and the text on page 24 carefully. Answer these questions.

- 1 What did Columbus call the islands?
- 2 Which of the Cayman Islands did Columbus see?
- 3 Why did he give them this name?
- 4 Which kind of animal did he see here?
- 5 What else did he say about the islands?
- 6 What does the photograph show?

### **Ferdinand Columbus wrote:**

'We were in sight of two very small and low islands, full of turtles, as was all the sea about ..., for which reason these islands were called Las Tortugas.'

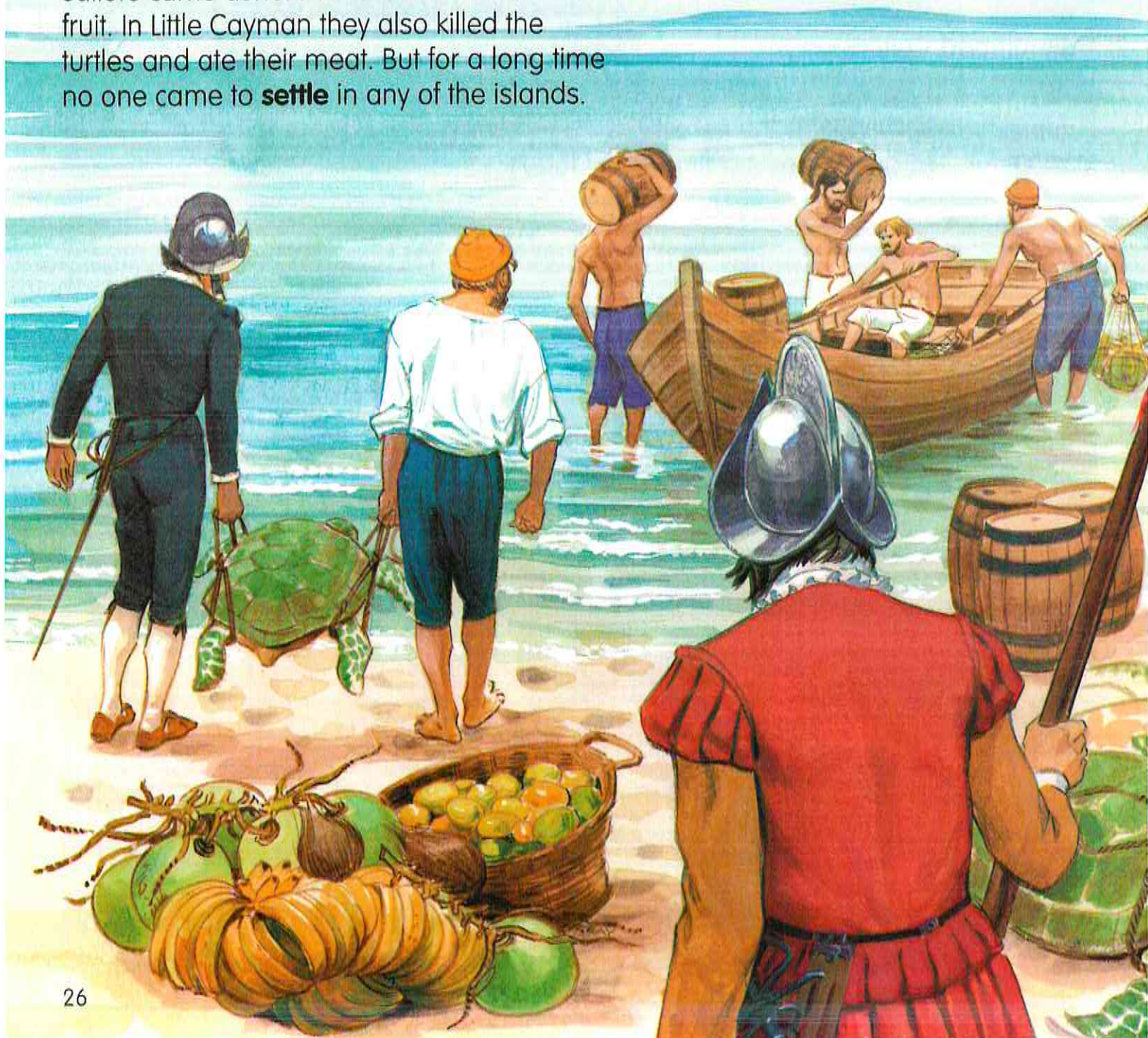


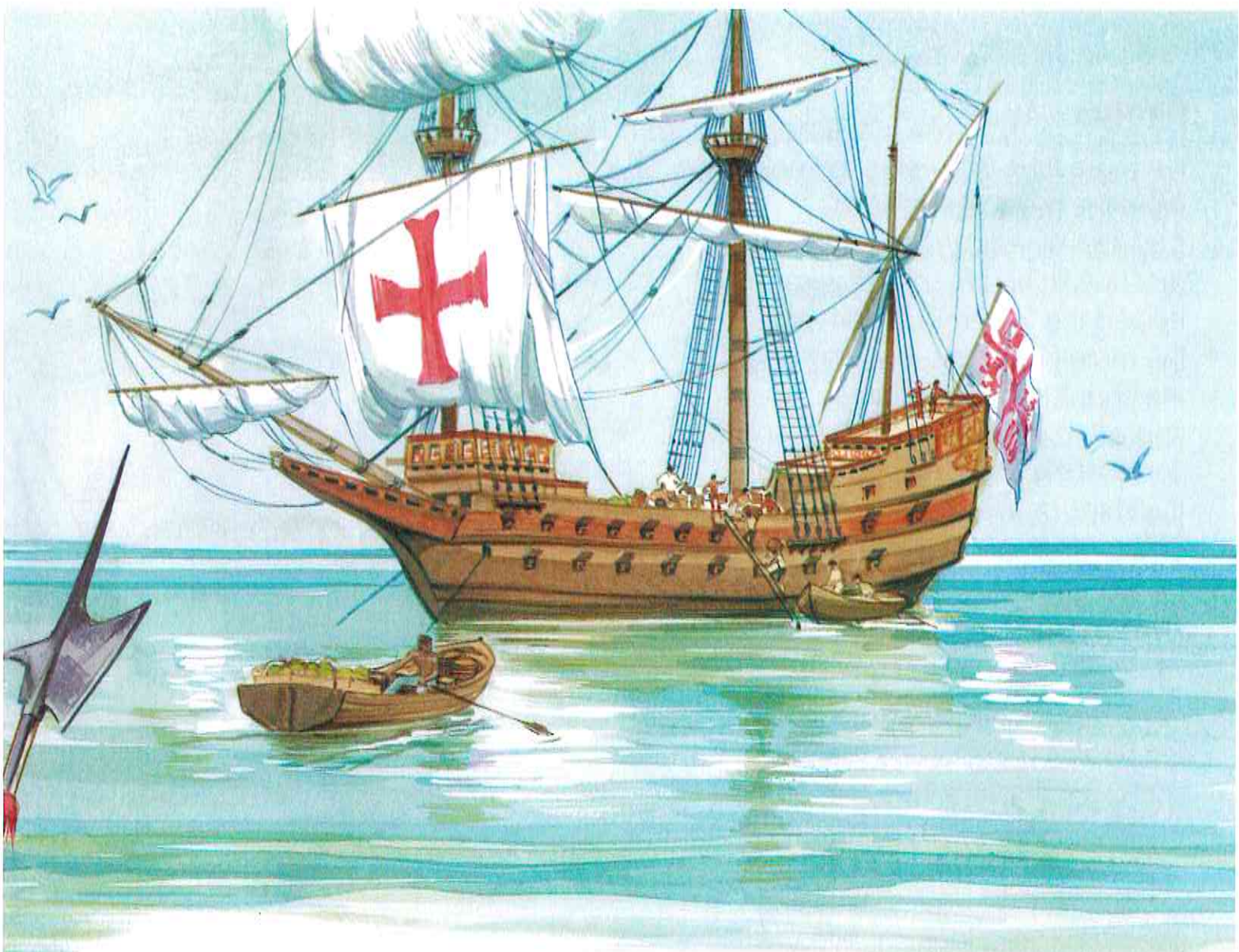
*Cayman Brac*

## **Fresh water and fruit**

Many seafarers came to the Caribbean islands from Europe. At that time the journey from Europe across the Atlantic took about three months. Ships ran out of fresh water and fresh food. The sailors began to have the disease called scurvy, because they did not have enough vitamin C, which is only found in fresh fruit and vegetables.

Ships used to anchor off the islands and the sailors came ashore to find fresh water and fruit. In Little Cayman they also killed the turtles and ate their meat. But for a long time no one came to **settle** in any of the islands.





## Activity



- 1 Write a paragraph to explain why seafarers visited the Cayman Islands.
  - 2 *Find out* which foods are good sources of vitamin C. Make a list of them and hang it on the wall at home. Check that you have some of these foods every day.
  - 3 Create a recipe which contains both turtle meat and a food which is rich in vitamin C. Prepare the dish and serve it to your family at home or some of your classmates.
- E** *Find out* more about the disease called scurvy. Write down the symptoms. Is it a common disease today?



## Pirates

For more than 200 years, pirates were the main visitors to the Cayman Islands. When Britain was at war with Spain, some pirates helped the Governor of Jamaica, the main British island, by fighting the Spanish. They captured Spanish merchant ships. They sold some of the cargo, and sometimes the ships as well, to the British. The British government allowed them to do this and called them **privateers**. There were also Spanish privateers who attacked British ships.

Later, when Britain was not at war, the pirates still attacked Spanish ships. But this time they kept all the Spanish gold for themselves. This was against the law. But the government was not able to stop the pirates from doing it. Many pirates became rich and famous.

★ When do we remember the pirates especially?



### Henry Morgan (d. 1688)

Sir Henry Morgan came from a well-respected Welsh family. He was kidnapped in Bristol, in England, and shipped to Barbados. There he joined the pirates who were attacking ships and lands belonging to the Spaniards. The British government **appointed** him Lieutenant-Governor of Jamaica.





### Edward Teach (d. 1719)

Edward Teach is still one of the most famous pirates. People called him 'Blackbeard' and everyone was afraid of him. He was a very big man who ate and drank enormous amounts. He swore and shouted and fired his pistols whenever he was angry. He often shot members of his own crew, just to make them scared of him. Teach **terrorised** the Caribbean for two years, from 1717 to 1719.



### Activity

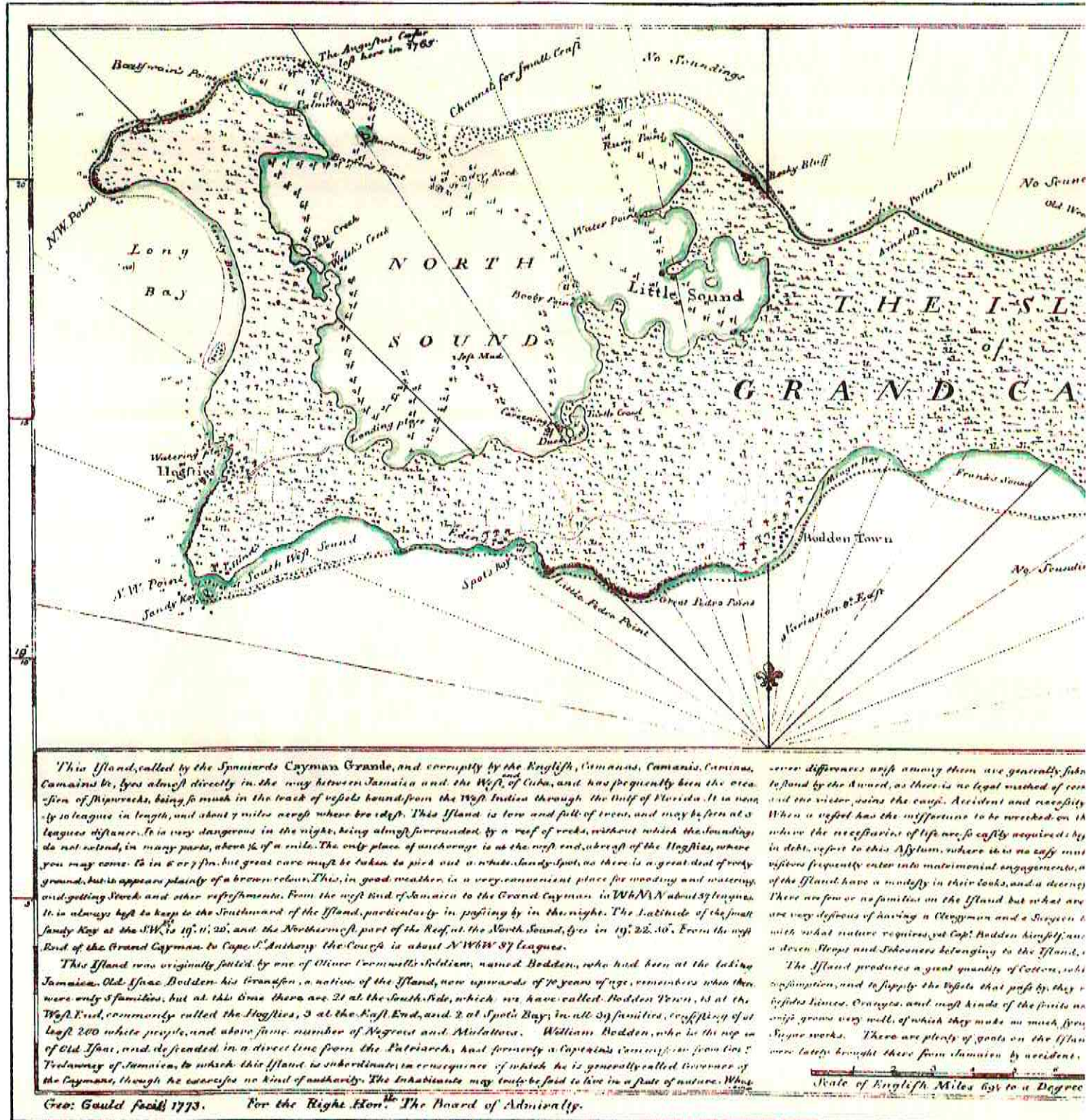


Read about Henry Morgan and Edward Teach.

- 1 Find out more about one of these pirates.
  - 2 Write down one story told about him.
- E** Find out about another pirate and write a short **biography** of him.

# Settlements

The first settlers came to Little Cayman and Cayman Brac in the 1660s from Jamaica. But Spanish privateers attacked the Little Cayman settlement in



April 1670. The Governor of Jamaica, Sir Thomas Modyford, sent for the settlers and told them to return to Jamaica. Some of them sailed to Grand Cayman instead and began the settlement there.

### **The early families of the Cayman Islands**

★ Find your surname! Is your surname among those in the box?

