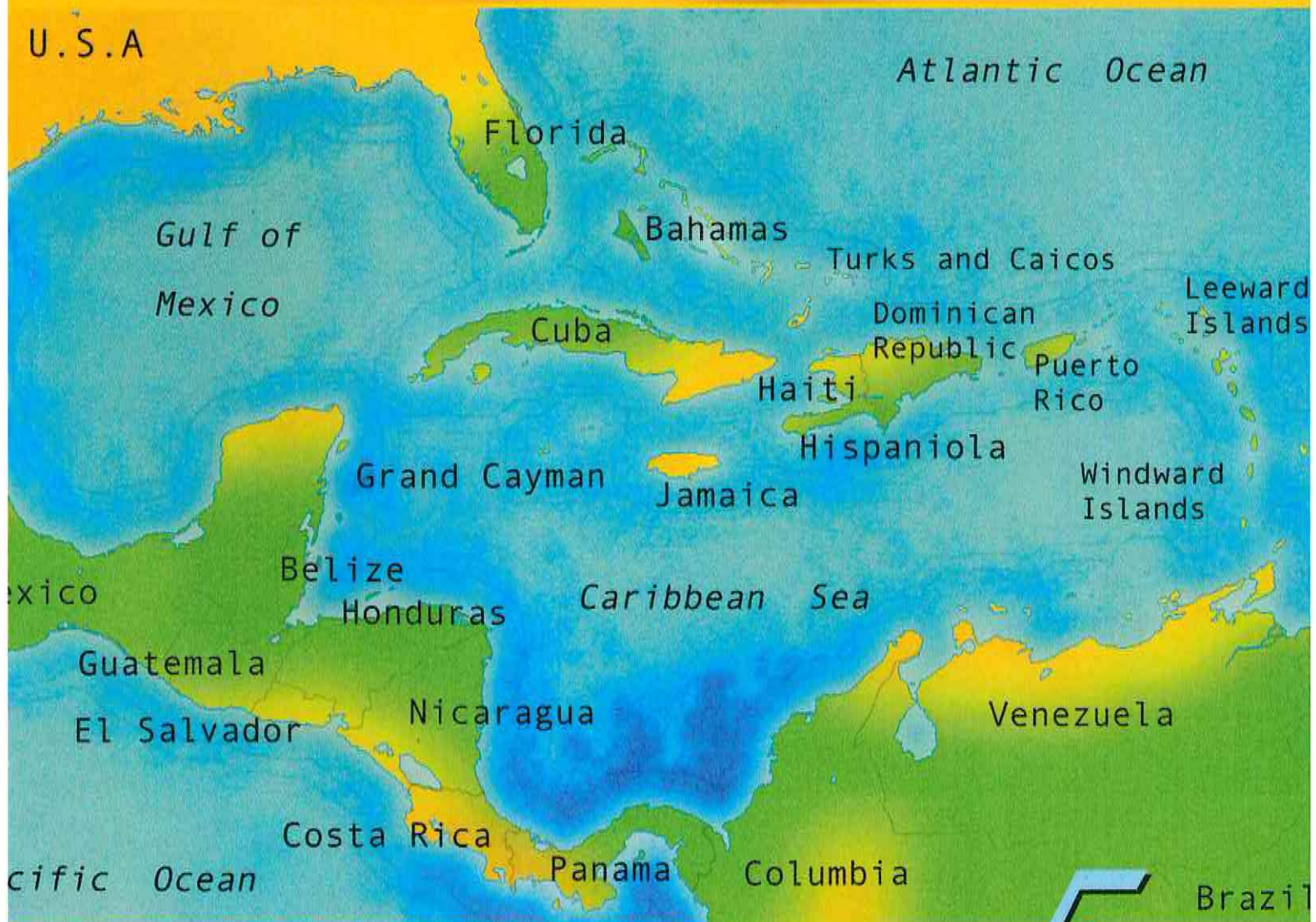


# CAYMAN

## Primary Social Studies

OUR CARIBBEAN FRIENDS AND NEIGHBOURS



TEXTBOOK

5

# **Cayman Islands Primary Social Studies**

TEXTBOOK 5

Our Caribbean Friends and Neighbours





© Copyright text Education Department, Cayman Islands 2001  
© Copyright illustrations Macmillan Education Ltd 2001

All rights reserved. No reproduction, copy or transmission of this publication may be made without written permission.

No paragraph of this publication may be reproduced, copied or transmitted save with written permission or in accordance with the provisions of the Copyright, Designs and Patents Act 1988, or under the terms of any licence permitting limited copying issued by the Copyright Licensing Agency, 90 Tottenham Court Road, London W1P 9HE.

Any person who does any unauthorised act in relation to this publication may be liable to criminal prosecution and civil claims for damages.

First published 2001 by  
MACMILLAN EDUCATION LTD  
London and Oxford  
*Companies and representatives throughout the world*

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

ISBN 0-333-77747-6

10	9	8	7	6	5	4	3	2	1
10	09	08	07	06	05	04	03	02	01

This book is printed on paper suitable for recycling and made from fully managed and sustained forest sources.

Typeset by Dave Glover

Printed in Hong Kong

A catalogue record for this book is available from the British Library.

Illustrations by Chris Evans

Cover map by Martin Sanders

The authors and publishers wish to acknowledge, with thanks, the following photographic sources:

B. and C. Alexander/Still Pictures, page 32 (centre); Matthew Ashton/Empics, page 47; Michael Bourne, pages 10, 30 (bottom left), 31 (bottom), 44, 89, 90, 109, 110; Naomi Bowen, pages 30 (top left), 41 (right), 45; Cathy Church's Underwater Photo Centre, page 43; Valerie Cottier, page 72; James Davis Travel Photography, pages 62, 63, 68; Julio Etchart/Still Pictures, page 109; Mary Evans Picture Library, page 26; Eye Ubiquitous, page 41 (left); Nick Gillard, pages 9, 34 (top); Hutchison Library, page 56; Chris Huxley, page 16; NASA, page 5; NOAA, page 82; Novosti Topham, page 32 (left); Panos Pictures, pages 16 (left), 55; Popperfoto, pages 22, 25, 53, 54, 57, 92; Rolando Pujol/South American Pictures, page 64 (bottom); Jorgen Schytte/Still Pictures, page 33 (bottom); Chris Sharp/South American Pictures, page 52; Topham Picturepoint, pages 13, 33 (top).

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.

# Acknowledgements

*Cayman Islands Social Studies 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, Macmillan Publishers, who has given us advice and support, to Janey Fisher and Rosie Clay for their contribution to the final drafts for 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; Lands and Survey Department; 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.

# Contents

Unit 1	Our Caribbean Neighbours	5
Unit 2	Our Ancestors	16
Unit 3	Living in the Caribbean	30
Unit 4	Our Central American Neighbours	50
Unit 5	Our Neighbours to the North	61
Unit 6	Caymanians – Masters of the Sea	72
Unit 7	The Caribbean Climate	82
Unit 8	Natural Resources in the Caribbean	103
	List of Words and Meanings	112

## **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*

# Our Caribbean Neighbours



We live in a beautiful part of the world known as the Caribbean. In this unit we are going to look at the other countries around us that make up our Caribbean neighbourhood. Some of the words in the text are in **bold** type. You can look up these words in the List of Words and Meanings on page 112, at the end of this book.

## Where is the Caribbean?

The Caribbean **region** is made up of groups of islands set in the Caribbean Sea. The mainland countries of Belize and Guyana are also part of this region. The picture was taken from a satellite. Can you find the Caribbean region? Notice how it is surrounded by the coasts of North America, Central America and South America. All the countries in this region are our neighbours.

In some ways each country is different. Some have mountains covered in thick rainforest, others are flat. Some are big, others are small. People speak different languages.

In other ways the countries are similar. We all have a tropical climate. Farming and tourism are important in many of our neighbouring countries.



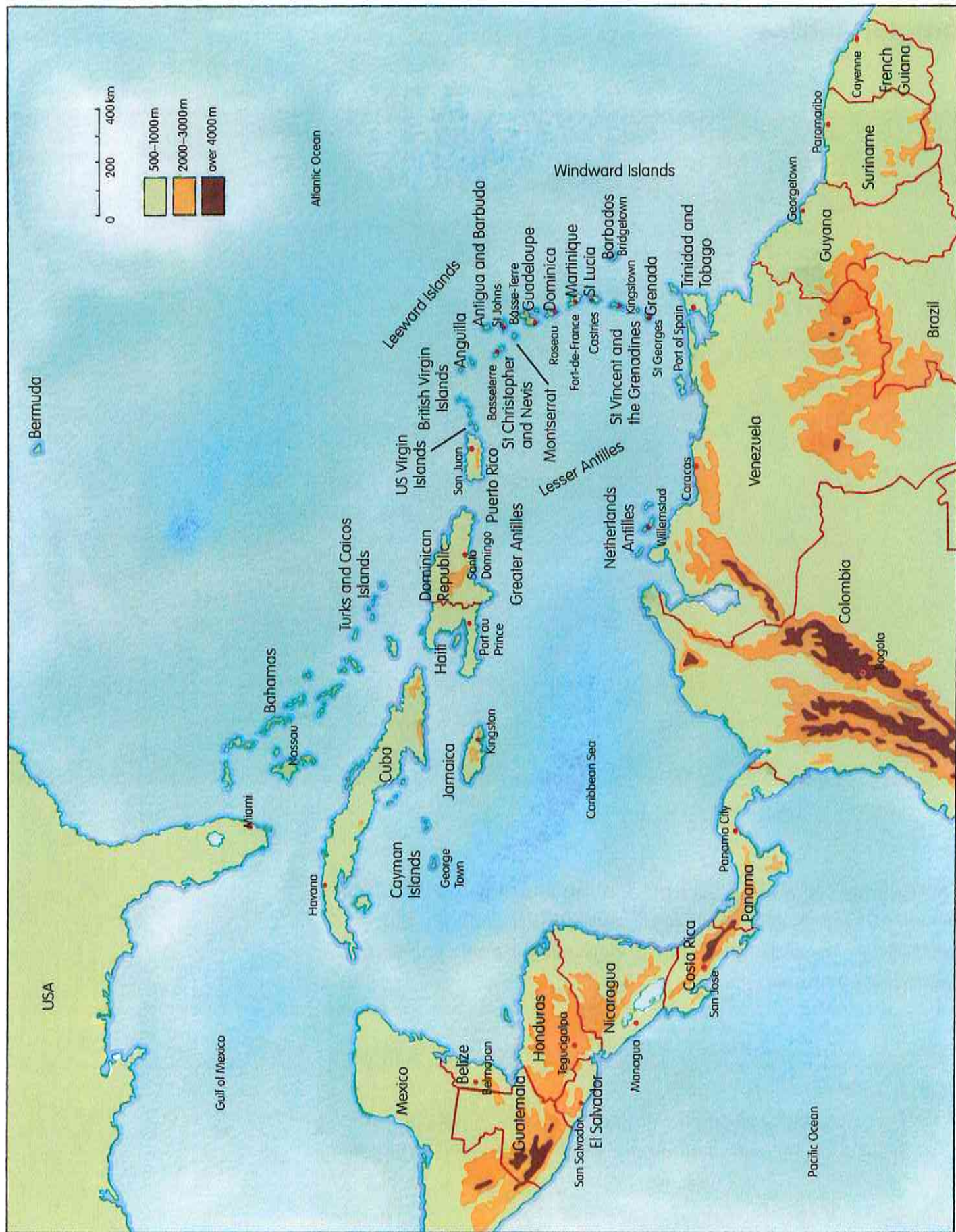
## Finding your way around the Caribbean

On the opposite page is a map of the Caribbean. Look at the map carefully. You will see that the islands of the Caribbean are divided into three groups. These are known as the:

- a Greater Antilles
- b Lesser Antilles
- c Bahamas.

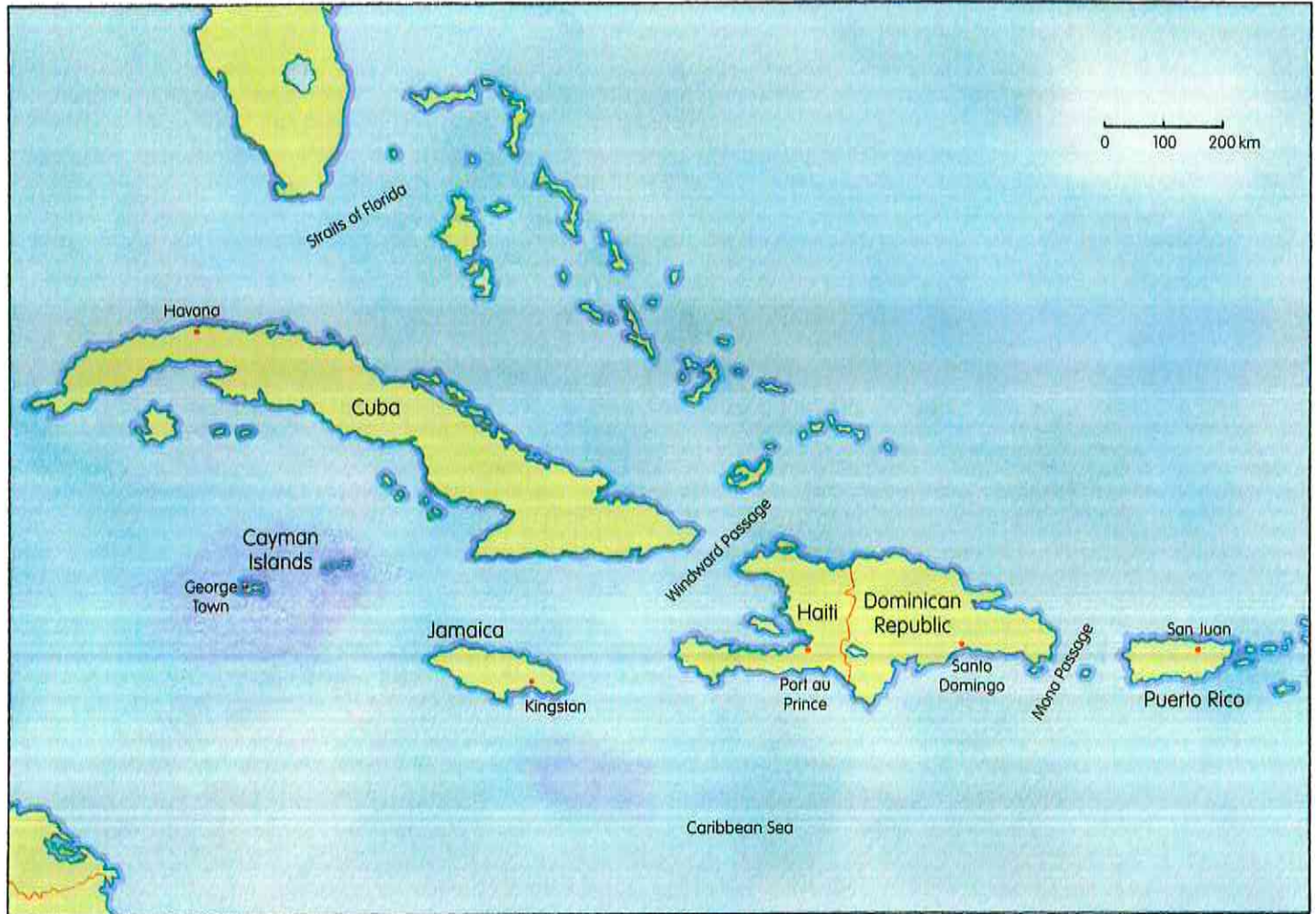


- 1 Find the Cayman Islands on the map opposite. Which countries are the Cayman Islands' closest neighbours? Don't forget to look at island and mainland countries.
  - 2 Draw or trace your own map of the Caribbean and mark on it the Greater Antilles, Lesser Antilles, the Bahamas and the Caribbean Sea. Then label the following places: Cayman Islands, Cuba, Jamaica, Haiti and the Dominican Republic, Puerto Rico, Florida and Central and South America.
  - 3 Are the following statements true or false?  
(*CHALLENGE!* Try working out your answers without looking at the map first – then check the map to see if you are right.)
    - a) The biggest island in the Caribbean is Puerto Rico.
    - b) Jamaica is closer to Grand Cayman than Cuba.
    - c) The nearest mainland country to the Cayman Islands is Belize.
    - d) Haiti and the Dominican Republic are part of the same island.
    - e) St Lucia is in the Bahamas.
    - f) Barbados is in the Lesser Antilles.
- E** Imagine you are a reporter for your local newspaper. Interview a friend or relative who knows well another part of the Caribbean. Ask them about the island and their way of life, and write an article about it.





## Greater Antilles



The Cayman Islands are located in the Greater Antilles. This group of islands also includes Cuba, Jamaica, Haiti, the Dominican Republic and Puerto Rico. Find these countries on the map above.

### ● FACT FILE

There are more people living in the Greater Antilles – around 25 million – than in any other part of the Caribbean.

The table below lists the countries of the Greater Antilles, showing their capitals and some of their main features.

**Table 1 The countries of the Greater Antilles**

Country	Capital	Features
Cuba	Havana	Largest island in Caribbean
Cayman Islands	George Town	Made up of three islands
Jamaica	Kingston	Produces bauxite, coffee and sugar
Haiti	Port-au-Prince	Has many peasant farmers
Dominican Republic	Santo Domingo	Has highest mountain in Caribbean, Pico Duarte
Puerto Rico	San Juan	Spanish is the main language

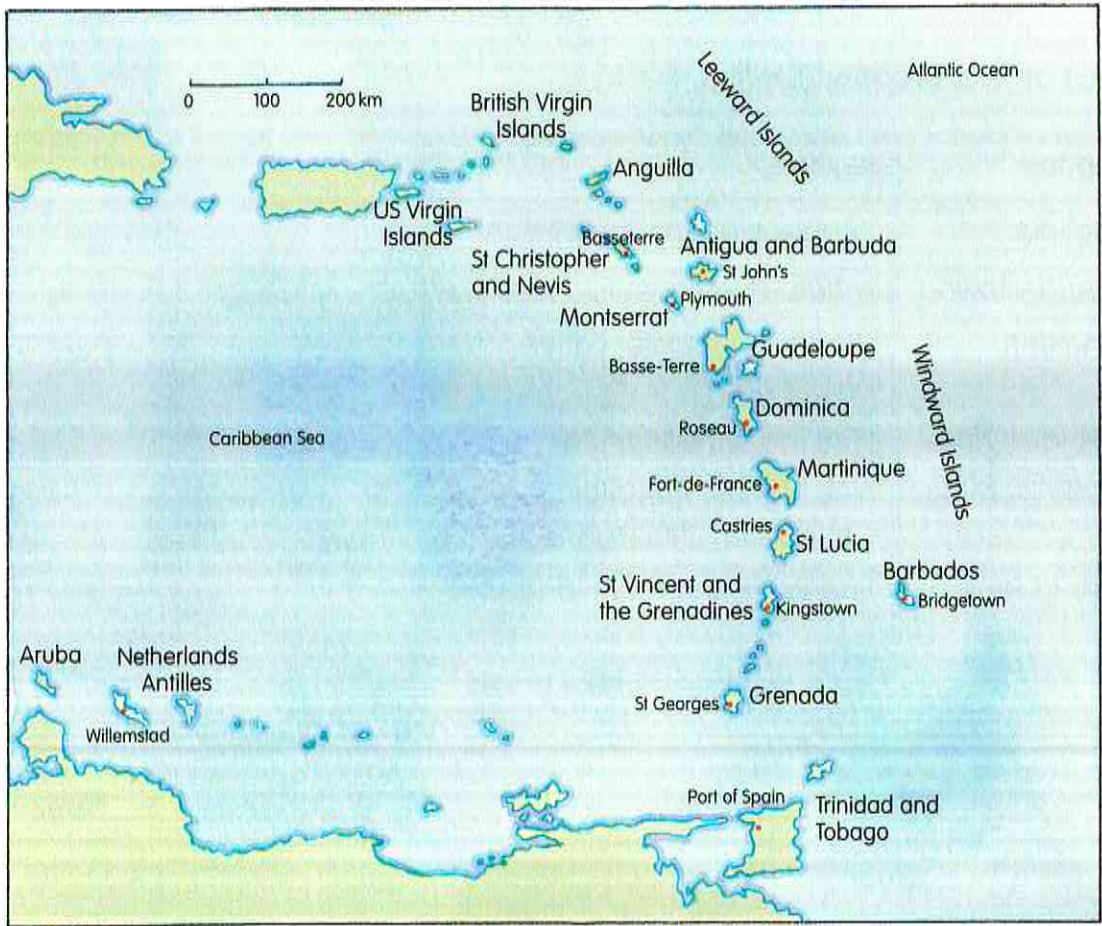


*A coffee plantation in Jamaica*



- 1 Mark the capitals of the countries of the Greater Antilles on the map you have drawn of the Caribbean.
- 2 Read the Fact File entry on page 8. Start your own fact file or folder on the Caribbean. Each time you find a Fact File box in this book, make a new entry in your own file.

# Lesser Antilles



The Lesser Antilles is a group of much smaller islands. The map shows this chain of islands. See how it is divided into the Leeward Islands to the north and the Windward Islands to the south.

★ Why do you think the Leeward Islands and the Windward Islands have these names?

Trinidad and Tobago is the biggest country in the Lesser Antilles. Find it on the map on page 7 and contrast its size with Cuba. Other larger islands in the Lesser Antilles are Guadeloupe, Martinique, Netherlands Antilles, Dominica and St Vincent.

About 3 million people live in the Lesser Antilles.

★ How does this number compare with the **population** of the Greater Antilles?



*Oil refinery, Point-à-Pierre, Trinidad*

On some of the islands there are volcanoes. Some of these are still active. They erupt very rarely, but a volcano did erupt on Montserrat in 1999.



- 1 Mark Trinidad and three other islands in the Lesser Antilles on your map.
- 2 *Match the fact.* Here are some facts about countries in the Greater and Lesser Antilles, but the facts are linked to the wrong country. Can you match the correct country to the information?