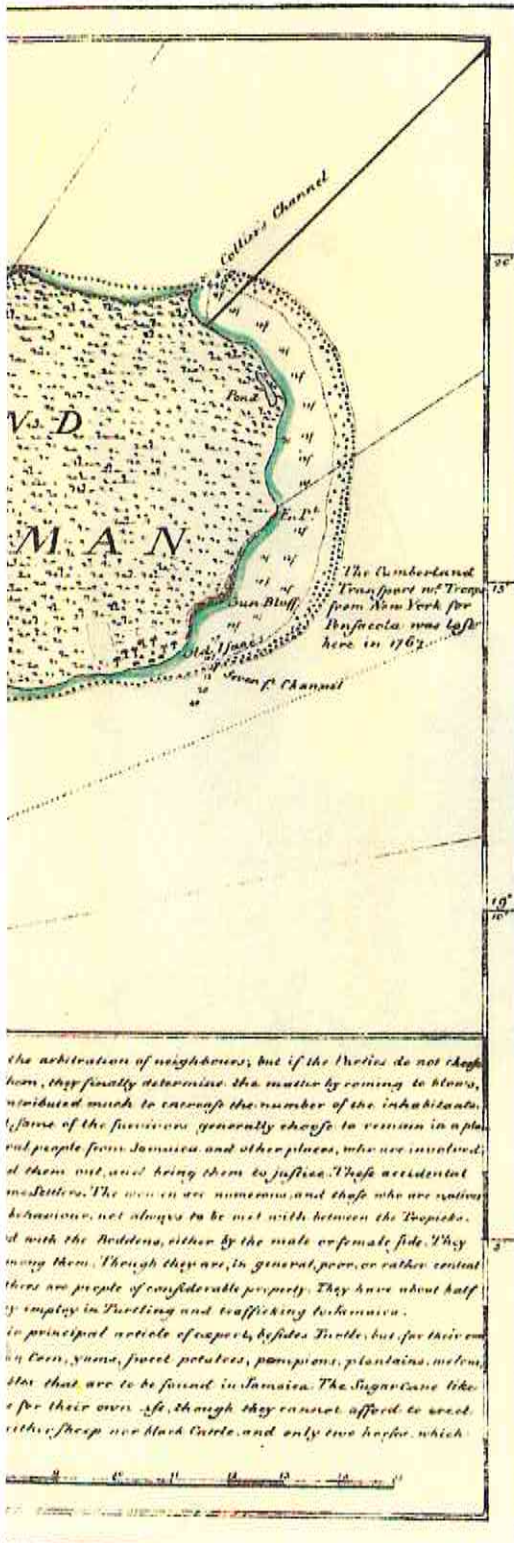
Bodden, Bush, Clarke, Coe, Conolly, Eden, Foster, Jennett, Ebanks, Hill, Hunter, Hydes, McLaughlin, Rivers, Tatum, Walton, Watler, Webster

These surnames belong to some of the early families who lived in the Cayman Islands. Some of these names have been found in ancient documents from the early days of the Grand Cayman settlement. Most of the first settlers were Europeans from Jamaica or other British-owned islands. Some of them were shipwrecked on the islands and decided to stay there and make a living.

### **Masters and slaves**

When rich European families came here from other parts of the Caribbean, they brought their slaves with them. They also bought slaves from the slave ships which came to trade. Slaves did not have surnames, because they came from Africa where no one used surnames like ours. Instead, they took the surname of their master. So both the slave and the slave-master ended up with the same surname!

Here are two stories about early Caymanians. One is told by Mary, the daughter of a rich Jamaican merchant. The other is told by Estelle, a slave working on their sugar estate. Read the stories and try to imagine what it was like to live in the Cayman Islands in the **18th century**.





## Mary

I was born in Jamaica in 1761. My father is a merchant and a planter. He decided to bring the family here five years ago, when I was six years old. We came in one of his ships, the *Alicia*. My father named the ship after my mother, who died the year before, when I was only five. Last year my father married a new wife. She has lived on the Cayman Islands all her life, and her parents before her. Her name is Elizabeth. She is very kind, but it is not the same as my own mother. I have to call her 'Mama', and that reminds me of my mother. I would like to call her 'Aunt Elizabeth', but my father will not permit it.

Mama looks after the house while Papa looks after his business. Sometimes he sails in the *Alicia* or one of the other ships, to Jamaica or even to England. Sometimes he stays at home, writing in his account books and dictating letters to his secretary. He is trying to get more merchants to come here with their goods and sell them to the people who live on the island. Many things we used to have in Jamaica cannot be bought here.

As well as our house here in George Town, we have a sugar estate on the island. Our slaves grow the sugar cane and harvest it. Our estate manager, Thomas Bush, keeps them working properly. Now and then my father goes down to the estate to see that all is well. When he goes, I always ask to come with him, but he will never take me. It is very boring living all the time here in this house, sewing and helping to look after my baby brother. I want to see more of the island, and more of the world. One day, when I am older, I will ask my father to take me with him when he sails to Jamaica.



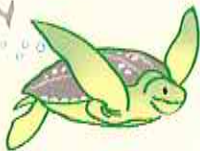
## Estelle

It is dark now, and I can stop working and sit quietly for a bit before bedtime. My back and my legs are aching and I am very tired. In a moment I must get something to eat. I have had nothing since this morning. We are harvesting the cane at present and it is very hard work. We start at dawn and go on until the sun sets. The overseer is quick to see if anyone isn't working hard enough. He shouts at us, and waves his whip. I am afraid then, although I have never seen him whip anyone. I am glad that my mother has taken work in the manager's house. She is busy there from morning till night, but at least she no longer works in the fields. She is trying to get me work in the house, too, but I don't think she will do so. We slaves cannot choose what work we do. We must work where the master says.

I have never met my master. He lives in George Town and rarely comes to the estate. He is rich. He owns ships which sail to Jamaica and England. I have heard that he has a family – a daughter and a baby son. I would love to meet his daughter and see how different her life is from mine. I'm sure she doesn't have to work hard all the hours of daylight every day. Perhaps she has pretty things to wear and nice things to eat. She must be happy. I envy her.



### Activity



Answer these questions about the stories of Mary and Estelle.

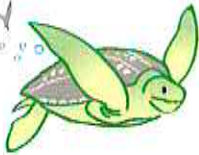
- 1 How old is Mary?
- 2 Who is Elizabeth?
- 3 Where did Mary's family come from?
- 4 Where do they now live?
- 5 What kind of work does Estelle do?
- 6 Why does Estelle envy Mary?

**E** Write your own story about Mary and/or Estelle when they are older. What happens when they meet?

# Round up

In this unit we have learned something about our ancestors: where they came from, where they settled, and their everyday lives.

Activity



## Word square

In this word square there are ten words which we have used in this unit. They read left to right and top to bottom. Try to find all ten. We have marked the first letter of each for you.

X	Z	T	P	S	Q	P	F	D	M
A	F	R	I	C	A	H	L	P	Y
A	S	F	V	U	K	L	S	C	Q
M	L	E	U	R	O	P	E	I	O
E	A	N	R	V	S	X	T	T	W
R	V	Q	D	Y	F	L	T	I	Z
I	E	P	N	V	B	D	L	Z	O
C	B	U	C	C	A	N	E	E	R
A	N	C	E	S	T	O	R	N	D
P	O	P	U	L	A	T	I	O	N



## Resources

Let's have some fun with anagrams. An **anagram** is a word with the letters mixed up. For example, you can make an anagram from the word CAYMAN, like this:

M A C N A Y

Activity



- 1 Write down another anagram of CAYMAN. Make it as different as you can from the real word.
- 2 Try out these two anagrams. Write down the correct words in your notebook.

E A W E N B R E L

S R O C E R U S E

## Natural resources of Cayman

Resources are things that we use to meet our needs.

**Natural resources** are the things we find around us which human beings have not made. Find some of these in the pictures.



## Renewable resources

Did you make the words 'renewable' and 'resources' out of the anagrams on page 35? Together these two words make the term **renewable resources**. These resources are things like food, water, wood, salt, sand and coral.

E A W E N B R E L

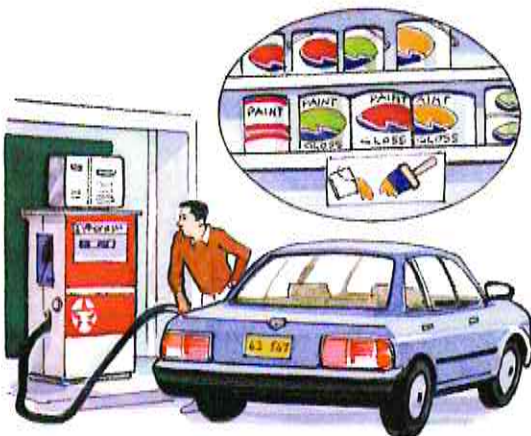
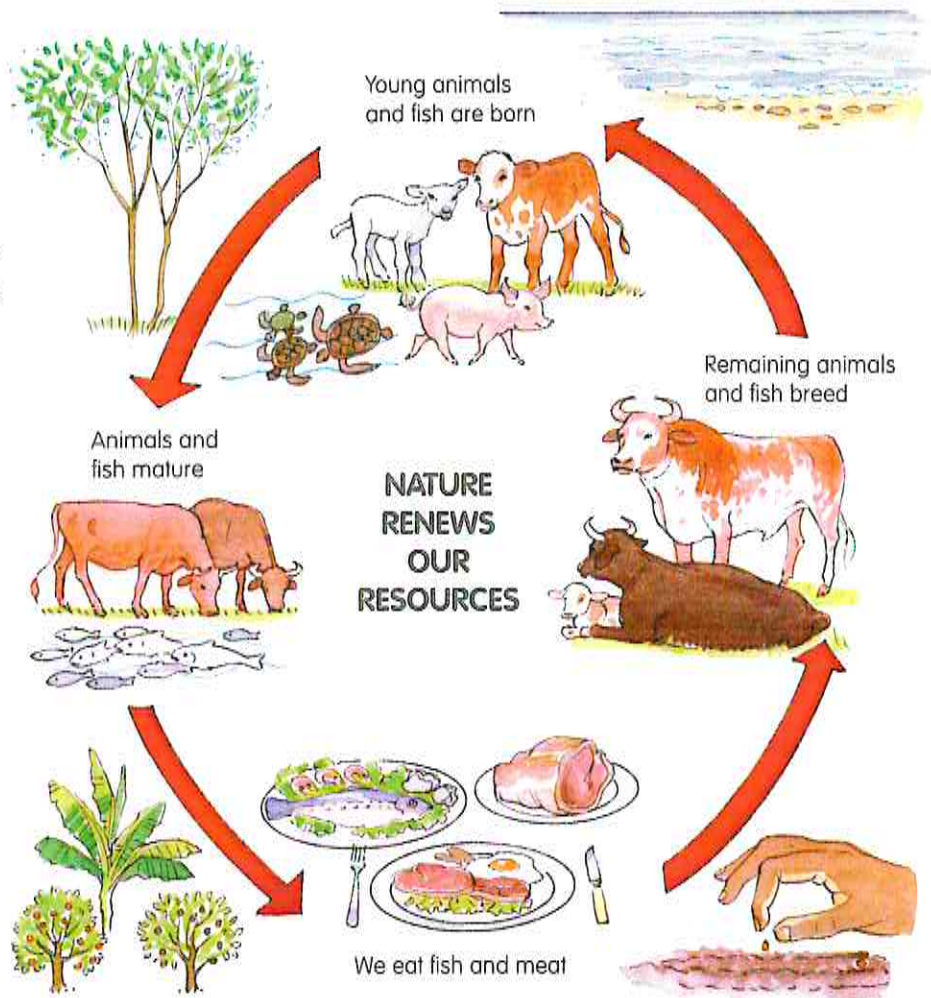
S R O C E R U S E

★ Think of some other renewable resources. What do we use them for?

As we use these resources, nature renews them. Each year young animals and fish are born, new tree seeds **germinate**, crops grow. The sea grinds more rocks into sand.

However, we need to be careful. If we use renewable resources too fast, nature cannot keep pace with us. Animals, fish and trees need time to **mature**. It takes time for rocks to become sand. Coral reefs do not grow overnight.

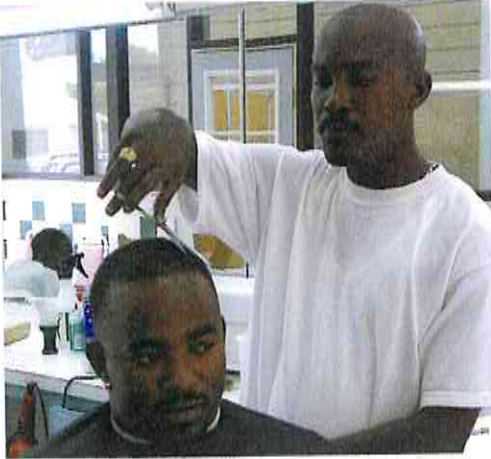
So, we need to look after our renewable resources – then they will be there for us and our children to use when we need them.



## Non-renewable resources

We have to be even more careful with **non-renewable resources**. These resources do not renew themselves each year. Once we have used them up, there will be no more. Non-renewable resources are things like oil, alumina, and other minerals.

## Human resources

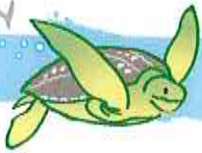


The most valuable resource we have is human beings. Without **human resources**, we cannot use the other natural resources.

★ Are human beings renewable or non-renewable resources?



### Activity



- 1 Find out what natural resources we have in the Cayman Islands. Make a list of them.
  - 2 Underline in red the renewable resources in your list.
  - 3 Draw a table with two columns: 'Renewable resources', and 'Non-renewable resources'. Fill each column with the types of resources you have listed in this activity.
  - 4 Look around the area where you live, or the school neighbourhood. Write down examples of natural resources here. For example, you might find trees, a stream, crops growing, farm animals, a beach. Note where you found each resource.
- E** Draw a sketch map of your local area. Mark on it the locations of the different resources you have seen.

## Industries

We use our resources in many different ways in order to earn our living. We call these **industries**.

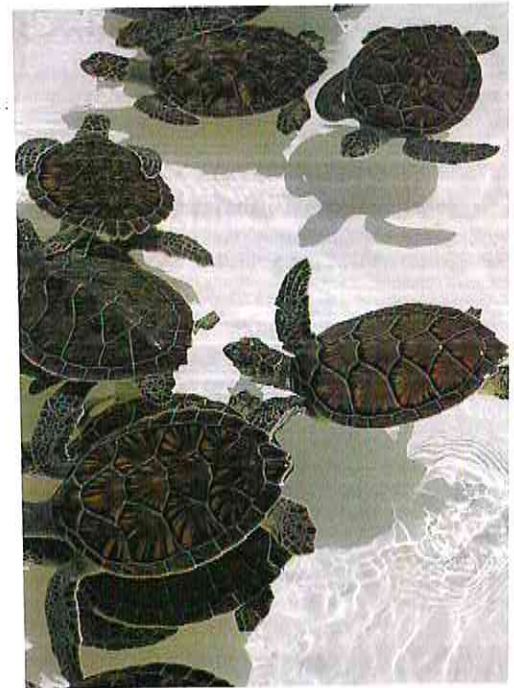
### Farming and fishing

#### *The Turtle Farm*

The Cayman Islands Turtle Farm is the only **commercial** turtle farm in the world. The Turtle Farm is important for two reasons:

- It breeds young turtles to release into the sea. This maintains the numbers of turtles living near our islands.
- It is a tourist attraction. Tourists come to the Farm to see the young turtles.

★ Are turtles a renewable or non-renewable resource?





Three different types of turtle live near the Cayman Islands. The Green Sea Turtle is the main one. The Turtle Farm has a breeding herd of 315 of them. It also has four Hawksbill turtles and one Loggerhead.



Visit the Turtle Farm and look at the different turtles.  
*Find out:*

- 1 how many types of turtle there are on the Farm.
- 2 how the Farm looks after the turtle eggs.
- 3 what happens after the turtle eggs hatch.
- 4 the time of year they release the young turtles.
- 5 what tourists come to see at the Farm.

**E** In pairs, or groups, do some *project work* on the three types of turtles found around our coastline. *Find out* the shape, size, weight, colour and habits of each type of turtle.



## ***Turtling***

Long before there was a turtle farm, Caymanians were fishing for turtles. Turtling was one of the first industries in the islands.