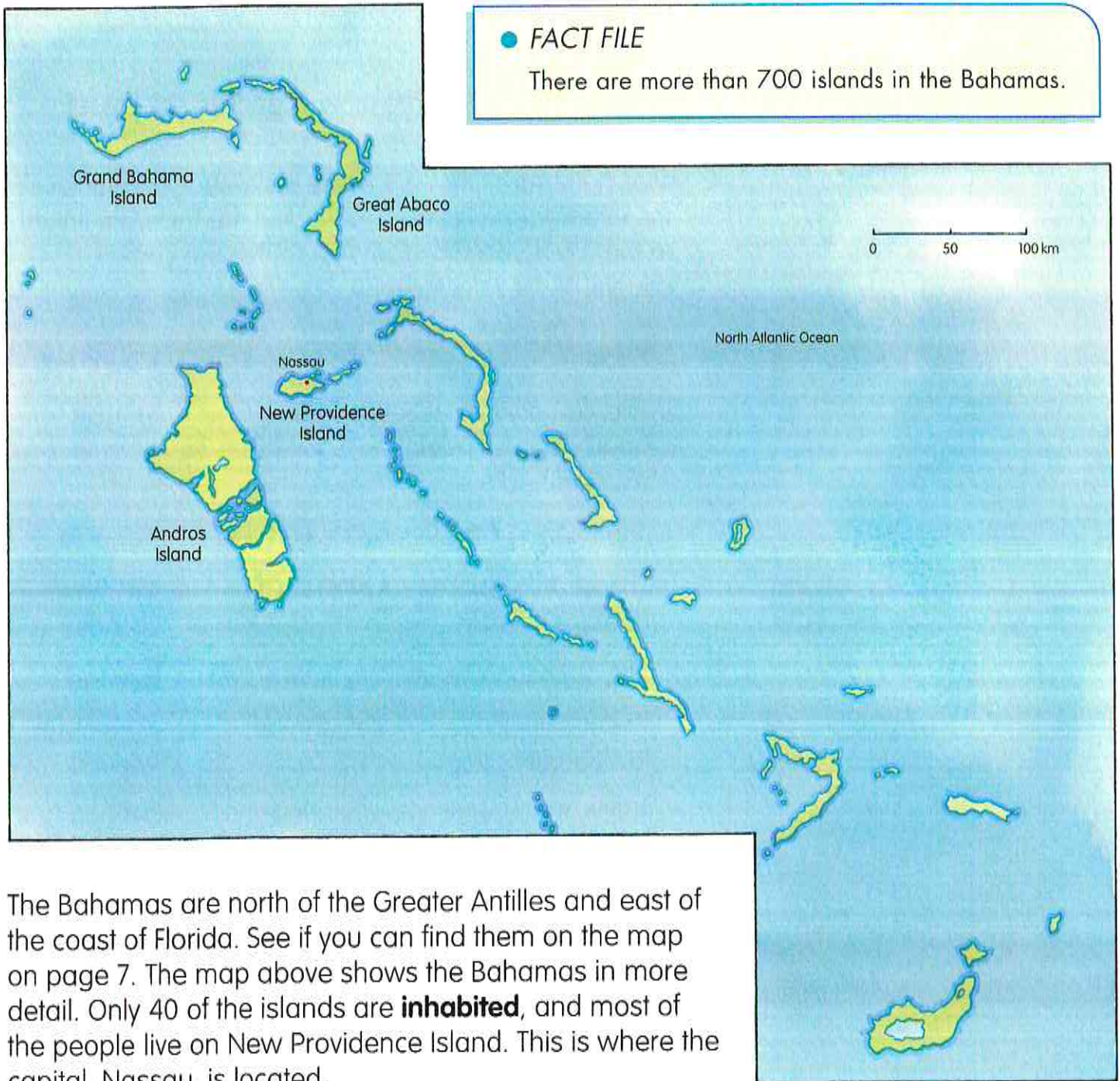
Facts	Countries
This country has a 'Seven Mile' beach and is known for its wildlife, especially turtles	St Lucia
The capital of this country is Havana	Jamaica
This country shares an island with another country	Cayman Islands
The capital of this country is Kingston	Trinidad
There is a picture of a volcano on this country's flag	Dominican Republic
This is the biggest country in the Lesser Antilles	Cuba

- 3 *Find out* about some of the islands of the Lesser Antilles. Collect some facts about each island for your fact file.
- E** *Find out* how volcanoes were formed and why some of them are still active. Draw a **cross-section** of a volcano. This is a diagram showing what a volcano would look like if it were cut in half. Name some Caribbean islands where volcanoes can be found.

# Bahamas

## ● FACT FILE

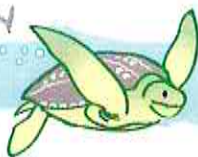
There are more than 700 islands in the Bahamas.



The Bahamas are north of the Greater Antilles and east of the coast of Florida. See if you can find them on the map on page 7. The map above shows the Bahamas in more detail. Only 40 of the islands are **inhabited**, and most of the people live on New Providence Island. This is where the capital, Nassau, is located.

★ Why can you not see 700 islands on either this map or the one on page 7?

Activity



- 1 Name the capital of the Bahamas. Which island is it on? Mark the capital on your map of the Caribbean.
- 2 Name two other islands in the Bahamas.

## Belize and Guyana

Unlike the other Caribbean neighbours we have looked at, Belize and Guyana are not islands. These two countries are parts of **land masses**. Belize is in Central America and Guyana is in South America. Find Belize and Guyana on the map on page 7.



River Belize

### **Belize**

Belize has many things in common with the Caribbean island countries. The weather is tropical like ours. Belize too is sometimes struck by hurricanes. You can find out more about Belize on page 52.

### **Guyana**

Guyana is a much larger country than Belize. It covers an area nearly ten times as big and its population is nearly eight times as large. Most of the people live nearer to the sea. Notice where the capital, Georgetown, is situated. The climate is much wetter than in Belize and inland there are dense forests.

### Activity

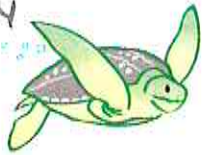


- 1** Mark Belize and Guyana on your map of the Caribbean.
  - 2** Answer these questions, using the map on page 7 or your own map.
    - a)** Which two countries of the Greater Antilles are closest to the Bahamas?
    - b)** Which country of the Greater Antilles is closest to Belize?
    - c)** Which country of the Lesser Antilles is closest to Guyana?
- E** Think about the differences between living on an island and living in a country surrounded by other countries, like Guyana or Belize. Work with a partner and make a list of as many differences as you can think of. Then have a group or class discussion about how your lives might be different if you lived in a mainland country.

# Round up

In this unit you have learned that the Caribbean islands are divided into three groups. You have also learned the names and capital cities of some of the larger countries and where to find them.

Activity

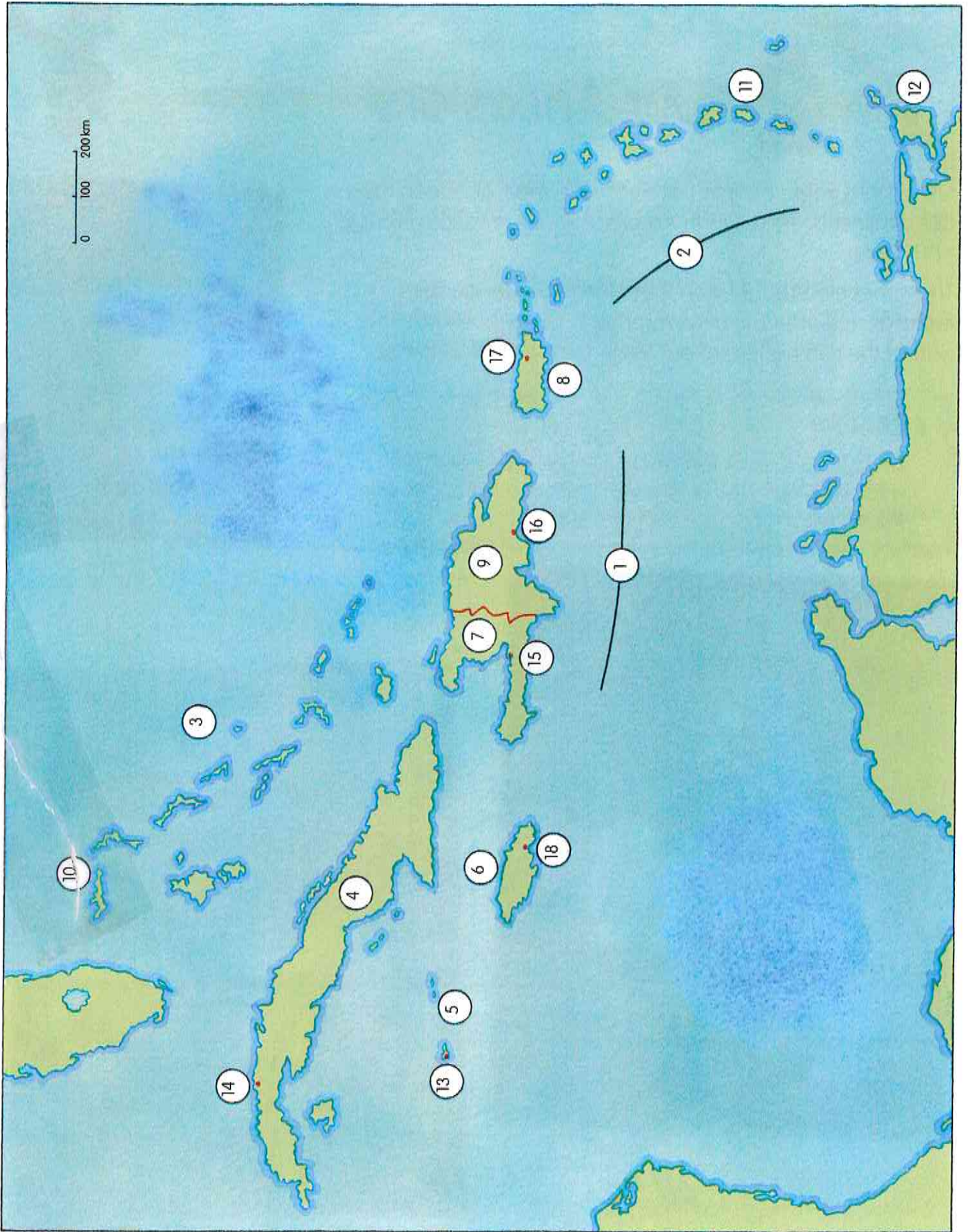


- On the map opposite you will see numbers instead of place names. Write down the names of these places. To help you:
  - Numbers 1 to 3 are groups of islands
  - Numbers 4 to 12 are countries
  - Numbers 13 to 18 are capital cities.

## 2 Word search

Find the names of eight countries in the Greater and Lesser Antilles hidden here. They run up, down and diagonally.

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





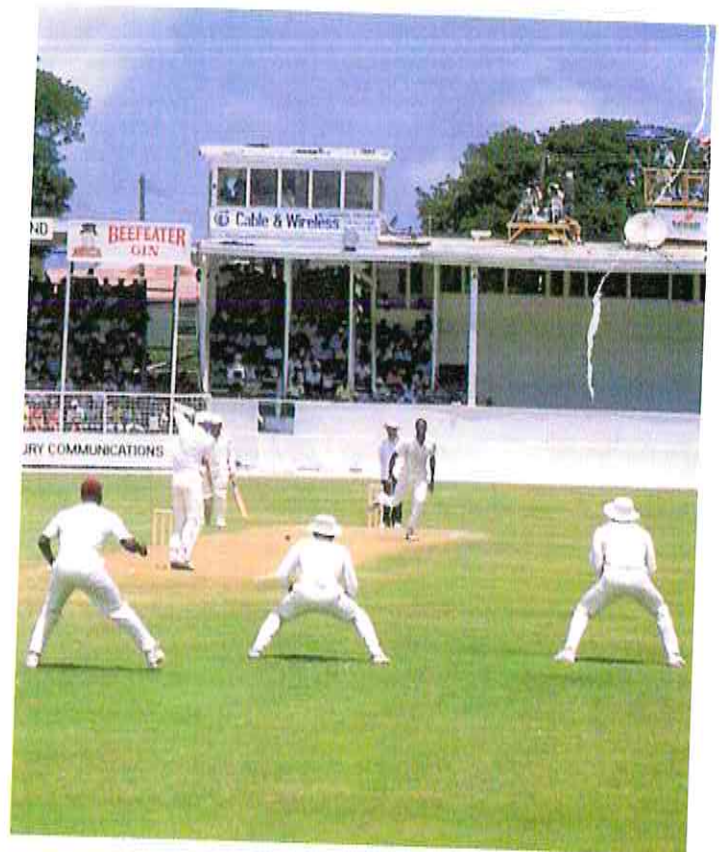
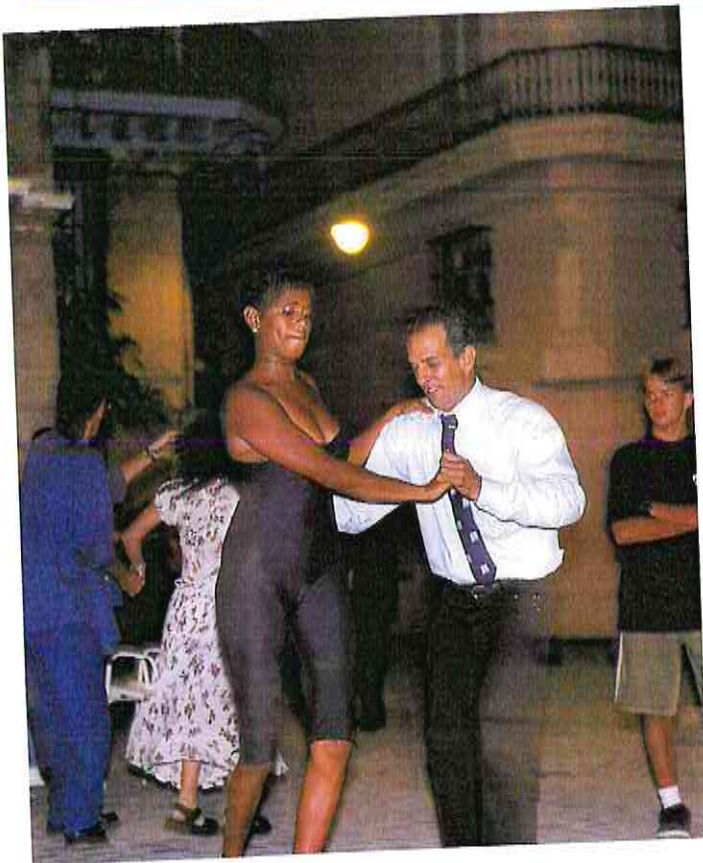


Over many years people have come to the Caribbean from five continents: Asia, North America, South America, Europe and Africa.

These people brought with them their own languages, **cultures** and systems of government. These have become part of the rich pattern of our life in the Caribbean today.

● **FACT FILE**

More people speak Spanish in the Caribbean than any other language. This is because Spain occupied parts of the Caribbean for more than 300 years.

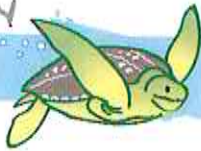


Some European countries had **colonies** in the Caribbean. This is why people still speak English, French and Dutch. **Creole** is a mixture of Afro-European languages spoken in local areas. These show the influence of our African and European ancestors.

Have you ever thought about where the name 'Caribbean' came from? Many thousands of years ago the islands of the Caribbean were unpopulated. Amongst the early settlers were an Amerindian people called the 'Caribs' who travelled from South America and gradually settled throughout the region. It is from them that the region takes its name. We shall find out more about the Caribs later.

★ Can you think of ways in which you see influences from other parts of the world in your everyday life?

## Activity

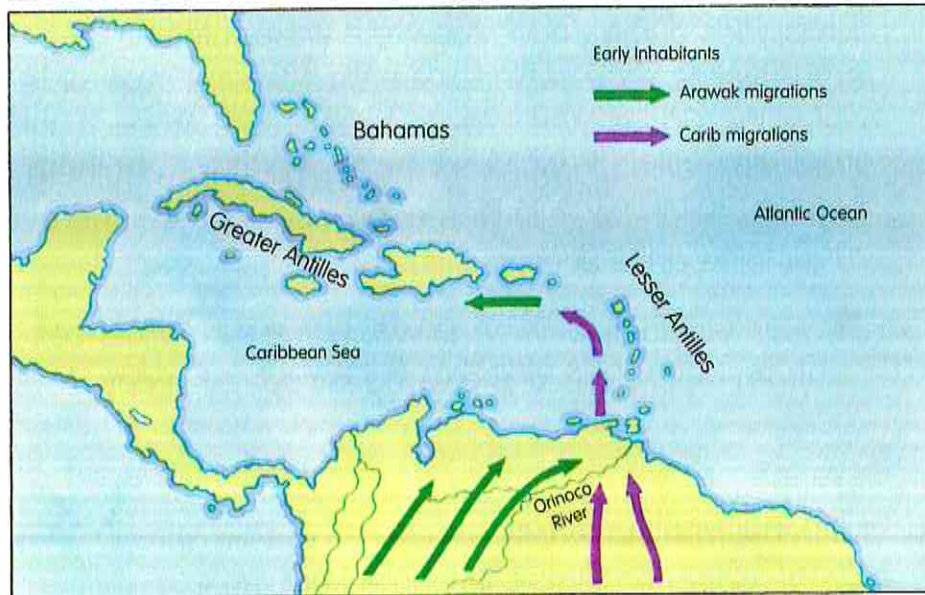


- 1 Fill in the missing words:
    - a) The Caribbean takes its name from the C\_\_\_\_\_ people.
    - b) People have settled in the Caribbean from five continents. These are A\_\_\_\_\_, A\_\_\_\_\_, E\_\_\_\_\_, N\_\_\_\_\_, and S\_\_\_\_\_.
    - c) Most Caribbean people speak S\_\_\_\_\_.
  - 2 Ask your relatives where they were born and where their parents and grandparents were born. Make a list of all the countries involved. How many are there?
  - 3 *Find out* where the name of your town or village came from. Ask your family and people who have lived in your community a long time, or visit your local library.
- E** Do some of your own research on the different languages spoken in the Caribbean. Try looking in atlases and books and look up details of various countries on the Internet. Hold a timed competition with a group of friends: using a stop watch, see who can remember the most languages in 30 seconds!

## Arawaks and Caribs

The first people to live in the Caribbean were the Arawaks and the Caribs. They were Amerindians – people who long ago had come to America from Asia. They came to the Caribbean from South America. The Arawaks were the first to arrive. Later, they were followed by the Caribs.

★ Look at the map and see how the Arawaks and Caribs moved through the Caribbean.



When the Caribs arrived in the Lesser Antilles they drove out the Arawaks. The Arawaks then moved further north in the Caribbean, and settled in the Bahamas and the Greater Antilles.

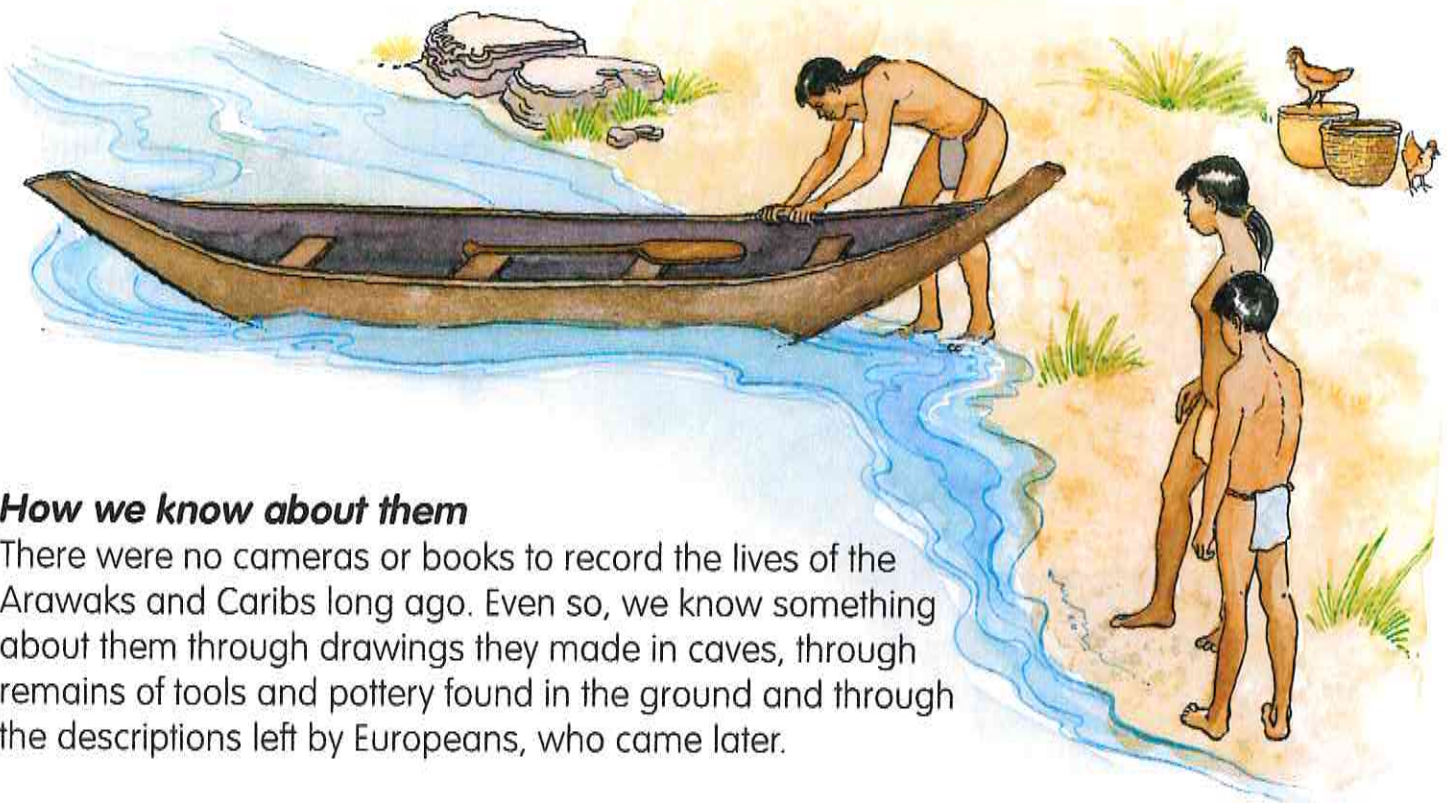
### ● FACT FILE

Some Arawaks still live in parts of South America – in Guyana, Suriname and French Guiana. A few Caribs still live in Guatemala and in a special reserve on Dominica in the Lesser Antilles.

### ***How they travelled***

How long would it take you to travel in a boat from Grand Cayman to Little Cayman? The Arawaks and the Caribs made all their journeys around the Caribbean by canoe! Imagine what this would be like.

★ How do you think the Arawaks and Caribs worked out their routes from one island to another?



### How we know about them

There were no cameras or books to record the lives of the Arawaks and Caribs long ago. Even so, we know something about them through drawings they made in caves, through remains of tools and pottery found in the ground and through the descriptions left by Europeans, who came later.

### Activity



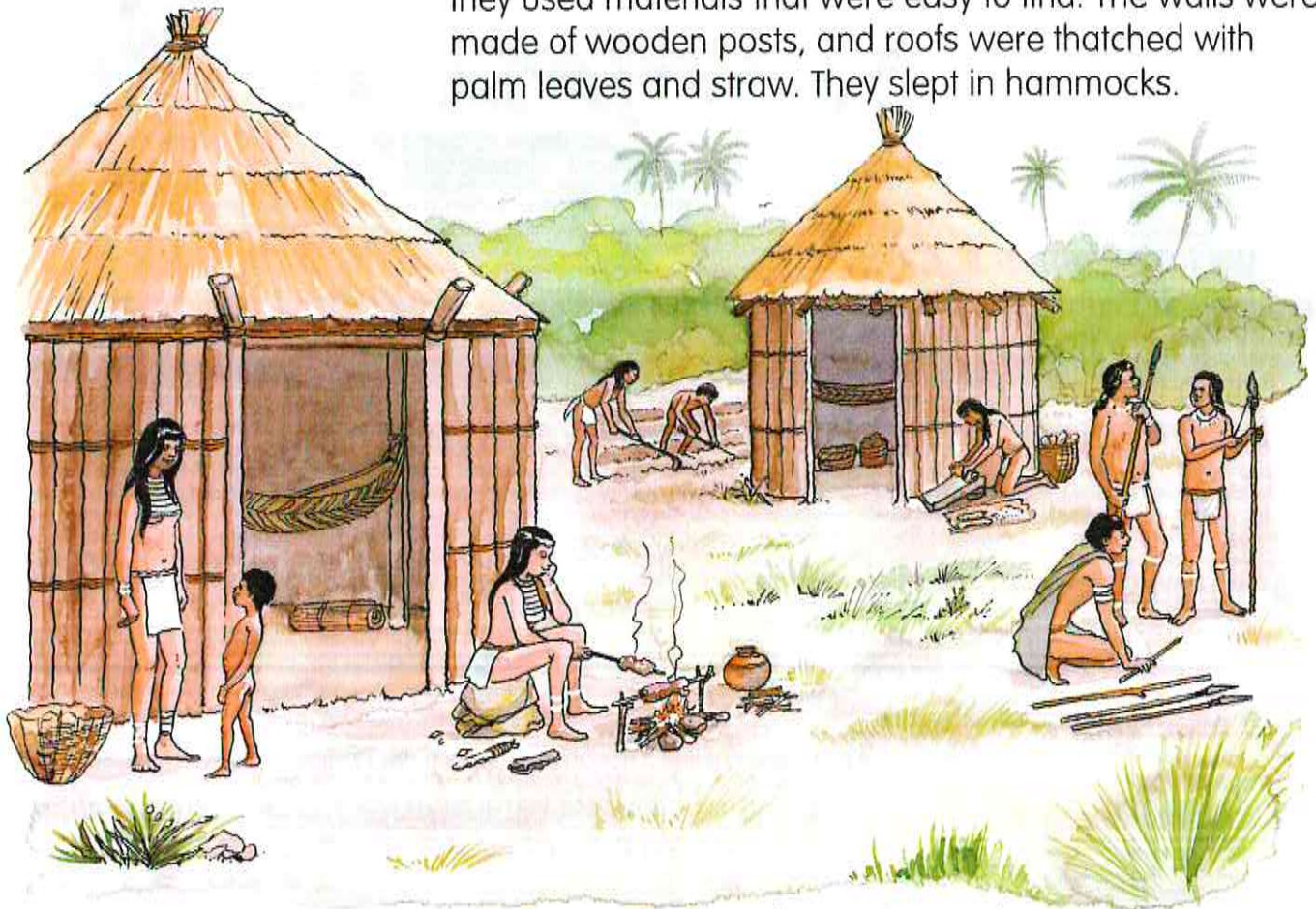
- 1
  - a) Name the two earliest peoples to live in the Caribbean.
  - b) Which of the two came first?
  - c) Where did they come from?
  - d) Who lived where?
- 2 Copy and complete the table below. Put a tick under the groups of islands where Arawaks and Caribs settled, and a cross under those where they did not settle.