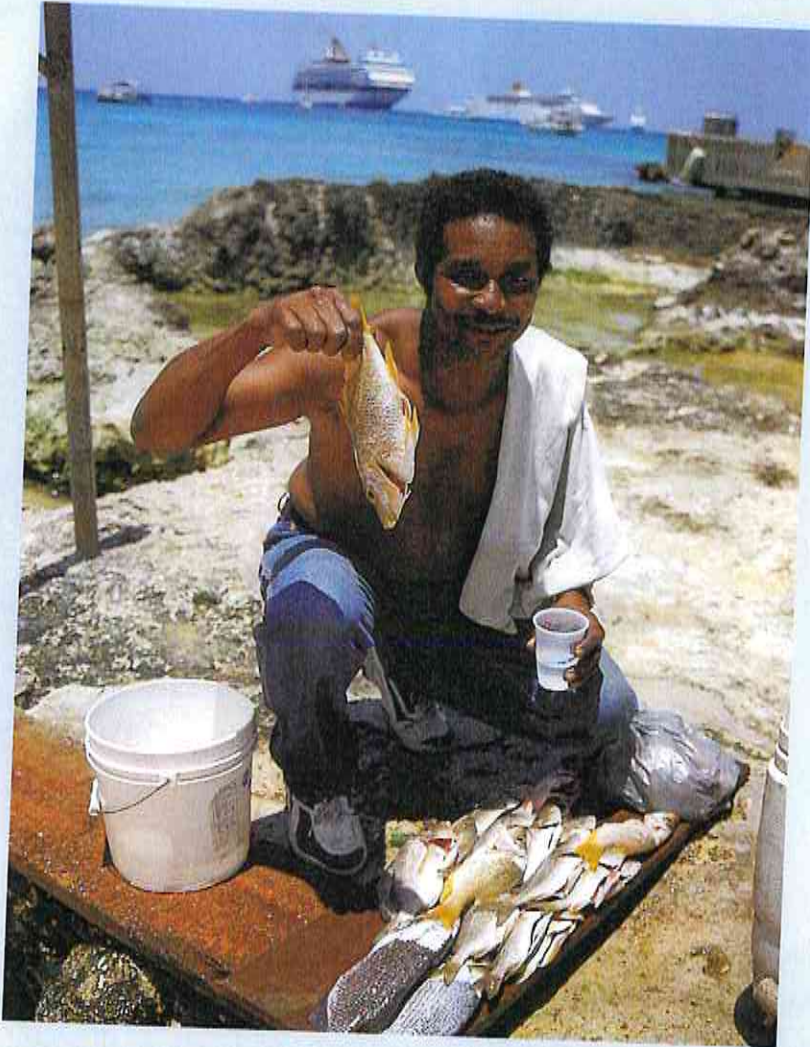
Many ships were built specially to catch turtles. There were usually about seven people in the crew. They used canoes which were carried on the ships. Each canoe had 15 or more nets. Each day the turtles were stored off Miskito Quay, until the ship was ready to take the turtles to Alabama or Jamaica.

As time went on, the Caymanian turtle population grew smaller, because of **overfishing**, and the Caymanian fishermen began fishing off the coast of Central America.



## Fishing

In the early days, it was difficult to grow food crops. People caught fish to eat. Today there are no longer many commercial fishermen. Because of overfishing, the fish population around our shores has declined a great deal. Hotels and restaurants now have to buy fish from other countries. People still enjoy fishing for fun, but it no longer counts as an industry.



★ Do you go fishing during the holidays or at weekends?

Activity



- 1 Ask your grandfather, or another older person, to tell you about fishing when he (or she) was young.
- 2 Find out about the boats which fishermen used. Make a model of a traditional fishing boat.

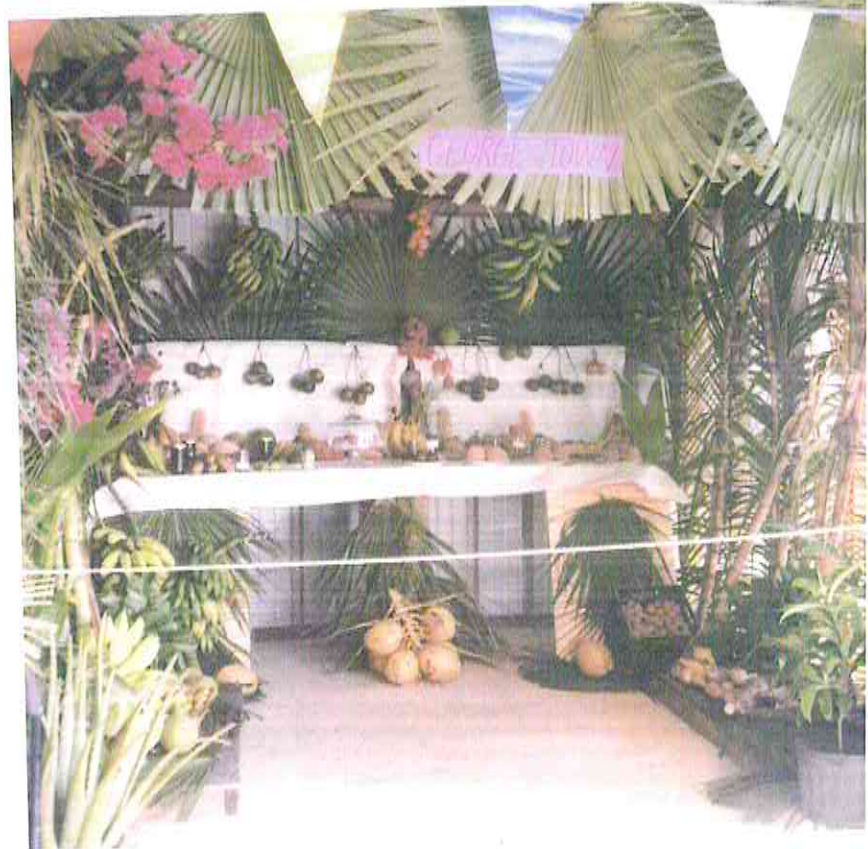
## **Livestock and food crops**

Caymanian farmers keep **livestock**, mainly for beef and pork. They also produce food crops. Fruit and vegetables such as mangoes, lettuce, tomatoes, breadfruit, yams, bananas and citrus fruits are the main foods they grow. The Farmers' Co-operative helps them sell the produce. The farmers belong to the Agricultural Society. Every year they hold an Agricultural Show so that people can see what the farmers grow.



There are several large farms on Grand Cayman. There is Mr William Ebanks' farm in North Side, and Futherland Farm and Franklin Smith's farm on the eastern side of Grand Cayman. You can read more about Mr Ebanks' farm on page 43. On Cayman Brac there are several small farms on the Bluff.

All the farms produce many different crops which are sold locally. The Cayman Islands produces a large number of bananas. Soon we may be able to stop buying bananas from other Caribbean countries and eat only those grown in the Cayman Islands.



### Activity



Visit the Agricultural Show and look at the exhibits. Make a list of the different foods produced by farmers. Which foods do we eat that farmers do not produce? Where do these come from?

**E** Find out about a local farm. Write your own case study about this farm. Find out what the farmer produces and what problems he faces. What does your study tell you about farming in the Cayman Islands?

## Mr Willie's farm

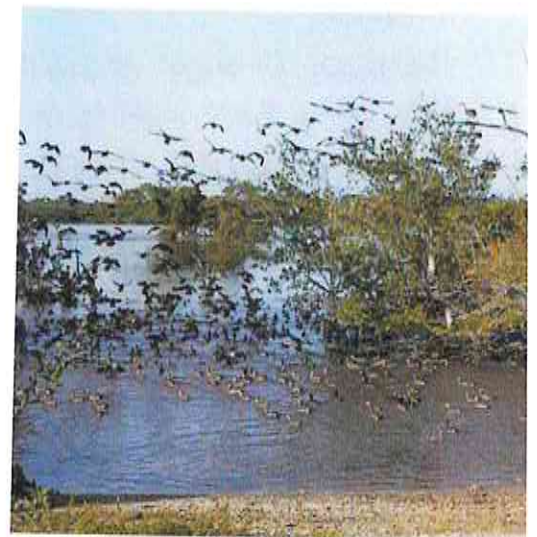
You can find Mr William Ebanks' farm in the district of North Side on the island of Grand Cayman. People call Mr Ebanks 'Mr Willie' because they like him so much.

Mr Ebanks' farm grows many different crops. There are yams, cassava, pumpkins, mangoes, peppers and a number of other crops. When the crops are harvested Mr Willie sends most of them to the Farmers' Market in George Town. Here they are sold to customers.

Mr Willie also operates a roadside stall at Spotts. Here he sells mangoes, pawpaw, sweet potatoes, cassava, sweet peppers, and other fruits and vegetables. People passing by often stop and buy fruit juice, including mango juice, guava juice and coconut water.

On Mr Willie's farm there are also pigs. Mr Willie is one of the island's best pig farmers. Each year his pigs have won prizes during our annual Agricultural Show Fair.

As well as being a farmer, Mr Willie likes to help conserve local wildlife. He has created a **bird sanctuary** for the West Indian Whistling Duck. This species is the largest of eight species of Whistling Duck found anywhere. The pond where these birds live is right in the centre of Mr Willie's farm. Many school children from all over the Cayman Islands visit Mr Willie's farm. They enjoy watching the ducks as they swim about in the pond.



James T. Watler



- 1 Where is Mr Ebanks' farm?
- 2 Who calls him 'Mr Willie' and why?
- 3 **a)** Name at least five crops which Mr Willie grows on his farm.  
**b)** Where does he sell each of these?
- 4 How do we know Mr Willie is a good pig farmer?
- 5 What is a bird sanctuary? Which bird is protected on Mr Willie's farm?

## ***Palm thatching and rope making***

Caymanians used the thatch palm leaves for roofing houses. Long ago, thatching a house gave everyone in the community a day of fun and laughter as well as work.

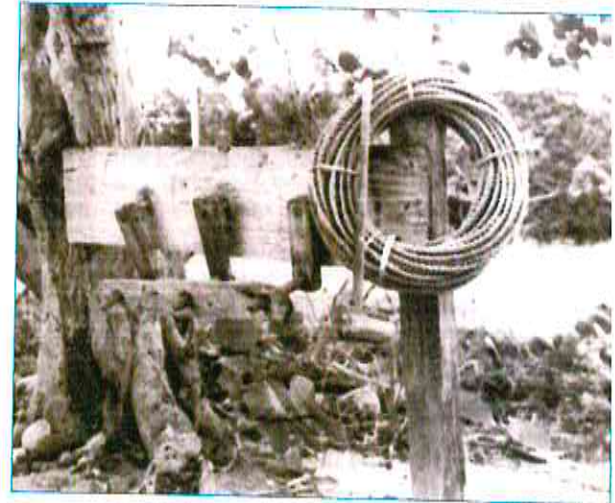
First the men cut enough leaves to cover the whole roof. Then they cut all the stalks to the same length and tied the leaves into bundles. The women provided plenty of food and lemonade to help the men to do their job well. There was roasted pork or turtle, fried fish and lots of heavy cake to keep them well fed. The feast brought everyone in the community together. No one was paid, but it was a good way of sharing the task of completing a house.

The buds, or 'tops', of the thatch palm were dried. They were then used to make rope, mats, brooms, hats, baskets and other items. Rope-making became an important industry in the 19th century. The ropes were good quality and could be used for sailing ships. Not only Caymanians but people from the other islands, especially Jamaica, bought the thatch palm rope.

★ Rope making was important in the 19th century. Which **century** are we in now?



*Old thatched house*



*Coils of thatch palm rope*



*Find out* how to make rope using the thatch palm. If you can, ask an older person to show you how the work was done. In groups, try to use tops to make baskets or other woven items.

**E** Write a story about a thatching day 150 years ago. Describe the work, the feasting and the fun that the community enjoyed on that day. Write the story in the 'first person' (using 'I'), imagining how it felt to take part.

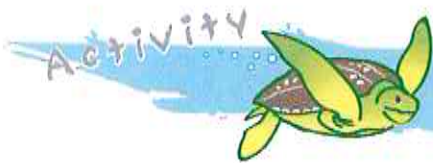
## Boat building

People who live in our islands have always needed well-built boats to sail across the dangerous seas of the Caribbean. The Bodden family began the boat-building industry in the early years of the Grand Cayman settlement. The family tradition continued until the early years of the 20th century. The Boddens had their own boat-building yard in George Town.

All kinds of ships and boats were built here. There were schooners and motor vessels. Schooners were among the very fastest sailing ships. One of the most famous was the *Goldfield*, built to fish for turtles. During World War II, the ship sailed back and forth to the USA keeping the Cayman Islands in touch with the outside world.



*Caymanian schooner*



- 1 Draw a picture of a schooner in full sail.
- 2 Survey the shipping in a local harbour. *Find out*, if you can, where the ships were built. Were any of them built in the Cayman Islands?
- 3 There is a list of some famous Caymanian ships in the box below. *Find out* some more names of ships which were built here. Find out more about the career of one particular schooner, like the *Goldfield*, or a motor vessel.

*Goldfield*

*Lydia Wilson*

*Arbutus II*

*Lady Slater*

*Cimboco*

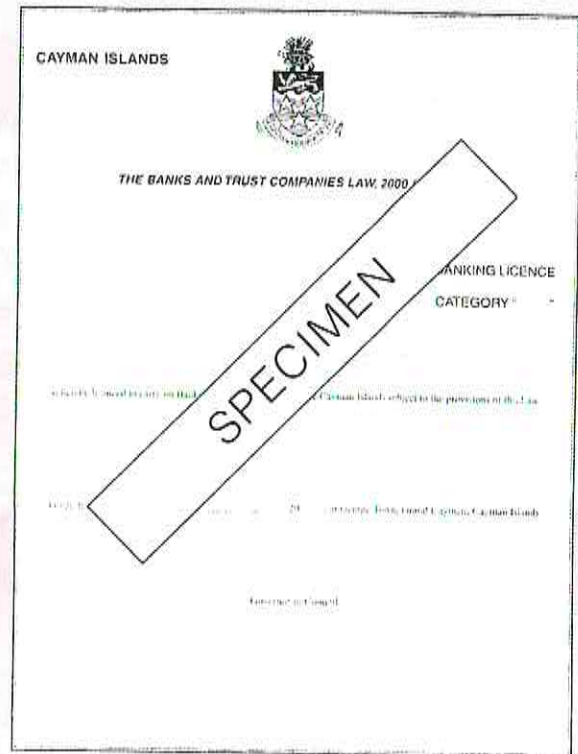
- E** In *groups*, make a model of a schooner. Use scraps of wood and matchsticks for the hull and masts, and stick them together with glue. Use canvas or cotton cloth for sails. Make halyards with cotton thread.

## Two modern industries

The two most important industries in modern Cayman are banking and tourism. Together, these two industries earn 95% of our national **income**.



Bank clerk



Banking licence

### Banking

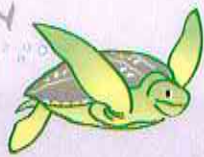
In 1953, Barclays Bank opened a branch in George Town. It was the first **commercial** bank in the Cayman Islands. Before that time, Caymanians used the Government Savings Bank.

Banks look after our money. We can save our money in a bank account. Then we can draw it out when we need it. People can get a loan to help them start new businesses or buy houses.

Today George Town is one of the world's leading financial centres. This means that the banks and insurance companies based in George Town deal with a very large amount of money every year. Businesses from all over the world have their bank accounts in George Town. This is called **offshore banking**.

Banks in the Cayman Islands attract customers because of our tax laws. The Islands are known as a **tax haven**. About 28,000 foreign companies use our banking system. There are about 600 banks and trust companies. Our company laws also allow foreign companies to register for business here. Banks earn money for our country by paying a fee to the government every year.

## Activity



- 1 Visit the local branch of a bank. Collect some examples of the leaflets on display and read them carefully. Notice whether there are queues at the counter. If possible, ask one of the bank staff to explain how the bank does its work and what equipment the bank clerks use.
  - 2 *Find out* more about an offshore banking company. Write a case study on this company. Does your case study show that the Cayman Islands is an important financial centre?
- E** In 1997 our national income was \$971,900,000. Offshore banking and tourism earned 95% of this. Work out how much the other industries earned.

The Cayman National Bank Building





## Tourism



### Picture study



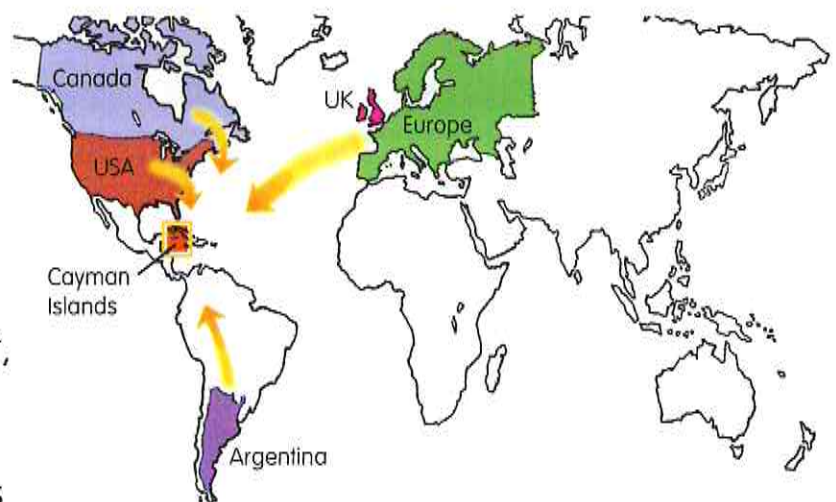
What are the people in the pictures doing? What do we call these people?