	Lesser Antilles	Greater Antilles	Bahamas
Arawaks			
Caribs			

- 3 Did Arawaks, Caribs or both live on the Cayman Islands?
  - 4 How far did the Arawaks and Caribs travel in their canoes? Choose two islands they travelled between. Use the map on page 7 and a ruler to measure the distance on the map. Then use the map's scale to work out the actual distance across the water.
- E** Imagine you are an Arawak child travelling in a canoe to a new island. Write about your journey, what you see, how long it takes, whether you are at sea at night and how you feel about going to a new place.

## ***How the Arawaks lived***

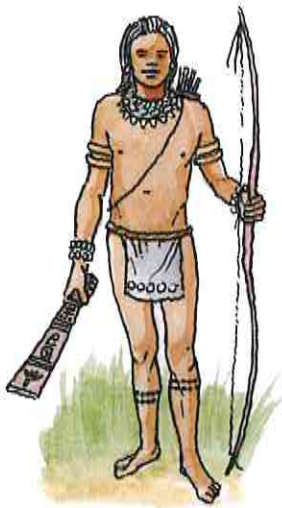
The Arawaks were peaceful people who were gentle and friendly. They lived in villages near the sea. For their houses they used materials that were easy to find. The walls were made of wooden posts, and roofs were thatched with palm leaves and straw. They slept in hammocks.



In an Arawak village the work was shared out in an organised way. Women did the farming and the cooking, wove cloth and looked after the house, while the men fished and hunted. The children protected crops from the birds and may have helped at harvest time. Their main food was cassava, which they made into bread. They also ate fruit, vegetables, and meat from iguana and turtles. They were very skilled at making pottery, weaving cloth from cotton and working with wood and metal.

Despite all this work, there was still time for fun. People enjoyed games and decorating their bodies with paint and jewellery.

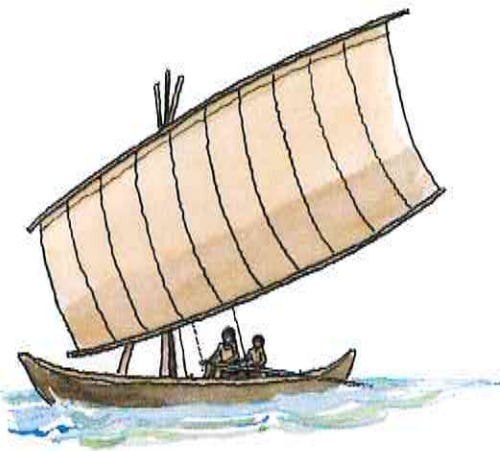
- ★ Ask a friend or relative for a recipe for cassava cake. Try baking it. How do you think this might differ from the cassava bread the Arawaks made?



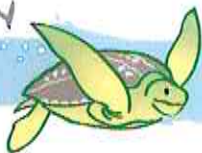
## **How the Caribs lived**

The Caribs were a fierce, warlike people who would attack other peoples. The men took pride in their fighting skills and practised them in their spare time. They were expert boat builders and canoeists. Sometimes they had fleets of as many as 100 canoes, fitted with sails.

On land they lived in settlements. The men would hunt and fish while the women prepared food, wove cotton cloth, and made baskets and pottery. They ate cassava, fruit, vegetables and animals they caught. They did not eat turtle meat because they thought it made people stupid.



## **Activity**



- 1** Make a list of the similarities between the ways of life of the Arawaks and the Caribs. Then make another list of the differences.
  - 2** Make a model of either an Arawak house or a Carib dug-out canoe.
- E** Think of ways of finding more information about the Arawaks and the Caribs. Discuss them with your teacher. Then imagine you are an Arawak or Carib and write a diary about life in your village. Try to describe a mixture of everyday events, like cooking and playing, and more unusual ones.

## The European connection

### Christopher Columbus

Christopher Columbus was the first person from outside the Americas to visit the Caribbean. In 1492 he sailed from Spain and landed on San Salvador in the Bahamas. This was the first of four trips he made.

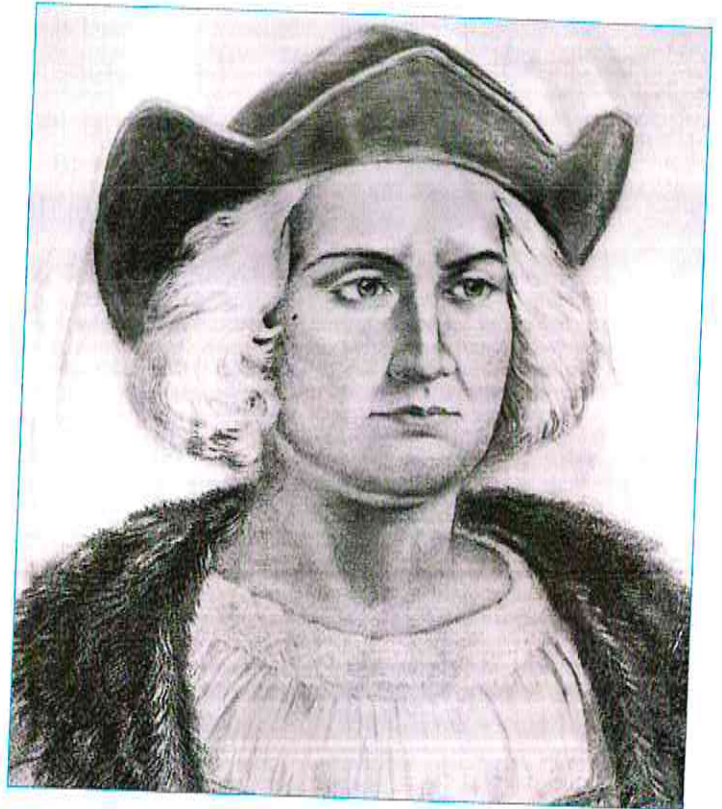
- ★ Find a map of Columbus's voyages to the Caribbean in your atlas.

Columbus was looking for a quicker route to Asia and the East. He was searching for spices and treasure. Other European sailors of the time were all travelling in the opposite direction around the world. Columbus was sure there was a route to Asia across the Atlantic Ocean.

- ★ Was Columbus right? Look at a globe or a map of the world and find out.

#### ● FACT FILE

Do you know why the Caribbean is sometimes known as the West Indies? When Columbus arrived he believed he was in Asia, in the islands near India. He then told everyone he had found the 'West Indies'.



Christopher Columbus



### Spanish Conquistadors

When Columbus returned to Spain after his four voyages he left behind Spanish settlers, or **Conquistadors**. Through them, the Spanish rule in the Caribbean began. The countries where they settled became colonies of Spain.

Other Spanish Conquistadors followed, looking for gold. At first, the Spanish had been friendly with the Arawaks and Caribs they met on the islands. This friendship did not last.

Many Arawaks and Caribs were killed in battles. Others were sent back to Spain as slaves. Diseases brought by the Europeans, such as smallpox, killed many more. Within 100 years of the Spanish arriving there were very few Arawaks and Caribs left in the Caribbean.

### **European settlers**

Settlers followed from other European countries. They also wanted a share of the land and riches. In this way, England, France and Holland set up their colonies. The descendants of all these people still live in the Caribbean today.

These old links with Europe still affect us, as we saw with language. Many Caribbean countries have other links with their old colonial rulers. For instance, most of the English-speaking Caribbean countries are part of the British Commonwealth.

### Activity



- 1 Look at the map of Columbus's four voyages in your atlas. Copy and complete the table below, showing which islands he visited on which voyage.

Date of voyage	Islands visited

- 2 Give three reasons why the Arawaks and the Caribs nearly died out.
- 3 Compare the picture of the Spanish Conquistador opposite with the picture of the Carib warrior on page 21. Write down the differences you can see. Why were the Spanish able to win in battle against the Caribs?

- E** Copy the four headings below into your notebook. Under each heading list four Caribbean countries in which these languages are spoken. Use atlases, books and the Internet to help find your answers.

English   French   Dutch   Spanish



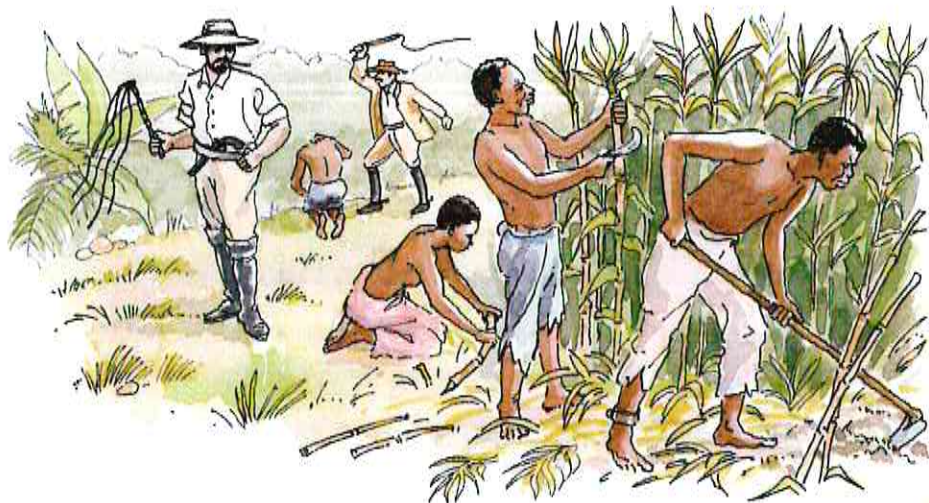
## The African connection

The European settlers' search for gold did not last very long. Instead, they grew sugar cane to be sold in Europe. The Europeans had never eaten sugar before and it quickly became popular. But there was a problem. The settlers needed more workers on their estates. They solved this by bringing people from West Africa to work for them as slaves. By 1515 the first African slaves had arrived in the Caribbean. They became our African ancestors.

### **The life of a slave**

Do you remember the story of Estelle, the Caymanian slave girl, in Book 4? Like all slaves, she was owned by her master or buckra. Slaves were not paid and they had no choice in what they did.

Men, women and children were taken from their homes in Africa and brought to the Caribbean in cramped slave ships. They were bought by plantation owners and set to work in the fields and in the owners' homes.



In return for their work, the plantation owner provided the slaves with food and somewhere to live. Life was hard, especially for those working in the fields, called the 'field hands'.

- ★ Compare this slave's daily timetable with your own. How many hours a day did the slave work?