Tourists come from many different places to holiday in the Cayman Islands. They come by air, and they come on cruise ships. They come to enjoy the sea, the beaches and the sunshine. They come to see our beautiful country and its animals, birds and flowers. The table shows how many tourists (visitors) came to the Cayman Islands between 1995 and 1999. The map shows where they come from.

Tourists began coming here in the 1950s. Tourism is now a very important industry. Many Caymanians work in the tourist industry: in hotels and restaurants, at watersport centres, at the airport, or in tourist information centres. Tourism also creates other jobs, such as building work, taxi services and even extra police work.

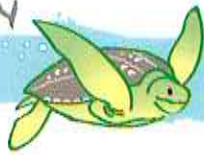
**Table 3 Visitor arrivals 1995 to 1999**

Year	Air arrivals	Cruise ship arrivals
1995	361,400	682,000
1996	373,200	771,100
1997	381,200	865,400
1998	404,200	852,500
1999	394,534	1,035,522



*Tourist origins*

## Activity



- 1
    - a) Make a list of all the jobs people do to help tourists and meet their needs.
    - b) Choose three of these jobs and write a paragraph about each one.
    - c) Draw a picture to go with each paragraph, showing someone doing that job.
  - 2 Look at the table which shows visitor arrivals from 1995 to 1999. What do you notice about the numbers given there? Did more tourists visit the Cayman Islands in 1999 than in 1995?
  - 3 Write a story imagining that you are a taxi driver working from the airport. Describe some of the people you drive to the hotels. Imagine that you, the driver, talk to the tourists about why they have come to the Cayman Islands and what they want to see and do.
  - 4 *Find out* from Cayman tourist information where tourists come from. Draw a map of the world and mark some of the places on it.
- E** Look again at the table showing visitor arrivals from 1995 to 1999.
- a) Which of the figures is more important, from the point of view of the tourist industry. Is it the air arrivals or the cruise ship arrivals? Why?
  - b) The table below shows how many cruise ships anchor off Cayman Brac and how many anchor off Grand Cayman. In what way has this pattern changed in the last few years?

**Table 4 Cruise ship arrivals to Grand Cayman and Cayman Brac 1995 to 1999**

Year	Cruise ships at Grand Cayman	Cruise ships at Cayman Brac
1995	503	0
1996	528	5
1997	572	3
1998	518	0
1999	515	2

## Imports and exports

Imports are goods which we buy from other countries.  
Exports are goods which we sell to other countries.  
For example, in 1998 we imported goods worth \$421 million.  
We exported goods worth \$1.2 million.



*Containers being unloaded*

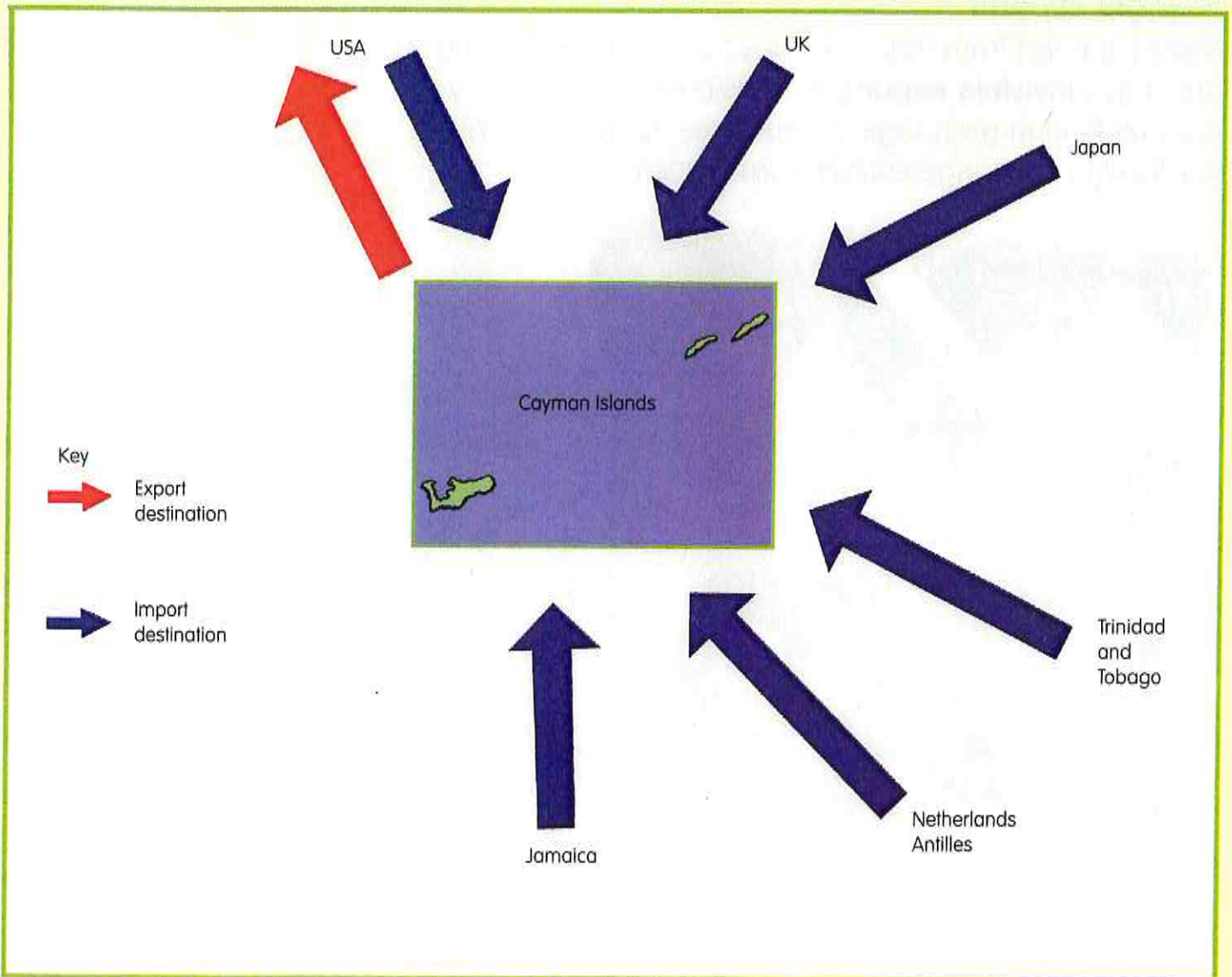


There is not very much **agricultural land** in our islands. This means that we have to **import** or buy a lot of the food we need. We also import many **manufactured goods** such as cars, computers and communications equipment. We **export** or sell turtle products and some consumer goods.

### ***Our trading partners***

The countries to which we sell, and the countries from which we buy, are called our **trading partners**. Our imports come from USA, Jamaica, Trinidad and Tobago, UK, Netherlands Antilles, and Japan. Our exports go mainly to USA.

*Our trading partners*



## Foreign exchange

When we buy goods in the Cayman Islands, we need to use money in our **currency**: the Cayman dollar and cents. When businesses in our country buy imports, they use the currency of the countries whose goods they are buying. This is called **foreign exchange**. You can see some different currency notes in the picture.

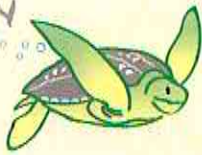
- ★ Look at the figures in dollars which were given for imports and exports on page 50. How do you think we earn the foreign exchange we need to pay for our imports? (Pages 50–53 of this book may give you some clues.)

## Invisible exports

Money earned from industries like tourism and banking are called **invisible exports** or 'invisible earnings'. They earn us foreign exchange. About three-quarters (75%) of our foreign exchange comes from tourism.



## Activity



- 1 Choose some packaged goods in the supermarket or local store. Look at the packets and *find out* which country the goods came from.
- 2 Write down the meaning of these terms:
  - a) imports
  - b) exports
  - c) foreign exchange
  - d) trading partners.
- 3 Draw a sketch map of the world with the title 'Our trading partners'. The information on page 51 will help you.
  - a) Mark on it in red the countries from which we import goods.
  - b) Mark on it in green the countries to which we export goods.
  - c) Draw red and green arrows to show the direction of the trade.
  - d) Give the map a key.

### Picture study



Look at the currency notes in the picture opposite. How much are they worth? Draw a picture of a Cayman dollar note.



- E**
- a) *Find out* what happens if the amount of foreign exchange we earn is not enough to pay for the imports we need.
  - b) On your map from activity 3, mark in blue the countries tourists come from (see page 48).

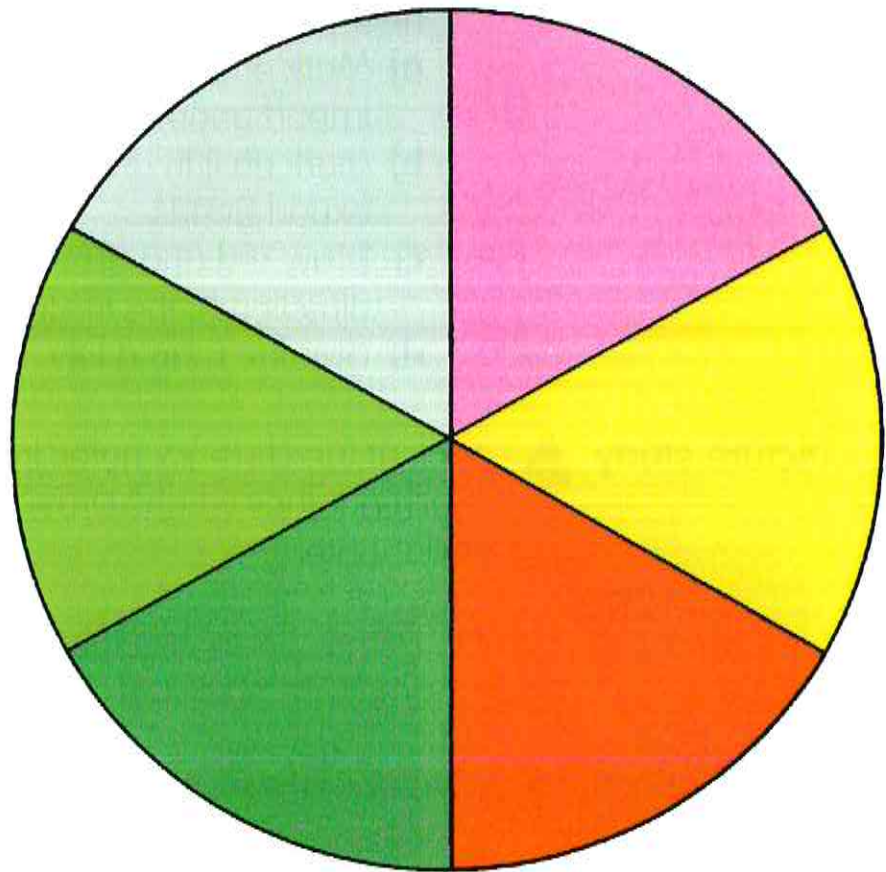
# Round up

In this unit we have learned about our industries, past and present. We have learned about how important tourism and banking are. We have learned about imports and exports and our trading partners.

Activity



- 1 Copy the segmented circle below. Write in the names of four industries which were important in the past, and two industries which are important today.



- 2 Choose two of these industries and write three or four sentences about each.

# 4 Governing the Cayman Islands



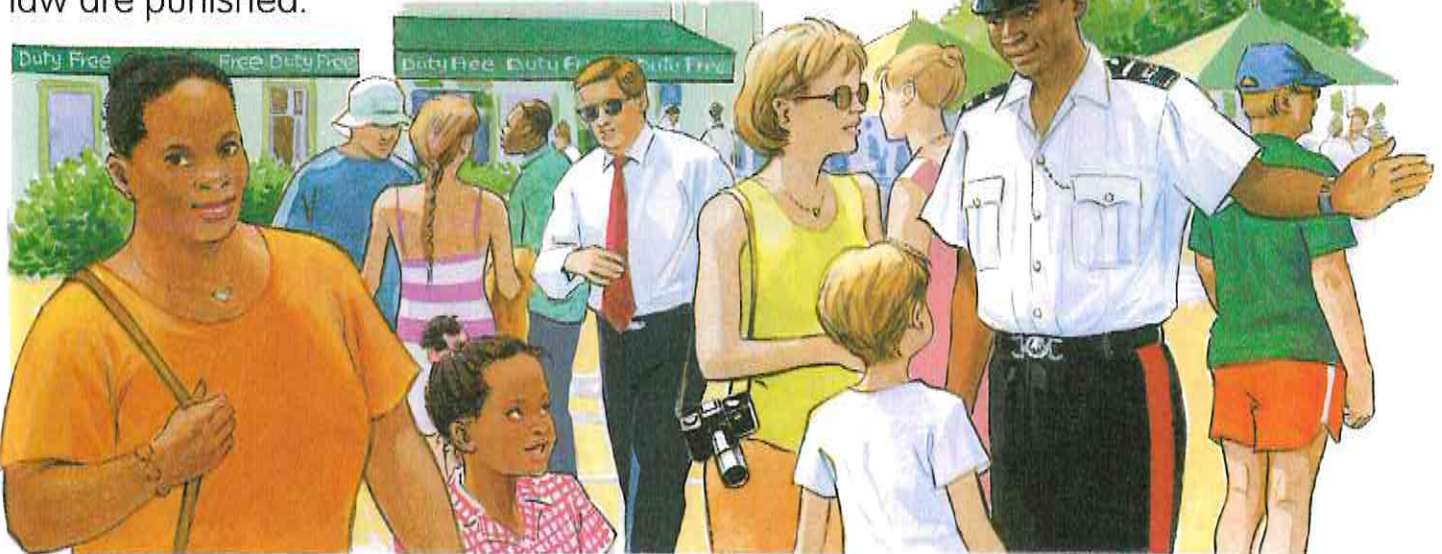
Our government is the group of people who **govern** us. They decide how to spend the money they collect. They discuss and agree on new laws, and they lead us.

## Laws

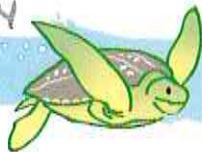
**Laws** are rules which citizens should follow.

★ Do you have school rules? Why do you need these rules? What happens if someone breaks the rules?

In a country we need rules, or laws, too. The police have the job of making sure that people who break the law are punished.



## Activity



- 1 Play the game 'Simon Says'. If you are 'Simon', the leader, everyone must do what you tell them to do – but only when you say 'Simon says ...'. Anyone who obeys a command which does not start with the words 'Simon says ...' is out of the game.
- 2 *Find out* about the work of a police officer. Would you enjoy this job?



## How our government works

At the head of our government is the Governor. He looks after the Cayman Islands for Her Majesty Queen Elizabeth II. The Cayman Islands is a British Overseas Territory of the United Kingdom. The photo below shows the present (2001) Governor His Excellency Mr Peter John Smith, CBE. Governors are appointed by HM Queen Elizabeth II and their duration of service is normally four years.

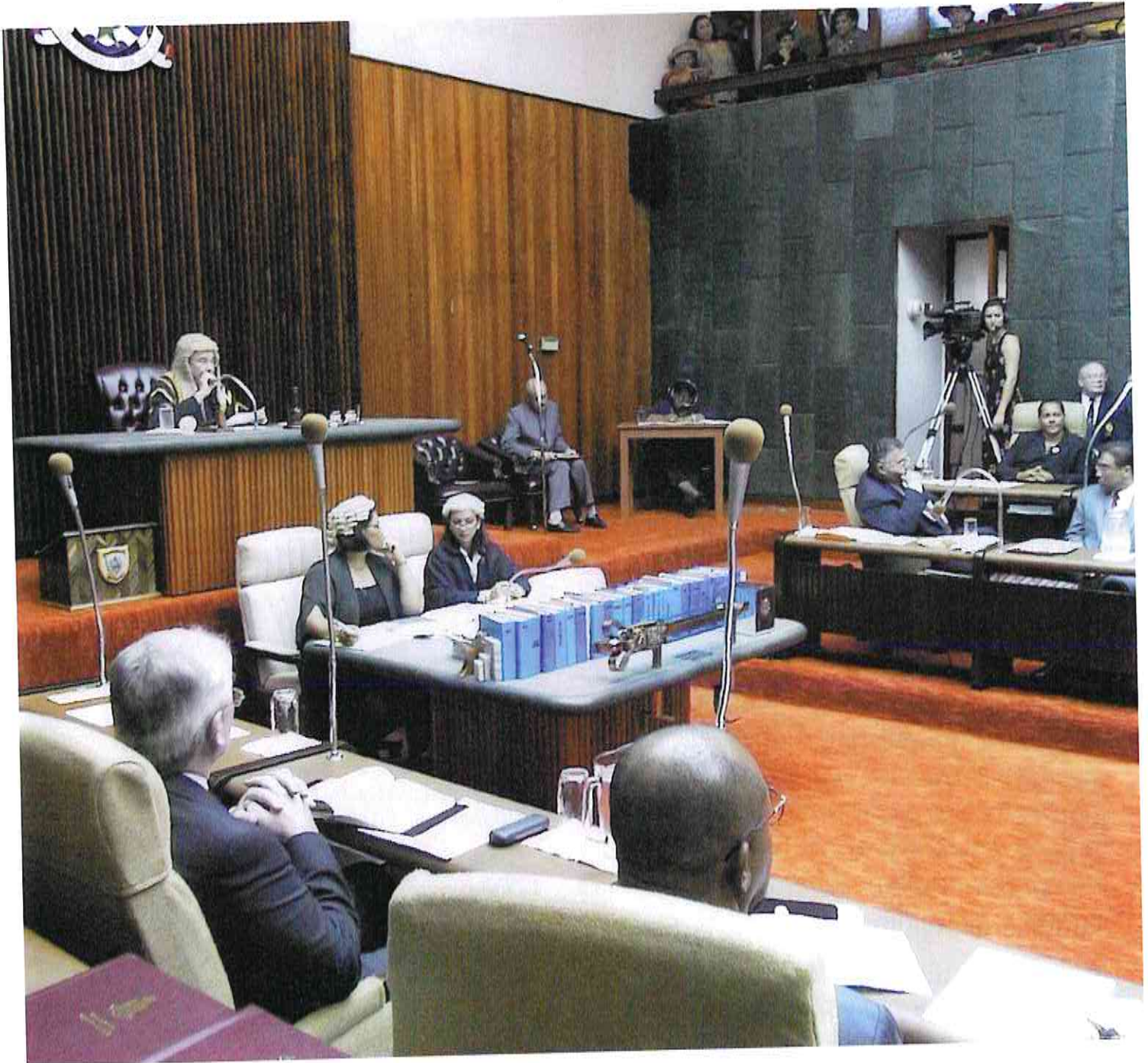


*His Excellency Peter Smith, CBE*



*Her Majesty Queen Elizabeth II at the Botanic Park*

The Legislative Assembly helps the Governor. The members of the Assembly discuss new bills and agree which ones will become law. You will learn more about the Legislative Assembly on page 60.



Find out the name of the present Governor of the Cayman Islands. Where does he live? When did he become Governor?

## ***Our government in the past***

A system of government is called a **constitution**. The time line shows the way our constitution developed.

The early settlers did not have a Governor or a Legislative Assembly. But even in the days of Sir Henry Morgan, the Cayman Islands belonged to Britain. For many years the Governor of Jamaica was in charge of the Islands. He chose important men to rule for him. They were called Justices of the Peace (JPs), or magistrates. They made laws, discussed island affairs and tried criminal cases.

The Governor chose one of them to be Chief Justice. The people of the Cayman Islands sometimes called the Chief Justice the Governor. Governor Cartwright and Governor Bodden were famous magistrates.

In 1898, the British chose a new way of governing the Islands. They decided to have a Commissioner to lead both the government and the judges. The British government chose him, but the Governor of Jamaica appointed him.

In 1957, Jamaica became part of the Federation of the West Indies. The Caymanians did not want to join them. They preferred to be a separate British colony. In 1959, the British government published the first constitution for the Cayman Islands.

**1503** Christopher Columbus sighted the Cayman Islands.

**1660s** Early settlers had no Governor or Legislative Assembly.

**1670** The Cayman Islands was recognised as British. The Governor of Jamaica was in charge.

**1898** A Commissioner was put in charge of the Cayman Islands, chosen by the British but appointed by the Governor of Jamaica.

**1957** Jamaica became part of the Federation of the West Indies. The Cayman Islands remained a separate British colony.

**1962** Jamaica became independent of Britain. The Cayman Islands continued to be a British Crown colony. The Commissioner was replaced by an Administrator and then by a Governor who was chosen and appointed by the British.

In 1962, Jamaica became independent. The Cayman Islands continued to be a British Crown Colony. This meant that the British government appointed the Commissioner directly. He was no longer appointed by the Governor of Jamaica. Before long, the Commissioner was replaced by an Administrator, and then by a Governor. Mr Athelston Long was the last Administrator and the first Governor of the Cayman Islands.



*Mr Athelston Long*



Study the text on pages 58 to 59 and the time line carefully. Make a list of the important people mentioned in the text.

**E** Find out about each of the people on your list. Write a short paragraph about each one.

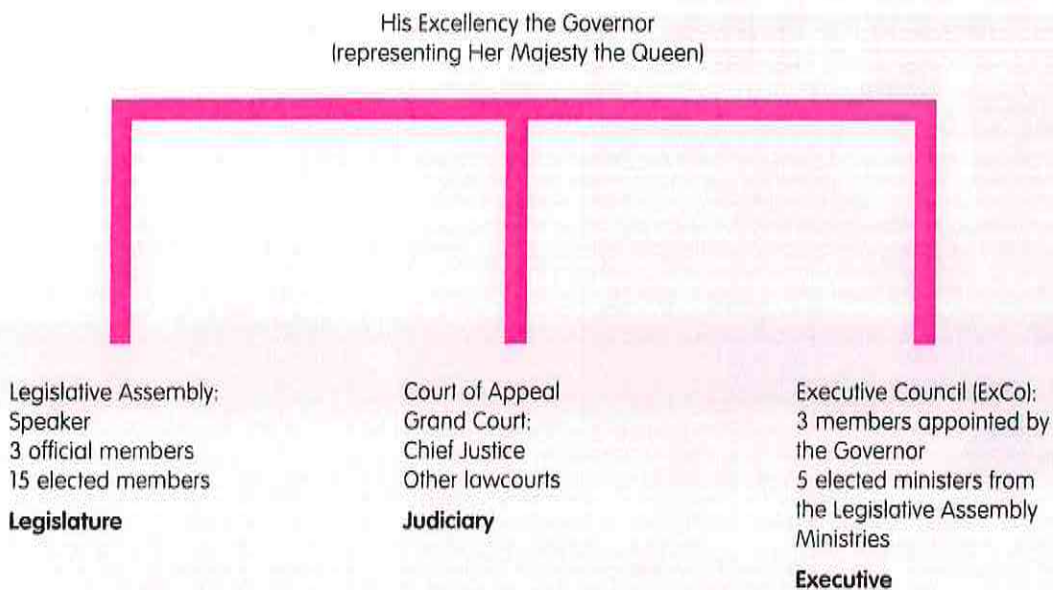
## **Our constitution today**

Today we have a Governor, a Legislative Assembly and an Executive Council (ExCo).

The Legislative Assembly has 18 members. Three of them are chosen by the Governor. They are Official Members of the Assembly. The citizens of the Cayman Islands elect the other 15 Members of the Legislative Assembly (MLAs). The Governor is the Chairman of ExCo. The MLAs elect five people of the Legislative Assembly to serve on the Executive Council. These are called ministers. The three Official Members are also members of the Executive Council (ExCo). Each elected member of ExCo looks after one area of government (such as Education, Aviation and Planning).

There are three branches of government. The legislative branch is the Assembly. The executive branch is ExCo. The judicial branch is the law courts.

The diagram shows how government works.



The Governor deals with the civil service, foreign affairs, and defence and security issues.

★ What are security issues?

## How we elect our government

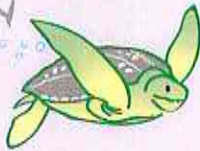
Our **constitution** is a **democratic** one. This means that our citizens take part in the decisions which are made for our country.

There are elections every four years. Sometimes candidates group themselves into teams. In the 1996 general election, the National Team won more seats than the other teams. There were three **independent** candidates elected. You can see the results in the table.

**Table 5 Election results, 1996**

Team	No. of seats
National Team	9
Democratic Alliance	2
Team Cayman	1
Independents	3

Activity



- 1** Find out whether any teams were formed for the 2000 elections. Who was elected in your area?
  - 2** Collect photographs of all the MLAs. Arrange them on a wallchart in two groups. In Group 1 put the ExCo members. In Group 2 put the other MLAs.
  - 3** Hold a class election. Two or three pupils are candidates. Other members of the class vote for the candidates, using a **secret ballot**. This means that everyone votes secretly. No one should know how anyone else voted.
  - 4** Discuss in class what the terms 'foreign affairs', 'defence' and 'security issues' mean. Why does the Governor deal with those himself?
  - 5** Write down the meaning of these terms:
    - a)** Legislative Assembly;
    - b)** secret ballot;
    - c)** constitution;
    - d)** democratic government.
- E** Find out what the Court of Appeal is. Which branch of government does it belong to?

## Other systems of government

Many other countries also have democratic systems of government. They are parliamentary democracies. This means that their citizens vote for members of parliament. (Our MLAs are members of parliament, because our Legislative Assembly acts as our parliament.) Here are some examples of other parliamentary democracies:

- all the members of the European Community
- the United States and Canada
- most independent states in the Caribbean region.

This does not mean that all these countries have exactly the same constitution. There are lots of different ways of being a democracy. On the next few pages we shall look at two of these different ways.

★ Read pages 62–65 carefully and make some notes in your notebook about the different constitutions.

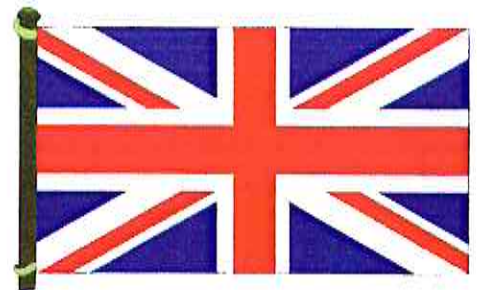
### 1. *The United Kingdom*

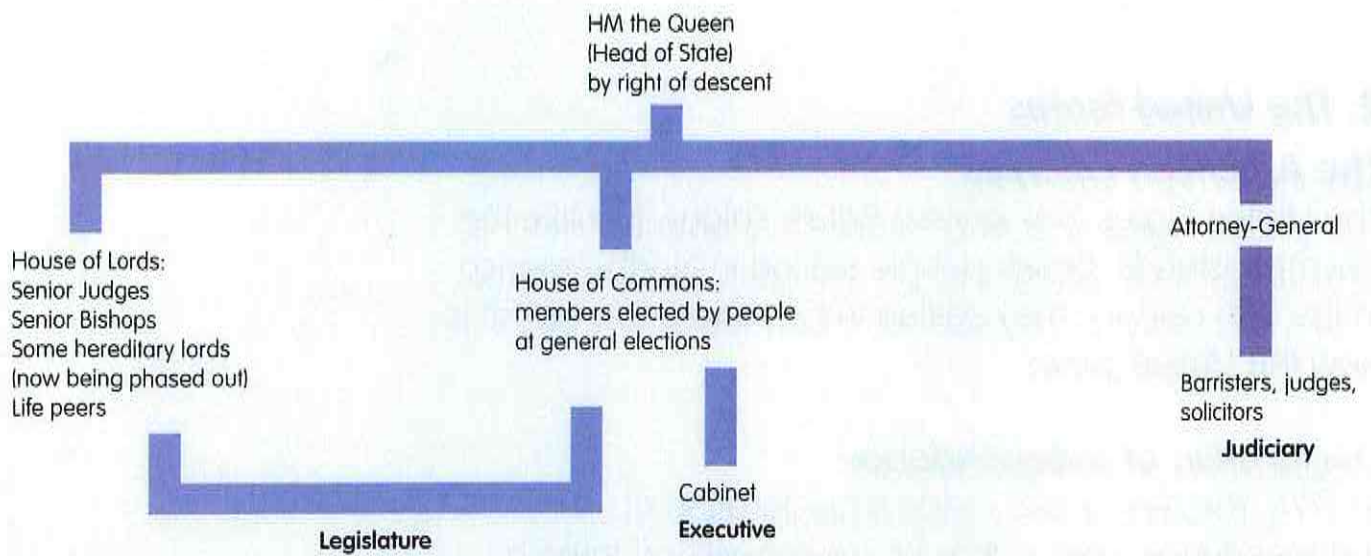
The Cayman Islands is a British Overseas Territory of the United Kingdom. But our constitution is not the same as the British one.

In the United Kingdom there are two houses of parliament: the House of Lords and the House of Commons. All the 665 members of the House of Commons are elected directly by British citizens. At present no one elects the members of the House of Lords. The House of Lords consists of:

- bishops of the Church of England
- law lords (the senior judges)
- life peers (people given the title 'Lord' or 'Dame' for their lifetime only – the title is not taken by their descendants)
- some noblemen (lords whose titles are taken by their descendants).

The whole system is under review.





In the United Kingdom, Members of Parliament (MPs) in the House of Commons join together in **political parties**. The party with the most seats in the House of Commons forms the government. The leader of the party becomes Prime Minister. There are three main political parties: Conservative, Labour and Liberal Democrat. A small group of people from the leading party forms the Cabinet, which is the head of the government.

The Head of State is HM the Queen. She signs the laws when they have been passed. She makes a speech at the beginning of each session of parliament (about once a year). The speech describes the laws which the government would like to bring into force. She meets with the Prime Minister every week to discuss what the government is doing.



### Picture study



Who is the woman in the centre? What is she doing?



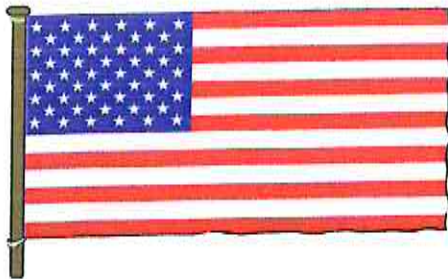
## ***2. The United States***

### ***The American colonies***

The United States was once a British colony, just like the Cayman Islands. British people settled in North America in the 17th century: they settled in Canada and in what is now the United States.

### ***Declaration of Independence***

In 1776, the Americans made a Declaration of Independence, saying they no longer wished to be a British colony. They had to fight a long war with Britain, before Britain agreed to allow them to be independent. The war ended in 1783. So when they wrote their constitution, the Americans were keen to have a different set of rules for governing their nation. They did not want a king or queen. They wanted 'checks and balances' to make sure that no part of the government became too strong.