5.30am	Get up
6.00am–8.00am	Work
8.00am–8.30am	Breakfast
8.30am–12.00	Work
12.00–2.00pm	Lunch
2.00pm–6.00pm	Work
6.00pm	Go home



Artist's idea of how Granny Nanny looked

## The end of slavery

Would you like to have been a slave? Before long, many people in the Caribbean and in Europe began to think that slavery should be stopped.

In the Caribbean, there were more and more revolts by slaves. In Jamaica a group of slaves called the Maroons ran away and made their homes in the mountains. Their leader, Granny Nanny, became very powerful. Eventually she forced the English to give the Maroons their freedom and land where they could live in peace.

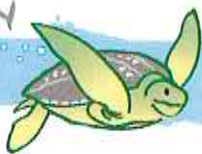
In Britain, Parliament decided to end the slave trade. People like William Wilberforce and Thomas Clarkson had worked hard to abolish slavery.



William Wilberforce

Between 1834 and 1838 all the slaves in British colonies in the Caribbean were freed. This was called the **emancipation** of the slaves. Some countries of the Caribbean still celebrate Emancipation Day.

## Activity



- 1 Answer these questions in sentences:
    - a) Where did the slaves come from?
    - b) When were the slaves freed?
    - c) What is another word for this freedom?
  - 2 Find a story, poem or song about the life of the slaves. You could ask your local library to help you. Read it to the class.
  - 3 Many people in the Caribbean today are descended from the African slaves. Look in newspapers and collect articles about three people of African origin who have important jobs or are famous in some way.
- E** Choose a character who worked against slavery, such as Granny Nanny or Thomas Clarkson. Find out what they did and write about their life.

## The Indian connection

The freeing of the slaves led to another problem for the plantation owners. Most of the freed slaves chose to farm on their own. Again, workers were needed for the sugar estates. This time the plantation owners turned to Asia.

Instead of slaves, **indentured labourers** were brought from the Indian subcontinent and from China. They came to a number of Caribbean countries, particularly Trinidad, Guyana and Jamaica.

If you were an indentured labourer:

- you came by choice – no one forced you
- you agreed to work for your employer for a fixed number of years
- you were paid for your work
- at the end of your working period you were free to go.

But life for the indentured labourers on the estates was almost as harsh as it had been for the slaves.



When they no longer had to work for the plantation owners, many of the indentured labourers remained in their new Caribbean countries. These people were the ancestors of most Indian and Chinese members of our communities. Today their descendants make up nearly half the population of Trinidad and more than half the population of Guyana.

The Indians and Chinese brought many things into the Caribbean. They were the first to grow and cook rice in this region. The Trinidadian dish, roti, is Indian in origin. The Hindu and Moslem religions, which many still follow today, came with the Indian labourers.

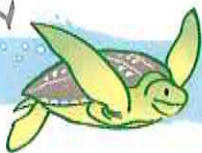


*Roti, a Trinidadian dish*

#### ● FACT FILE

When people from one country come to settle in another they are known as **immigrants**. This process is called immigration. It is still happening all over the world today.

#### Activity



- 1 Make a list of the similarities and differences between a slave and an indentured labourer.
  - 2 Working in groups, make a collage showing people of European, African, Indian and Chinese origin. Use drawings, magazines and newspaper cuttings.
  - 3 Name five countries from which immigrants have come to the Caribbean.
- E** Research what we have gained in our Caribbean life from one or more of the following groups: Europeans, Africans, Indians and Chinese. (*Clue: You could think about food, culture, religion and sport.*)

# Round up

In this unit you have learned that over many years people have settled in the Caribbean from different parts of the world. You have found out about the Arawaks and Caribs, the Europeans, the Africans, the Indians and the Chinese. You have learned that this mixture of peoples explains why we have so many languages in the Caribbean.

Activity



- 1 Copy and fill in the chart below to show who came to the Caribbean, where from and in which order:

	Name of people	Where they came from
1st people		
2nd people		
3rd people		
4th people		

- 2 **Match the meanings**

Below on the left is a list of words you have learned in this unit. On the right, in the wrong order, are their meanings. Link the correct word to its meaning.

Word	Meaning
1 Colony	<b>A</b> A person who agrees to work for someone else for a fixed period of time and who is paid
2 Immigrant	<b>B</b> Giving someone their freedom
3 Emancipation	<b>C</b> A country that is ruled by another country
4 Slave	<b>D</b> A person who comes into a new country from their own, to settle
5 Indentured labourer	<b>E</b> Someone who is owned by a master and who has no choice in what they do

### 3 *True or false?*

Write down the true statements.

- a)** Conquistadors came from France.
- b)** Christopher Columbus's expedition set sail from Spain.
- c)** Creole is a language which developed from a mixture of African and Amerindian languages.
- d)** The Caribs arrived in the Caribbean before the Arawaks did.
- e)** The Caribs were a peaceful people who lived in villages near the sea.
- f)** The Maroons took part in a slave revolt in Jamaica.
- g)** Between 1834 and 1838 all the slaves in British Caribbean colonies were freed.
- h)** Indentured labourers came mainly from Africa.



## Urban and rural life

Where do you live? Do you live in a town or a village?  
We call living in towns **urban** life and living in country areas **rural** life. Wherever we live, we are part of a community.

- ★ Look at the two sets of pictures and think about the communities they show. Discuss with your class the differences between living in towns and cities and living in the country. Think about where you live, what your school is like and how you spend your free time.



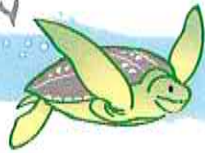
Caribbean towns and cities have grown quickly.  
Many Caribbean people now live in urban areas.

● **FACT FILE**

In 1960 30 per cent of Jamaicans lived in towns and cities.  
Today 50 per cent of Jamaicans live in towns and cities.

People go to the towns where there are better jobs, homes, schools and medical care. But the towns can become over-crowded and poorer people sometimes live in **shanty towns**.

Activity



- 1 Look at the pictures opposite. Write down seven differences between urban and rural life.  
*CHALLENGE!* See if you can think of any more differences – things you can't see in the pictures!
- 2 Make two lists, one of jobs people can do in the country and one of jobs people can do in towns.
- 3 What are the good and bad things about urban life and rural life? In the table below one set of advantages and disadvantages is given for you. Add five more.



**Table 2 Advantages and disadvantages of urban and rural life**

Urban life		Rural life	
Advantages	Disadvantages	Advantages	Disadvantages
More jobs	Crowded	Not crowded	Fewer jobs



- 4 Imagine you are a child from a rural area who has gone to stay with your cousin in a large city. Write a letter home. Talk about where you are staying and how you are spending your time.
- E** In North America 75 per cent of people live in towns and cities, 25 per cent live in the country. Find out the percentage of Caribbean people who live in urban areas and the percentage in rural areas. Check in reference books at school, look on the Internet or ask in your local library.



# Culture of the Caribbean

## What is culture?



★ Look at the words above. What do all these things have in common?

These are just some of the features that make up a country's culture. Culture helps us to express our thoughts and feelings. It involves our traditional ways of doing things – our customs. It makes everyone's lives richer and more fun.

*Customs: In the West we have the custom of shaking hands when we greet each other. This developed long ago as a way of showing you were not carrying weapons and came in friendship*



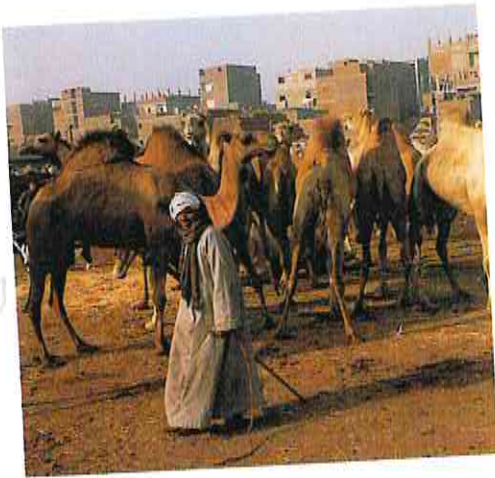
*Dance: Cossack dancers in Russia*



*Food: Inuits in Greenland catch fish in the warmer times of the year and dry it. They can then keep it to eat when the sea is iced over and they cannot fish*



*Festivals: The Chinese celebrate their New Year with a two-week festival in late January or early February. They have street processions led by magnificent dragons*



*Dress: The Arabs wear light-coloured robes to keep them cool and to keep the sand away from their hair and bodies*

All over the world, groups of people in different countries have their own cultures. These have grown up over many years. Each culture is often connected with the religion, history, local resources and climate of the country. Here are some examples of culture from around the world.

★ Can you think of any more? Try to work out where the customs have come from.

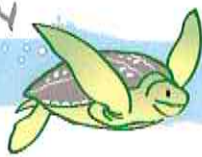
## **Religion and festivals**

### ● **FACT FILE**

Christianity is the most widespread faith in the Caribbean. The British brought the Anglican, Baptist and Methodist Churches. The French and Spanish brought the Roman Catholic Church. But most other world religions can also be found in the Caribbean.

Many of the festivals we have are connected with our religion. Think of Christmas and Easter in the Christian calendar. Carnival takes place in many parts of the Caribbean just before the beginning of Lent. The Hindus have a festival, Divali, honouring the Goddess of Light and Wealth. The Moslems celebrate Eid-ul-Fitr at the end of Ramadan, their month of fasting (not eating anything) from sunrise to sunset.

## Activity



- 1 Unscramble these words describing different types of culture:  
 OKSOB \_\_\_\_\_ RAT \_\_\_\_\_  
 UCSIM \_\_\_\_\_ VITFELAS \_\_\_\_\_

- 2 Name three things about a country that can affect its culture.

**E** Imagine you are a newspaper reporter. Interview a leader at a local place of worship about a festival in their religious year. Write an article about it.

## Caribbean culture

Caribbean culture is a wonderful mixture. It combines cultures brought from other parts of the world with culture which is purely Caribbean. The result is a very rich blend. Here are some examples of Caribbean culture.

### Music

The Caribbean is known worldwide for its music. Steel bands originated in Trinidad in the middle of the 20th century. Calypso began in the Eastern Caribbean. Reggae came out of Jamaica in the 1960s. Bob Marley, a poor Jamaican Rastafarian, became an international star.



*Famous steel bands like the Renegades have played all over the world*



*In St Vincent the people hold a carnival with elaborate costumes*

### Dance

You can see many types of dance in the Caribbean – folk dancing, ballet, the waltz and the cha-cha. People are studying our many traditional dances so they will not be forgotten.

### Festivals

Carnival is the most famous of all Caribbean festivals. It takes in the customs of different groups of settlers, but West Indians have made carnival their own. It is celebrated in a variety of ways on most Caribbean islands.

Every five years Carifesta takes place in a different country. This brings together actors, writers, poets, dancers, musicians, painters and sculptors from all over the Caribbean.

### Food

Most of the plants from which we prepare our food came from other parts of the world. Each Caribbean country has its own style of cooking. Jamaica is famous for its ackee and salt fish. Antigua has its pepperpot and fungee. Rice and peas is eaten all over the Caribbean, but each country prepares it differently.

## **Books, stories and poems**

In the Caribbean we have long traditions of story telling, for example in the Anancy stories. These began in Jamaica, but children all over the region know about the spider man who cleverly tricks people for his own benefit.

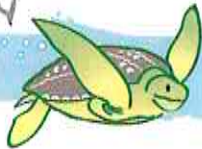
## **Our culture**

Here in the Cayman Islands we share parts of the culture of our Caribbean neighbours, as well as having our own. Look again at pages 32–3. Notice how many things which happen in other countries also take place in the Cayman Islands.