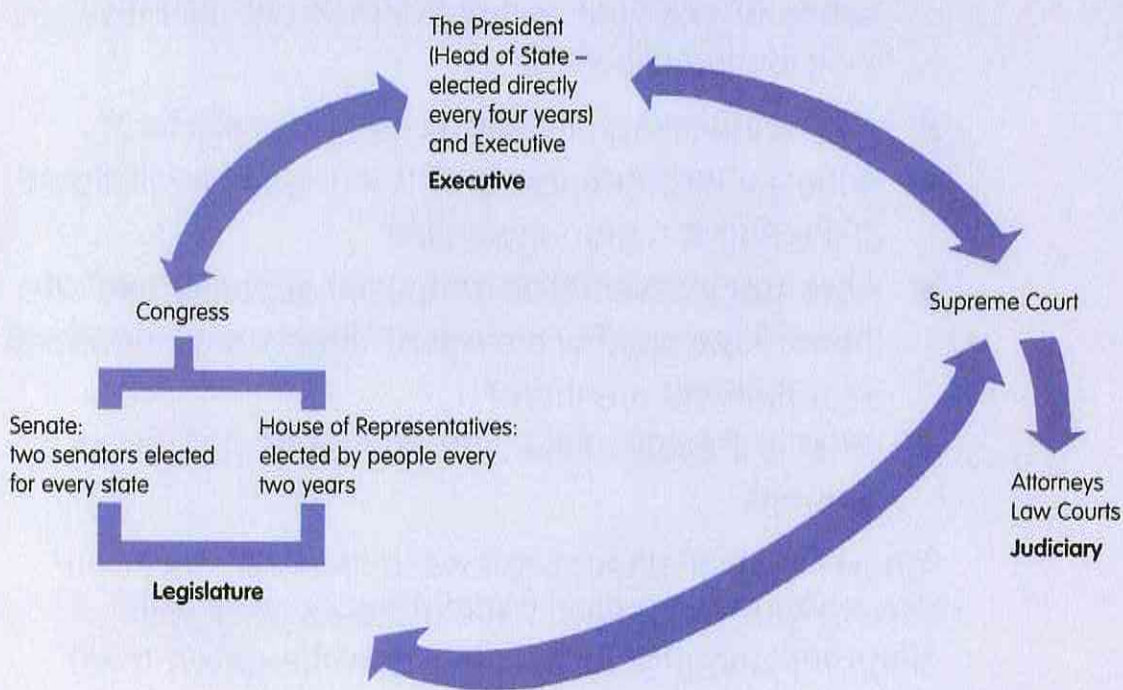
### ***The American constitution***

The Americans decided the United States would be a **republic**. They have an elected President. They also have two houses of parliament, called Congress. Congress consists of the House of Representatives and the Senate. Both of these are elected, but the systems of election for each one are different. There are two senators elected for each state.

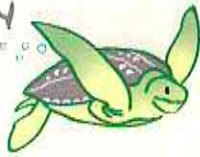
There are two main political parties: the Democrats and the Republicans.

The President and Congress make up the federal government, which is the government of the United States. Each state also has its own government. Sometimes state law is rather different from federal law.

The Americans also gave a lot of power to their senior judges. The Supreme Court is allowed to give their opinion on new laws which Congress passed. If they think the new law is against the constitution, the law is not used.



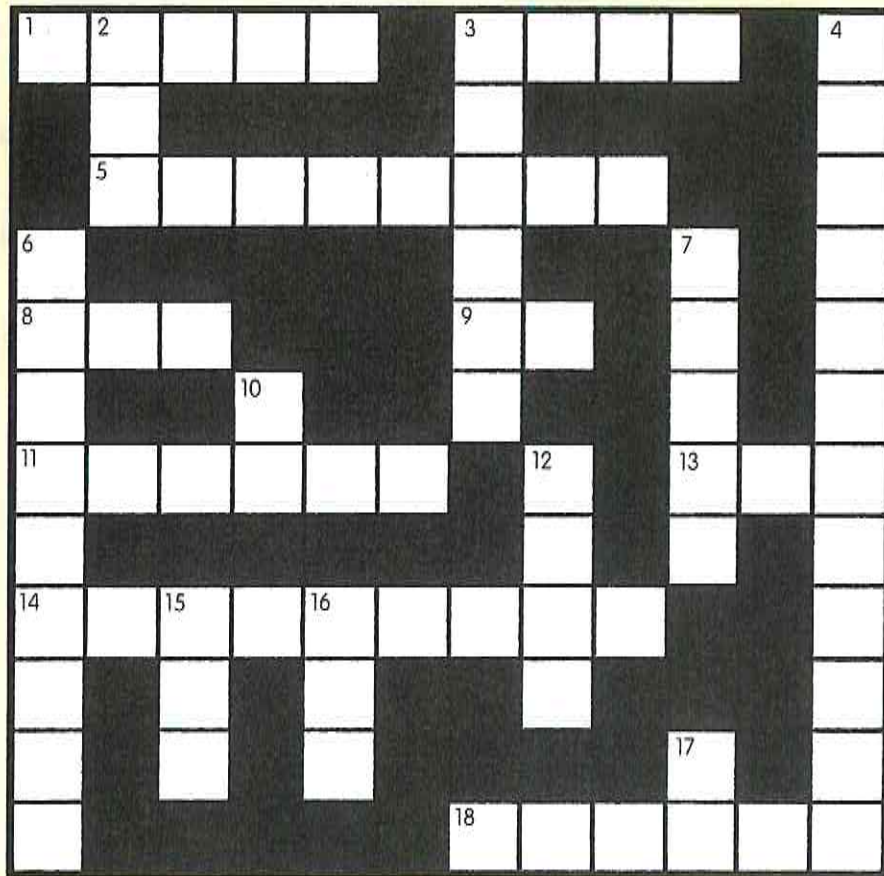
## Activity



- 1** Study the two diagrams on pages 63 and 65 carefully and compare them.
  - a)** Write down three ways in which the constitutions of the USA and the UK are similar.
  - b)** Write down three ways in which they are different.
  - c)** Compare both the constitutions with our Caymanian constitution. What are the similarities and differences?
  
- 2** *Project work:* find out about the constitution of another democratic Caribbean country. (*Warning!* Not all Caribbean governments are democratic. Cuba, for example, is not a democratic country.) Look for the following:
  - Who is the Head of State? Is he or she elected?
  - Is the country independent? Is it a republic? Is it part of the British Commonwealth?
  - How many assemblies or houses of parliament are there? How are these elected? How many members of parliament are there?
  - What is the role of the Supreme Court or Court of Appeal?

You will think of other questions to research once you have begun the project. Write a project book with diagrams and pictures to show how the government works in your chosen country.

- E**
- a)** Draw a table comparing four constitutions: UK, USA, Cayman Islands, and the Caribbean country you researched in question 2. For example, you might give some of the columns headings, like these: 'Type of State' (e.g. put underneath whether it is a monarchy, a republic, a British Overseas Territory), 'Head of State', 'Type of Parliament' (e.g. put in how many houses of parliament/congress it has), 'Number of MPs', and so on.
  - b)** Try to solve the crossword on page 67.



### Clues across

1. Our Head of State, whom the Governor represents. (5)
3. Surname of the last Administrator and first Governor of the Cayman Islands. (4)
5. Our parliament is called the Legislative \_\_\_\_\_ (8)
8. Shortened form of an American political party. (3)
9. The country whose Overseas Territory we are. (2)
11. One part of the American Congress. (6)
13. What members of parliament do in the House of Assembly. (3)
14. The type of government which we share with Britain and USA. (9)
18. The name of our islands. (6)

### Clues down

2. The United States of America. (3)
3. One of the main British political parties. (6)
4. A set of rules for governing a country. (12)
6. The Head of State in the USA. (9)
7. There are two of these in the British parliament. (5)
10. Shortened form of one of our MLA teams. (2)
12. The Executive Council. (4)
15. Member of the Legislative Assembly. (3)
16. First three letters of the American parliament. (3)
17. Quick way of writing 'Prime Minister'. (2)

# Round up

In this unit you have learned about our constitution, our Governor and our Legislative Assembly. You have also learned about some other democratic constitutions.

Activity



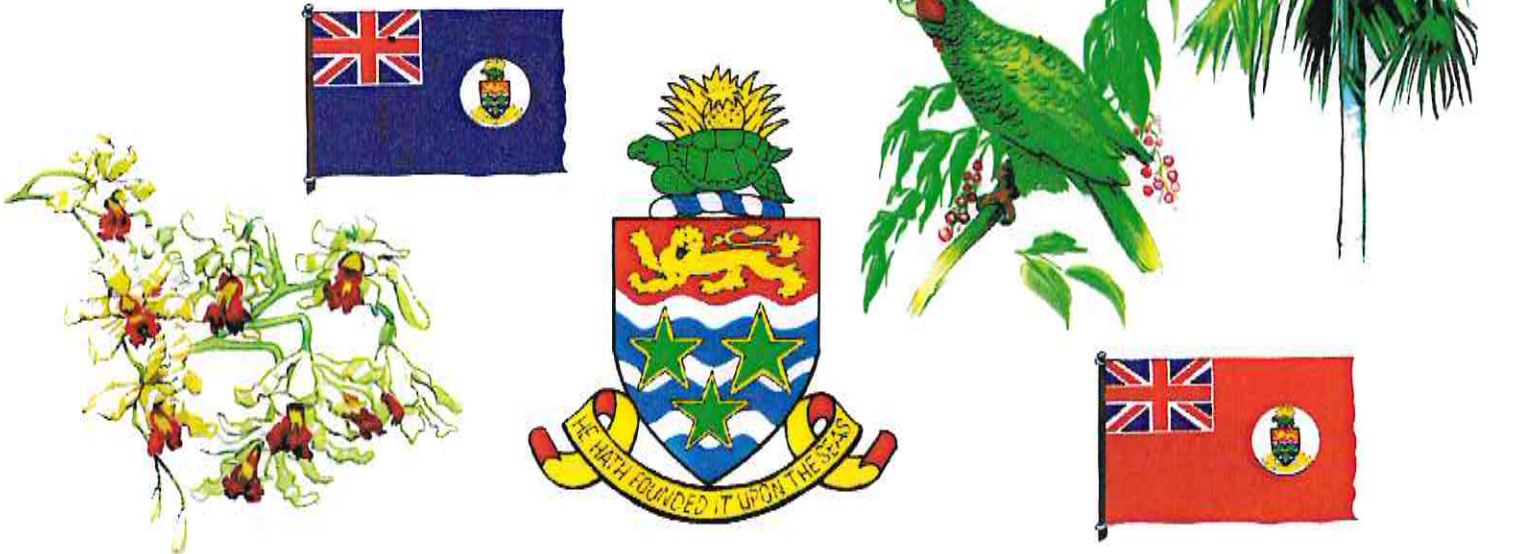
- 1 Write down the meaning of the following words and terms:
  - a) constitution
  - b) parliamentary democracy
  - c) secret ballot
  - d) general election
  - e) Overseas Territory
  - f) Head of State
  - g) foreign affairs
  - h) monarchy
  - i) republic.
- 2 Draw a time line for the constitution of the Cayman Islands, from the days of the early settlers until 1962.

# 5 Our Heritage



Our **heritage** is what our parents and grandparents and forefathers have handed down to us from the past. Things like flags and national symbols, folk songs, quadrille dances, and ancient houses are all part of our heritage.

## National flags and national symbols



### Activity



- 1 Write down the names of the national symbols you see on this page. Why are they important?
- 2 Draw a diagram or write a paragraph which explains the meaning of the different parts of the coat of arms.
- 3 Explain why our national flag has a different background colour when it is flown at sea. Why do we call this the marine flag?
- 4 Hold a flag-raising ceremony on a special occasion. Which flag do you use for this?
- 5 Learn the words of our national song, and discuss their meaning in class.

## ***National symbols of other nations***

Other nations also have flags and symbols. Some of them have a coat of arms. You can see some examples of the symbols of other nations here.

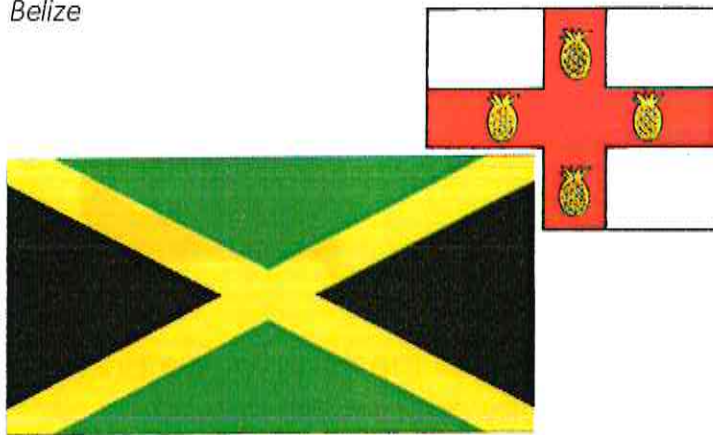
★ Why do you think these symbols were chosen?



*Belize*



*USA*



*Jamaica*



*Cuba*



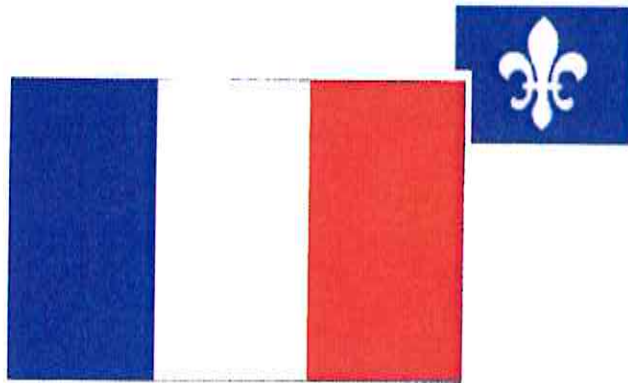
*Mexico*



Canada



Scotland



France



Spain



Dominica



Uganda



Guyana



India



## Houses

Traditional houses are an important part of our heritage. Very few ancient houses are still standing in the Cayman Islands. The main reason is that the materials which the builders used did not stand up to stormy weather very well. Many people have replaced older houses with modern ones.

### **Wattle-and-daub**

The early settlers built wattle-and-daub houses. The wattle part is made of woven sticks, like a basket. On to this structure people plastered the 'daub', a kind of lime and sand 'mud' made with burnt coral. The daub glued the basket-work together securely and made the wall weatherproof. This method of making houses is a very ancient one. The settlers did not invent it. They brought it with them from their first homelands.



*Traditional wattle-and-daub house*



The houses did not have glass windows. They had windows that were made from wood. Every year the houseowner whitewashed the house.

The roof was made of thatch, zinc, or asbestos (1900s). It was a hip-top roof, without gable ends, and thatched with palm leaves. Thatched roofs were good at keeping the rain out and they kept the house cool – but every seven years or so the roof had to be replaced.

★ What is a hip-top roof? How did people work together to thatch a roof?

## Upstairs houses



The richer settlers built larger houses, with two storeys. We call them 'upstairs houses', because you had to go up stairs to get to the rooms on the second floor.

The walls of an upstairs house were built of wattle-and-daub, like the single-storey houses. But the posts which linked the walls were very strong. They were made of mahogany or iron wood. The upper floor was made of lighter wooden planks. These houses had gabled roofs, covered with cedar shingles.

★ What is a gable? Why did these upstairs houses need gables?

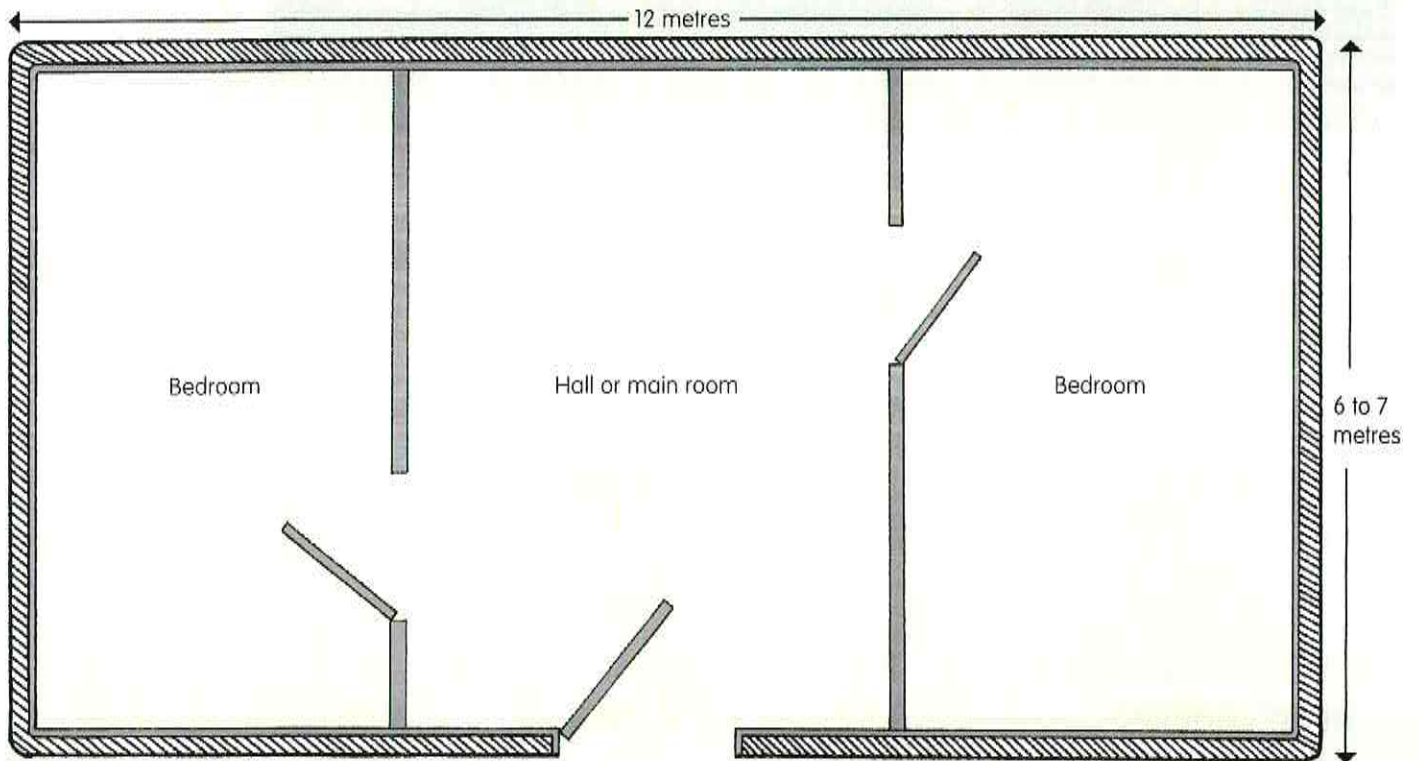


- 1 Visit an Old Caymanian house or a district where there are a number of traditional houses. Notice what building materials were used. Draw pictures of traditional houses and the materials people used to build them.
- 2 In *pairs* or *groups*, make a model of either a wattle-and-daub or an upstairs house. Use sticks and clay if possible, and thatch the roof with grass or small pieces of thatch palm leaves.

### ***Inside a traditional Caymanian house***

Most wattle-and-daub houses were built in the shape of a rectangle. They were about 12 metres (40 feet) long and 6 or 7 metres (20–25 feet) wide.

In the single-storey houses there were three rooms. The middle room was usually the hall, or main room. There were two bedrooms, one each side.



In the upstairs houses there were two rooms on the ground floor. Usually there was a dining room to eat in, and a drawing room to sit comfortably and entertain guests. There were bedrooms on the upper floor. But the layout might be different. In some houses there was an outside staircase to the upper floor, and some of the bedrooms were downstairs.

All the early houses had a separate kitchen, called a cookrum. People cooked their meals over an open fire, and there was a risk that the house might burn down if the cooking fire was not kept under control. As you can imagine, wood, wattle-and-daub and thatch are very **flammable**.

There were no plumbed-in baths with taps at this time. The toilet was a little hut outside in the bush, at the back of the kitchen. These were called pit-toilets. The upstairs houses had bigger kitchens than the single-storey, wattle-and-daub houses. Some of them had bath houses.

★ Why do you think the toilets were outside in the bush?

Activity



- 1
    - a) Draw a layout plan for a wattle-and-daub house.
    - b) Work out the total room area of the house by multiplying the length of the house by its width.
    - c) Measure the size of the rooms in your home and work out the area of each. What is the total room area of your house?
  - 2 Draw a picture of a 'cookrum' and a pit-toilet in an early Caymanian home. Do you think modern kitchens and bathrooms are better? Explain why.
- E** Draw a layout plan with two sections for an upstairs house. Draw the plan to scale and mark on it the measurements of the house. What is the total room area?

## ***Lumber houses***



Near the end of the 19th century, Caymanians began to build a new kind of house, using imported wood such as pine. Because these houses were made of wood, they were called lumber houses.

The people who built the houses put in big glass windows. They made the roof of metal sheets. They built a decorated porch on the front. In these houses the kitchen was closer to the house, and sometimes it was linked by a passage or walkway. The kitchen contained a big wood stove instead of an open fire, and later a kerosene stove.

★ Why is a stove safer than an open fire?

### ***Pedro St James Castle***

You can see a very large Caymanian house at Pedro St James Castle, near Bodden Town. It was built in 1780 by William Eden from Wiltshire in England. The government has recently **restored** the house.

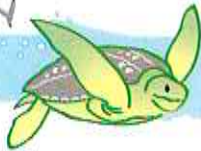


Pedro St James Castle



Pedro St James Castle before restoration

## Activity



- 1 Draw a picture of a lumber house. Write a list of the building materials which would be needed to build it.
- 2 Visit Pedro St James Castle. Collect information packs and leaflets about the house and its history. *Find out* how the rooms were laid out in the house when it was first built. Where were the bedrooms? Where were the drawing room, the dining room and the kitchen?

**E** *Group work:* discuss why lumber houses replaced wattle-and-daub houses. Here are some reasons to think about (you need to think of others as well):

- some local materials became scarcer, e.g. sticks and lime
- it was easier to import lumber, metal and glass
- lumber houses were stronger.

Which reasons do you think were the most important? Do some *research* to find out more about this.

## Inside a traditional Caymanian kitchen

Almost all the work in the traditional kitchen was done by the women. There were no packaged and tinned foods. Everything had to be prepared from raw ingredients. They cooked the food in a caboose over an open fire. They also used a special kind of iron pot called a Dutch oven. This was placed in a hole in the ground and covered with hot coals. They used breadfruit leaves or banana leaves to cover food while it was cooking. Sometimes the cooking was done in a separate cookrum, off the kitchen.



The women also washed the clothes, using a wash board and soap. They made most of the family's clothes by hand. When there were many children, the younger ones wore clothes which the older children had grown out of.

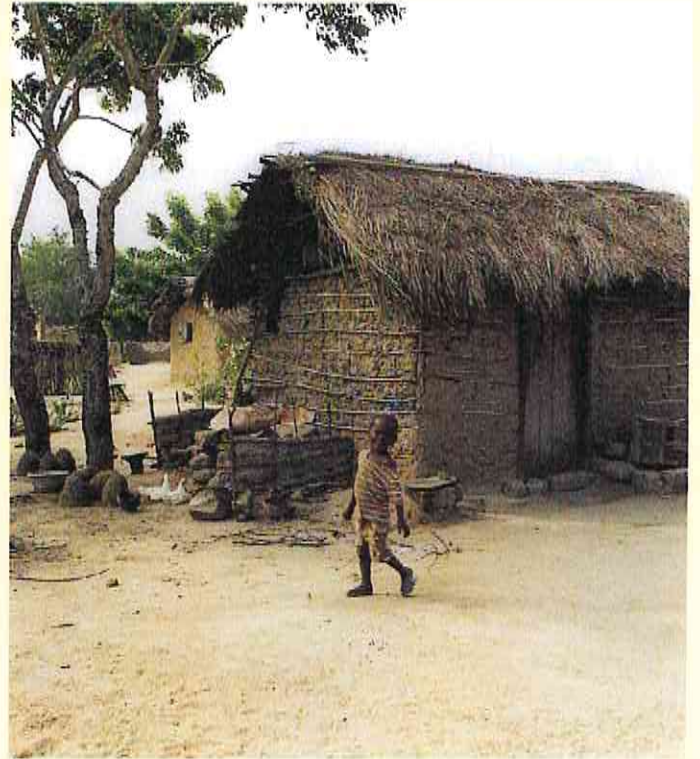
*A caboose*



- 1** Look carefully around the kitchen in your home. Make a list of the equipment you have for cooking. What other equipment is there? Draw some of the kitchen **utensils** and tools.
- 2** Compare the equipment in a traditional Caymanian kitchen with the kind of equipment you find in a modern kitchen. Do you think women today have less kitchen work to do?
- 3** *Find out* how a caboose was used. Your grandparents or other older folk may be able to tell you.

## Traditional houses in other countries

When the first settlers came, they built houses like the ones they were used to at home. Many houses in Africa have thatched roofs, for example. Wattle-and-daub is an ancient form of building in the UK.



*Thatched house in West Africa*



*Timber-framed house in England*

### **Wattle-and-daub**

In England, many wattle-and-daub houses with timber frames still exist. Some of them have been strengthened by replacing the wattle-and-daub parts with brick. This was longer-lasting, and kept the house weatherproof more easily.



### ***Other traditional houses in the UK***

English builders used other materials for houses, as well. In some places stone was easily found, and so there were many stone cottages. In other places builders used chalk or cob to fill the timber frame.



*Stone cottage in England*



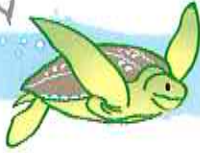
*Rose Hall plantation house, Jamaica*

### ***Jamaican plantation houses***

In Jamaica, the great sugar plantations made some of the planters very rich. They built enormous houses like the one in the picture. These are like the houses built by very rich people in England at that time.

★ Which Caymanian house is like a Jamaican plantation house?

## Activity



- 1** In class, discuss the advantages and disadvantages of the different building materials which were used in traditional houses in other countries. Think about how long materials last, whether they keep a house warm or cool, how inflammable they are, etc. For example, thatch keeps a house cool but it burns easily. (Remember that the climate in some other countries is different from ours.)
- 2** Draw a table showing the advantages and disadvantages of different building materials used in traditional houses.

## Picture study



Look at the photographs of different traditional houses and write down some similarities and differences between them.



*E* Find out more about the Jamaican plantation houses. Find out what building materials were used to build them. Find out what the layout of these houses was like. Imagine what it was like to live in a plantation house, either as the owner or as a slave or servant. Write an information booklet on Jamaican plantation houses.

### ***Traditional and modern***

Building materials and building methods have changed a great deal since the first settlers built their wattle-and-daub houses. Today we build large buildings with reinforced concrete and plate glass. We use cranes and mechanical digging machines. We use modern materials to build our houses, too.



*Government administration building,  
Stake Bay, Cayman Brac*



*Conch shell house*

## Shelter

In Unit 1 we learned that shelter is a basic human need. We all need protection from the weather. Both traditional and modern houses provide shelter.

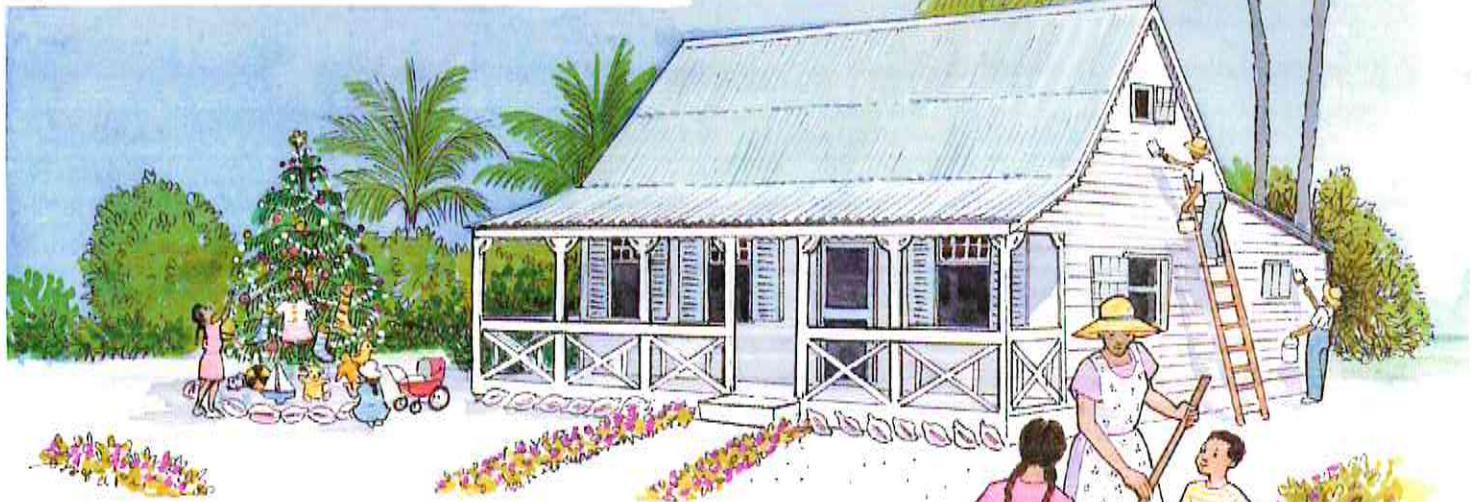


- 1 Make a list of modern building materials. Beside each item, give an example of what it is used for. Collect some pictures of modern buildings and mount them. Put a caption beneath each picture, saying which building it is.
  - 2 Visit a local building site (ask permission from the builder first, or perhaps your teacher may take a class group). *Find out* what kind of building is being constructed. Find out what materials the builders are using. Ask an engineer at the site to explain the stages in the building process.
- E** Carry out a *housing survey* in your local community. Walk around the community and count how many of the houses are traditionally built and how many are modern. Work out the percentage of traditional houses in the **housing stock** in your community.

## Our festivals

### *Christmas long ago*

For many hundreds of years Christians have celebrated the birth of Jesus. In Europe, many places have snow near Christmas time. In the Cayman Islands, people used to collect sand from the beach to spread in the yard at Christmas time. The white sand looked like snow. They decorated the yard with conch shells. They repainted or whitewashed their houses.



Around Christmas time there were concerts in which local choirs took part. There were cake sales where you could play games and buy gifts. There were marching bands of young men going from house to house singing. On Christmas morning, there was a Christmas Parade. Everyone walked to church wearing their new clothes.

All the fishermen and other seamen tried to get home for Christmas, so the harbours were full of ships. Even the men who had gone to other countries to work tried to come home for Christmas.

Christmas dinner was a big event. The main dish was baked beef and pork. There was also a heavy cake and apples which had been stored away specially for Christmas. Over the three days of the festival most people would eat about 3 or 4 kg (6 to 9 lbs) of meat.





## Activity



- 1 Write two or three paragraphs about how your family celebrates Christmas.
  - 2 Pick out any ways of celebrating which are like those of long ago.
  - 3 Write about your favourite part of Christmas celebrations, and say why you like it.
  - 4 *Find out* the words and tunes of some old Caymanian Christmas songs. Learn to sing them and put on a Christmas concert for the other classes at school, or for parents.
- E** Write a Christmas diary for a Caymanian Christmas long ago. Put down the dates of concerts and cake sales. Include a plan for decorating the house and yard for the celebration. Remember to note what food you will need to buy.

## **Children's National Festival of the Arts**

One special festival is the Children's National Festival of the Arts. The Festival is held in April/May each year. It aims to encourage **cultural development**. There are competitions in speech, drama, music and dance. There is also an Art and Craft Exhibition and a Literary Competition. Students from all Caymanian schools can take part. The Festival awards cups and other prizes to students who perform well.

★ Does your school take part in the National Festival of the Arts?



Activity



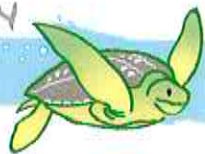
- 1** Hold a mini-Arts Festival in your school or in class. Set up an Art and Craft Exhibition in the classroom. Hold a Literary Competition. Perform some drama, dance or music for parents or other pupils. Ask your teacher to judge the competitions.
- 2** Prepare a song, a dance, a piece of writing or some art or craft work which you could enter for the Children's National Festival of the Arts. (This might be done as part of question 1. The winners in your mini-Festival could enter the National Festival.)
- 3** If your school is taking part in the Festival, join in with the activities your teacher is planning.