## **Anancy and the plantains**

*Anancy had a family of six – a wife and four children. One day for dinner there were only five plantains. Anancy cooked the plantains and gave one to everyone else in his family. His own plate was empty. 'Never mind, my family. I do not mind going hungry as long as all of you have enough to eat.' Anancy's family took pity on him and they each gave him part of their plantain. This way, he ended up with far more to eat than if he had shared out the food equally in the first place.*

## *Activity*

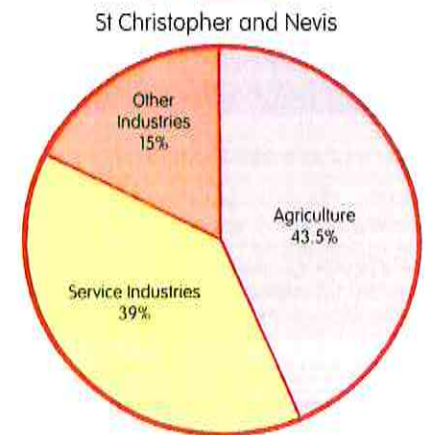
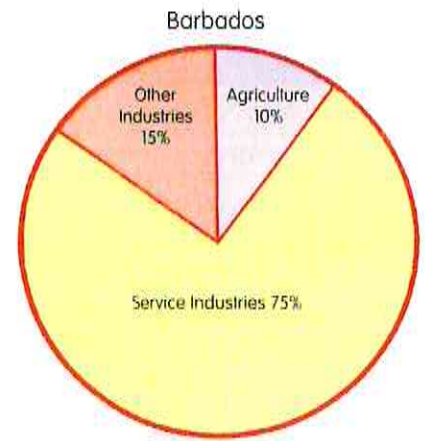


- 1** Give two examples of Caribbean culture under each of these headings: **Music Dance Festivals Food**
  - 2** Make a mask or a musical instrument. You could use these to organise your own carnival or band.
  - 3** Who is your favourite calypsonian? Try making up a short calypso of your own. Perhaps you could write one about your school.
  - 4** *CHALLENGE!* Have a brainstorming session! In groups, think of as many examples as you can of culture shared with other parts of the Caribbean. Look on these pages. Look in books and magazines to find more.
  - 5** With your class make up a 'cultural links' chart. In the middle put the Cayman Islands. Around the edge show activities that we share with other parts of the Caribbean. Add pictures from magazines, short stories and songs to illustrate your chart.
  - 6** *Find out* where the last Carifesta was held. Who was performing? What did they do?
- E** Choose one aspect of Caribbean culture and write a short report on it. Find out where and when it began, how it has spread through the Caribbean and what form it takes today.

## Earning a living in the Caribbean

What kinds of jobs do your parents do? Ask around your class to find out about other jobs. People work in all sorts of ways to earn their living in the Caribbean.

- ★ Look at the pie charts. To which two countries do they apply? What do the pie charts tell you about the way people earn a living in these two countries?



### Working in industry

Many jobs are part of some sort of **industry**. The word 'industry' can make us think of factories. But it means much more than that. All businesses that produce a service or a product through using resources are industries. You can think of industry as being like a sum:

$$\begin{array}{r}
 \text{Resource} \\
 \text{Effort} \quad + \\
 \hline
 \text{Product} \quad =
 \end{array}$$

So, you could collect conch shells from the beaches, clean them, varnish them and sell them to tourists. Your resource would be the conch shell. You add your effort to make the dirty shell attractive and you have a product to sell!

In the same way, a farmer looks after his soil and plants some seed (his resources). He looks after the growing crop (his effort) and when it is ripe, or 'fit', he cuts it ready to be sold (his product).

- ★ Which industry is the farmer part of? Which industry would you be part of with your conch shell business?



Which is the odd one out in this list, and why?

farming                      mining                      fishing  
 swimming                      tourism                      banking

## **Fishing**

Have you eaten fish today? In the Caribbean we have a wide choice of seafood available – for example, snapper, kingfish, jack, lobster and conch. Fishermen work around the coasts of most islands wherever there are good, sheltered beaches or harbours from which to launch their boats.

Many fishermen go out in boats to fish with nets, lines, fish pots or spear guns. They sell their catch from the beaches and any remaining fish goes to markets in the towns. In many Caribbean islands, boats have engines so they can go faster and further. Barbados, Trinidad and Guyana have bigger, motorised fishing vessels called trawlers.



Fish farms have been developed in some islands, like our turtle farm. The people who work on fish farms need different skills from the fishermen. Specially trained engineers are needed to build the farms. Scientists need to make sure the conditions on the farm will produce many, healthy fish.

★ What is your favourite fish? Which places in the Caribbean can it be caught and how?

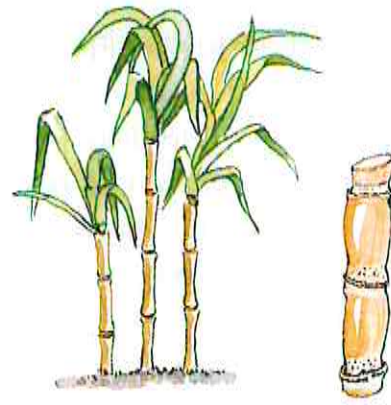
## **Lumbering**

Producing timber from trees to sell is called lumbering. Many Caribbean islands have areas of forest where lumbering takes place. These include Guyana, Trinidad and Jamaica. Timber is needed all over the world for varied purposes, such as building and making furniture and paper. People who work in the lumber industry cut down trees, and transport and cut up logs. An important part of their work is planting new trees to replace those that were cut down.

★ Why is it important to plant new forests?

## Agriculture

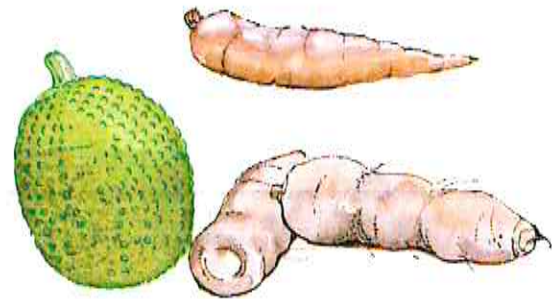
As we have seen, farming is part of the agriculture industry. Many people in the Caribbean work in this industry, so it is very important to us. In some islands the fertile soil is good for many crops. In the Cayman Islands our soil is not as good as the soil in some other islands, but with improved technology many crops can be grown here.



*Cuba, Jamaica, Belize and Barbados are among our main sugar producers*



*The Windward Islands produce many bananas*

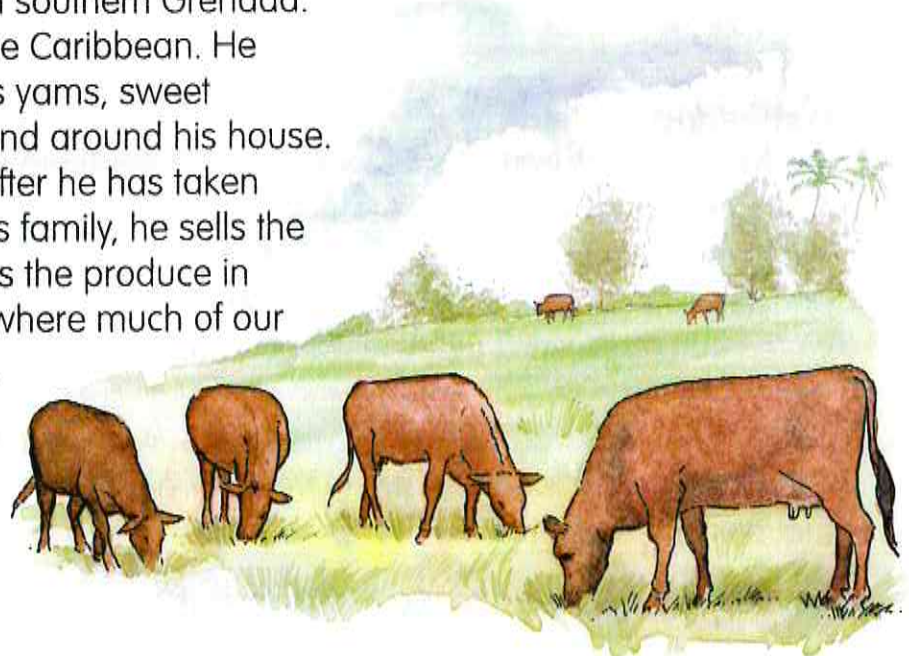


*Yam, breadfruit and sweet potatoes are grown all over the region by small farmers*

## Small farmers

George Macaskie has a small farm in southern Grenada. There are many farmers like him in the Caribbean. He grows a wide variety of crops such as yams, sweet potatoes, carrots and breadfruit on land around his house. He does most of the work by hand. After he has taken what he needs of his crops to feed his family, he sells the rest to a **vendor**. The vendor then sells the produce in markets or to other suppliers. This is where much of our fresh fruit and vegetables come from.

*There is dairy farming in Belize, Guyana and the Dominican Republic*



## Larger farms

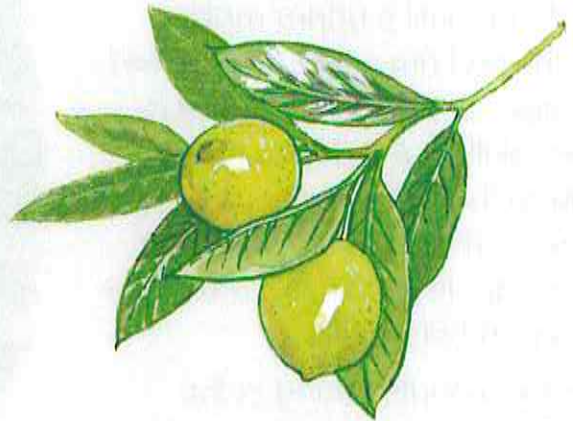
Products such as bananas, citrus fruits, cocoa, coffee and tobacco are produced on larger farms. They are often sold for export to other parts of the world. Cattle are reared on even larger farms. Sugar plantations are among the largest farms of all. The Caribbean produces much of the world's sugar. Many people are employed in sugar production, but machines are increasingly used to prepare the land and harvest the cane.



*Tobacco is grown in Cuba*

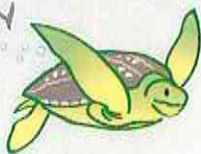


*Jamaican coffee is world famous*



*Citrus fruits grow in Belize*

## Activity



- 1 Look at the drawings of agricultural products. Find on a map the places where they are produced.
  - 2 Find out about how sugar cane is produced. How is it grown, harvested and used? Think about the differences between this type of farming and George Macaskie's farm.
- E** Make a list of examples of the improved technology which makes it possible to grow many crops here in the Cayman Islands. How does this technology help us to make the best use of our soil?



## Manufacturing

Manufacturing means making something in large quantities to sell. Usually this happens in factories. Much of the manufacturing in the Caribbean is light manufacturing. This involves making things such as clothes, processed food or electronic parts. These industries are called 'light' because they do not need much space or bulky equipment compared with heavy industries making machinery, for example.

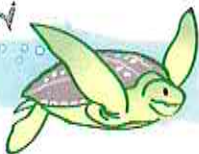
Growing numbers of people in the Caribbean work in light manufacturing. Governments have encouraged groups of factories to be built – these are known as industrial estates. They provide work and people can be trained easily.

Josie works in a shirt factory in Puerto Rico. She works from 8.00am until 5.00pm making shirts that are sold in the United States. She works hard and is very skilled. A minibus takes her to the factory each day, and she works overtime whenever she can, to earn extra money to support her family.

Some manufacturing in the Caribbean involves processing foods grown here such as sugar, or minerals such as bauxite. These factories tend to be found near where the sugar or bauxite is produced. People's daily routine in the processing factories will be similar to Josie's, but the work is different.



### Activity



Unscramble the names of these countries to find out what is made where.