## **Batabano**

At Easter time we hold the Batabano carnival. This is a costume carnival in which people dress up as flowers, fish and other colourful things. The carnival lasts for a weekend.



### Activity



- 1**
  - a)** Draw pictures of Batabano carnival costumes.
  - b)** Write a timetable for Batabano weekend. Make a list of the different events and the time when they start.
  - c)** In pairs, make a costume to wear in your local Batabano carnival.
- 2** *Find out* more about the Batabano carnival and its history.

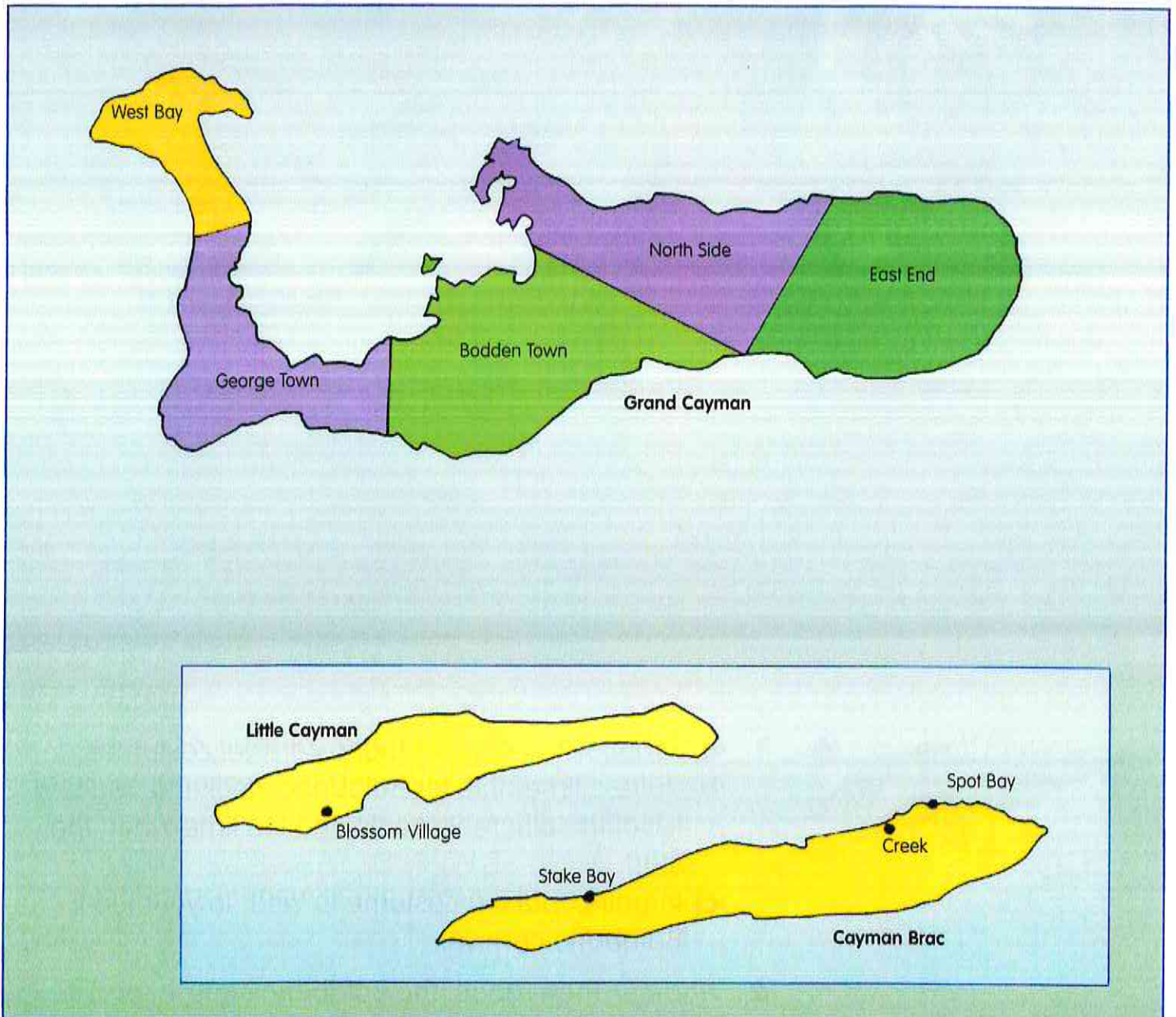


## **Pirates Week**

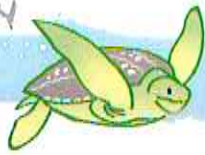
We hold Pirates Week at the end of October each year. The week begins with a firework display in George Town. Then there is an invasion by people dressed as pirates.

In each district, we have a district day. On that day of the week we show off our own special skills, dishes, dances and games. We tell the story of our district.

- ★ Who takes part in Pirates Week in your district?  
Who watches the celebrations?



## Activity



- 1 Find your district on the district map. Draw a map of your district and mark on it the following:
    - a) the main town or towns
    - b) the bays, points and beaches
    - c) any harbours and ponds
    - d) **residential** areas and hotel areas.
  - 2 Discuss in class the things which make your district special. How do people show off these things on the district day during Pirates Week?
- E** Find out how your district day is organised. Write or speak to the Chairman for Pirates Week in your district and ask about the arrangements. Draw up a district day calendar for the weeks before Pirates Week. Write on it important meetings which are held. Add a section of reminders to make sure all the arrangements are made on time.



### Picture study

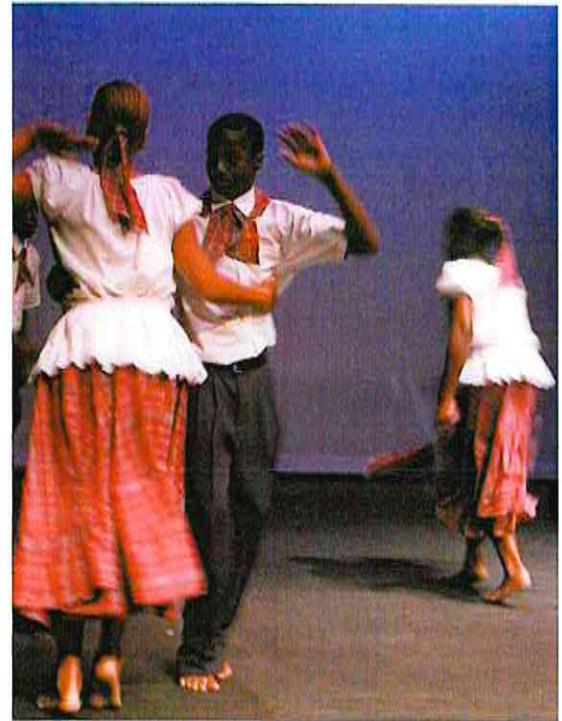
- 1 What is happening in the photograph?
- 2 Who is taking part?
- 3 What does the event help us to remember?

## Songs and dances

There are many Caymanian folk songs. Caymanians first sang these songs long ago as they took part in island life: building and launching boats, catching turtles, making thatch rope, and enjoying themselves. There is a folk song on page 91.

Caymanians enjoyed dancing, too. They danced the quadrille, the jig, the waltz, the polka and country dances. There are two ways of dancing the quadrille: in one, four couples dance in a square; in the other there are two lines of dancers. Old-time Caymanians used home-made musical instruments like wash boards, goat-skin drums and maracas, as well as fiddles and guitars.

Before there was television, video or computer games, people found other ways of enjoying themselves. As well as dancing, there were ring games. These games usually had a song to go with them. Children played with skipping ropes made from bay vines, tops made from birchwood, model boats, and all sizes of ball.



*Caymanian quadrille dancing*

### Activity



- 1** Watch the Caymanian quadrille being danced. This happens at the East End Heritage Day during Pirates Week, and at the National Children's Festival of the Arts.
  - 2** Make a skipping rope or a top, using natural materials. How well does it work?
  - 3**
    - a)** Learn a Caymanian folk song.
    - b)** Learn how to dance an old-time Caymanian dance. Hold a folk concert at school and perform the folk song and the dance for parents or classmates to watch.
- E** *Research* some ring games. Write down the actions and rhymes which go with them. *Find out* why people invented them, and what their purpose was.

# Munzie's Boat

Mun-zie boat in the Sound, boys

Sound. When you talk-ing 'bout blue squab head

Blue squab heads all a-round. Lam-bert said to

Ber-tie "Boy, give me a sol-dier head."

Ber-tie said to Lam-bert, "Boy, All the squabs is

dead." Mun-zie boat in the Sound, boys

Mun-zie boat in the Sound. When you talk-ing 'bout

blue squab head Blue squab heads all a- round.

## Our national heroes

National heroes are noble people who have given their lives to our country. They have done important work for our country. We have two national heroes. They are Mr Jim Bodden and Mrs Sybil McLaughlin. You can read about our national heroes on page 93.



Heroes Park

### Activity

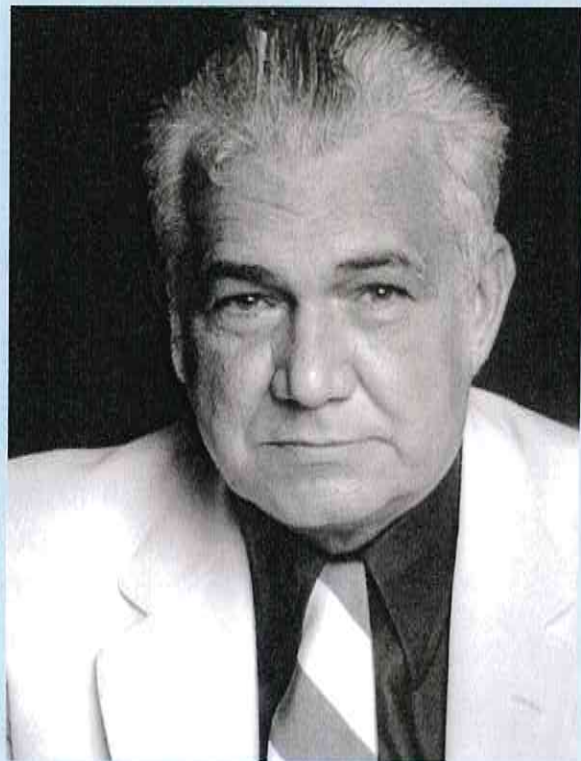


- 1** Visit Heroes Park. It is in front of the Court House, across the road from the Legislative Assembly building. Find the statue of Mr Jim Bodden. Are there any other statues in Heroes Park?
  - 2** Read the short biographies of Mr Jim Bodden and Mrs McLaughlin on page 93. Write down some of the important things these two people have done for our country.
  - 3** *Find out* more about our two National Heroes. Write your own biography of each of them.
- E** Write a **definition** of a national hero. Explain how our two national heroes fit this definition.

### **Hon. James Manoah (Jim) Bodden**

In September 1994, Mr Jim Bodden was named as the first national hero of the Cayman Islands. He was born in 1930 in Lower Valley, Grand Cayman. He was MLA for Bodden Town from 1972 until 1988. He became a member of the Executive Council in 1976 and was Minister for Tourism, Aviation and Trade. During his time as Minister, Owen Roberts International Airport Terminal was built. Mr Jim Bodden died in 1988.

A life-size statue of our first national hero stands in Heroes Circle opposite the Assembly building in George Town. The statue was made by the Miami sculptor Tony Lopez.



### **Mrs Sylvia McLaughlin MBE**

Mrs McLaughlin is the Cayman Islands' first Living National Hero. She was named national hero in October 1996. Mrs McLaughlin was born in Mobile, Alabama, in the USA in 1928. She joined the Cayman Islands' civil service in 1945 as a clerk/typist. She later became Clerk of the Legislature, and then the first Speaker of the Legislative Assembly, in 1991. She is also a Justice of the Peace.



# Round up

In this unit you have learned about the heritage of the Cayman Islands. You have learned about our traditional houses, our folksongs and dances, our festivals and our national heroes.

Activity



## Multiple choice

Choose the correct ending to each sentence. Write down the number of the question, then the letter of the correct ending. Write out the whole sentence beside it.

- 1** Batabano is:  
A a type of pirate  
B a carnival held at Easter time  
C a traditional way to build a house  
D another name for the Children's National Festival of the Arts.
- 2** In the Cayman Islands wattle-and-daub is a substance made out of:  
A brick and timber    B sticks and stones  
C sticks and clay      D lime, sand and sticks.
- 3** National heroes of the Cayman Islands:  
A fought for Britain in World War II  
B have served our country especially well  
C are television stars  
D are past Governors of the Cayman Islands.
- 4** The marine flag:  
A has a blue background  
B has a green background  
C has a black background  
D has a red background.
- 5** At Christmas, people spread this in their yards:  
A snow                      B ice  
C sand                        D cotton.

# List of words and meanings

**18th century** years between 1700 and 1799

**agricultural land** farm land

**anagram** word with the letters mixed up

**ancestor** great-grandparent or other person from long ago in our family; sometimes called forefather or foreparent

**appoint** give someone a special job

**atmospheric pressure** amount of air pressing down on the Earth's surface, which changes in different weather conditions

**balanced meal** meal containing foods from all four food groups

**barometer** used to measure atmospheric pressure

**basic needs** things we need to survive

**biography** account of someone's life

**bird sanctuary** place where birds are protected

**carbohydrates** foods which give us energy quickly

**cells** the 'building blocks' of our bodies

**century** a period of 100 years

**citizens** people who belong to a country

**commercial** done to earn money

**condense** water vapour turns into water droplets

**constitution** set of rules for governing a country

**cultural development** helping people to be more aware of their heritage

**currency** the type of money that is used in a particular country

**definition** sentence which explains what something is

**democracy** system of government in which the people of the country have a say in how it is run

**estimate** guess based on other information

**export** sell goods (exports) to other countries

**extract** small piece of a book or document

**evaporate** turn into water vapour

**fats** foods which store energy and some vitamins

**foreign exchange** money changed from our currency into another currency to buy our imports

**fossil fuels** fuels made of plants and animals which died long ago, e.g. coal, oil, gas

**germinate** start to grow (out of a seed)

**goods** things we need to pay for, merchandise

**govern** rule and make laws for

**heritage** things handed down from the past

**housing stock** different kinds of houses in a particular area

**human resources** human beings behaving usefully

**import** buy goods (imports) from abroad

**income** money we earn on which to live

**independent** someone who does not belong to any political party

**industries** different ways of using resources to meet our needs

**inflammable** burns easily



**invisible exports** money earned from industries like tourism and banking

**laws** rules in a country

**livestock** animals kept for their wool, hide or milk or for meat

**luxury items** things we like to have, but do not really need

**manufactured goods** things which are made and then sold

**mature** become grown up

**natural resources** resources from the natural world

**non-renewable resources** things we use which cannot be replaced naturally

**nutrients** foods which help our bodies to work

**offshore banking** keeping money in a bank in a foreign country

**overfishing** catching too many fish, particularly young fish

**political party** group of people who join together to support members of parliament with similar ideas to their own

**pollute** make something dirty or impure

**population** people living in a particular place

**privateers** pirates that worked for the government in war time

**proteins** foods which help us to grow and repair our bodies

**public services** services which we pay for with taxes, like schools and hospitals

**purify** make something clean or pure

**renewable resources** natural things we use which replace themselves naturally, e.g. water, fish

**republic** country without a king or queen, usually with a president as head of state

**residential** where people live

**resources** things we use to meet our needs

**restore** make how it used to be, to return something to its original condition

**secret ballot** system of voting which keeps the secret of how we voted

**services** things that we pay people to do for us

**settle** live in a place permanently

**tax haven** place where there are no taxes, or a very low level of taxation

**terrorise** make everyone frightened

**toxic substance** something which can poison us

**trading partners** countries from which we sell and buy

**utensils** things we can use, e.g. in the kitchen

**vitamins and minerals** foods which protect us from sickness and disease

# CAYMAN

## Primary Social Studies

### THE CAYMAN ISLANDS



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).

[www.macmillan-caribbean.com](http://www.macmillan-caribbean.com)



MACMILLAN  
CARIBBEAN

ISBN 0-333-77746-8