Garments – ZEBELI, RADSABOB, ACIMAJA, URTOPE OCRI  
Electrical goods – SABODRAB, NIRDATDI

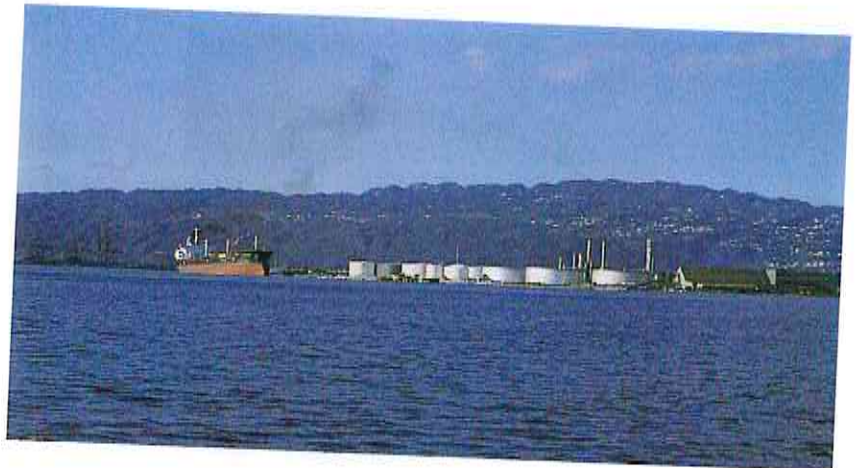
## Mining

Miners remove **minerals** such as **bauxite** from the ground. Jamaica and Guyana produce much of the world's bauxite, so many Jamaicans and Guyanese work in this industry. Bauxite contains **alumina**, a white powder which is used to make aluminium. Aluminium is made into many things, from aeroplanes to cooking pots. There are other types of mines in the Caribbean, but bauxite mines employ the most miners.

As well as the miners, there are people working in the process that produces alumina from the bauxite. Sometimes this takes place close to the mines in large industrial plants. Sometimes the bauxite is taken to a port to be shipped abroad, providing jobs for transport workers.



Bauxite mine, Mandeville, Jamaica

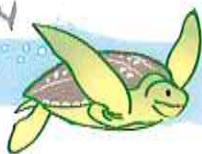


Oil terminal at Kingston, Jamaica

## Oil

All kinds of skilled people are needed to find oil, take it out of the ground, look after the equipment and transport the oil away. Refineries turn crude oil into petrol for cars and fuel for power stations. These are big, industrial areas where many other people work. Trinidad is the major producer of oil in the Caribbean.

## Activity



- 1 Use information found in your atlas to draw a map of the Caribbean showing where minerals and oil are found.
- 2 Discuss in class or a group: 'True or false? Producing alumina and refining oil are part of light manufacturing.'

## **Service industries**

The main service industries in the Caribbean are tourism and banking.

### *Tourism*

Each year many people visit the Caribbean for holidays. They are tourists. We welcome them because they spend their money here. This helps Caribbean countries to buy things overseas.

People who look after tourists and other visitors are part of the tourist industry. In this industry, people provide guests with a service – in hotels and restaurants, as taxi drivers and tour guides. Tourism is one type of **service industry**.



*Serving tourists at a hotel or restaurant is one way people earn their living from tourism*

### ● **FACT FILE**

More tourists go to the Bahamas than any other part of the Caribbean. Other popular tourist islands are Jamaica, Barbados and Antigua.



*Making and selling souvenirs is another way people earn their living from tourism*

## *Banking*

People who work in banks are also part of a service industry. They provide services connected with money – operating bank accounts, lending money and helping people with their finances. Bank clerks, secretaries and highly trained people who can help businesses are all needed. In the Caribbean, both the Cayman Islands and the Bahamas have important banking centres.

*Activity*



- 1** How many different jobs can you name in service industries in the Cayman Islands, apart from tourism and banking?
- 2** Interview someone who works in a service industry and find out about what they do.

# Communications in the Caribbean

## Why do we need transport?

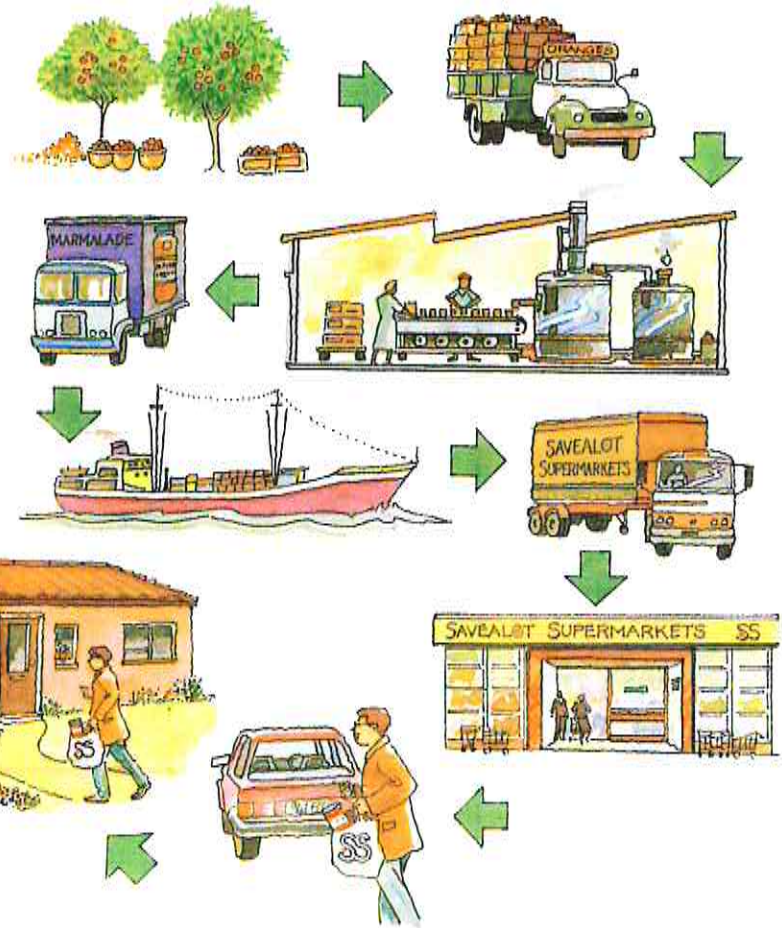
Transport is the way we carry goods and people from one place to another.

By the time you get home this evening, how much travelling will the members of your family have done? You have been to school. Your parents may have travelled to work. They may have gone to the shops or a market to buy food. Perhaps someone in your family had to visit the doctor, dentist or a friend or relative.

★ How do your family members make all their journeys? Imagine how difficult these journeys would be without transport.

We rely on transport so that industry can work properly and goods are available in the shops. Look at the pictures, tracking the journey of oranges from the farm to people's homes.

Holidays, business trips, outings and dealing with emergencies such as fires are all much easier with good transport.



An international flight arriving

## Travelling around the Caribbean

To travel around the Caribbean region we need to cross the sea. Sometimes these journeys can be long; for instance from Trinidad to the Cayman Islands is over 2,000 km (1,240 miles). We can make these journeys by plane or by ship.

★ Find a map of the Caribbean in your atlas showing transport routes across the region. Find the capital cities of each country. How are they linked?



A ferry docking at Roseau, Dominica

People have travelled in and out of Caribbean countries by sea since the times of the Arawaks. Ports grew up in places which were safe for ships and gave shelter. We now find them close to factories and industrial areas. This way, goods can be taken to and from the factories quickly. Cruise ships carrying tourists also use ports.

Most people now travel around the Caribbean by plane. Airports have been built on many Caribbean islands. These link the islands to each other and the rest of the world. Airlines operating in the Caribbean include Air Jamaica, British West Indies Airways and Cubana.

★ Why do you think most people prefer to travel around the Caribbean by air? Why do we still need ships?



- 1 Collect pictures of as many forms of transport as you can find. Make a montage of them for a wall display. Write a piece of text for each picture describing the importance of that type of transport.
- 2 Organise a traffic survey on a road near your school. Make a bar chart to show how many different types of vehicles pass in an hour.
- 3 Be a transport expert! Below is a list of transport problems. Match the problem with the best transport solution.

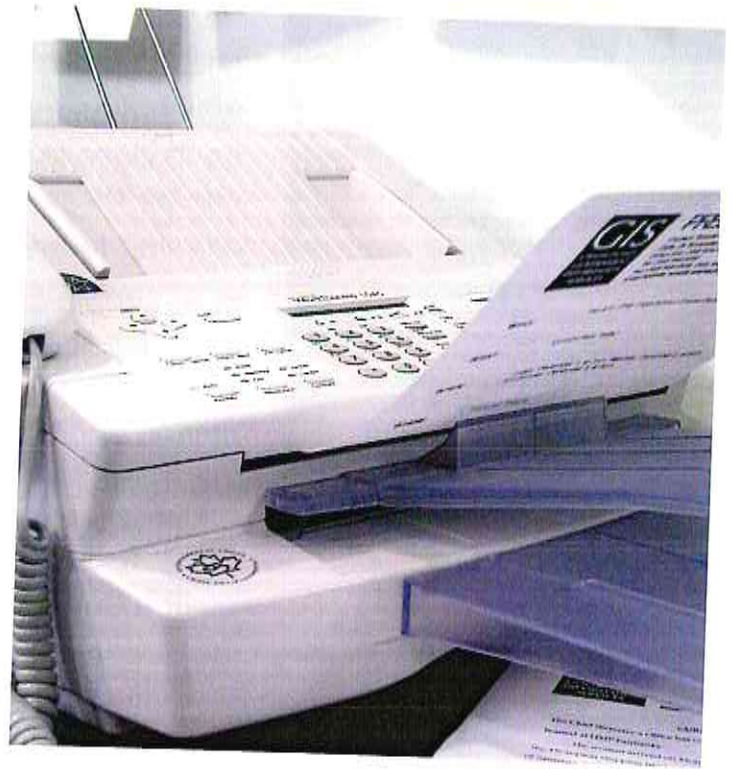
Problem	Solution
1 Michael lives in Jamaica. He wants to attend his sister's wedding in Antigua.	A oil tanker
2 Clara works in an electronics factory in Barbados. She needs to bring 10,000 computer parts from Japan.	B plane
3 Kenneth works in an oil refinery in Trinidad. He has to deliver crude oil to Britain.	C cruise ship
4 Betsy wants to arrange a tour around the Caribbean islands for a group of people from Florida.	D container ship

E Time a journey you take regularly by car or bus. How long would this take on foot?

## Telecommunications in the Caribbean

**Telecommunications** means sending information in the form of electronic signals. We can send words, sounds, pictures and other sorts of messages. Telephones and the Internet are examples of telecommunications.

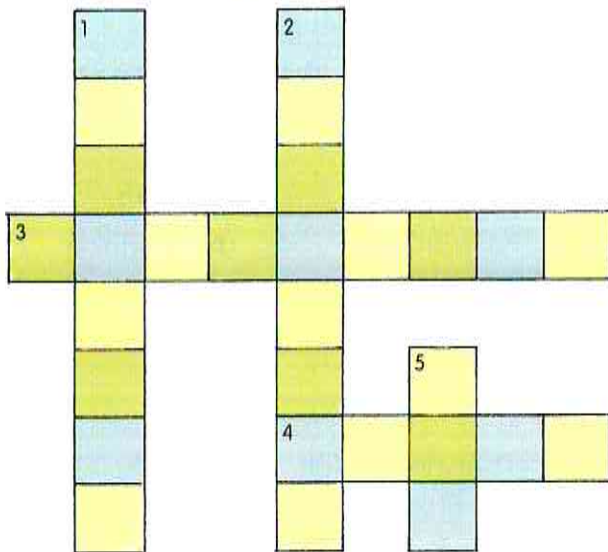
With the right equipment, we are able to share information with people anywhere in the world, instantly. Electronic mail (e-mail) uses telephone lines and the Internet to send messages. Fax uses telephone lines to send messages on paper, almost as quickly. The Internet provides us with all sorts of information through web pages, and anyone can set up their own web site.



### Activity



- 1 Find out about telecommunications in the Cayman Islands.
- 2 Try to solve this telecommunications crossword.



#### Clues across

- 3 With this you can talk to someone far away and hear their voice clearly.
- 4 A message sent instantly using the Internet.

#### Clues down

- 1 A network for sharing information.
- 2 A machine with a screen and a keyboard that can help us in our school work.
- 5 An instant way of sending messages on paper.

**E** Explore the Internet from a personal computer, either at home or at school. Does your school have a web site? How much can you find out about the Cayman Islands from the World Wide Web?

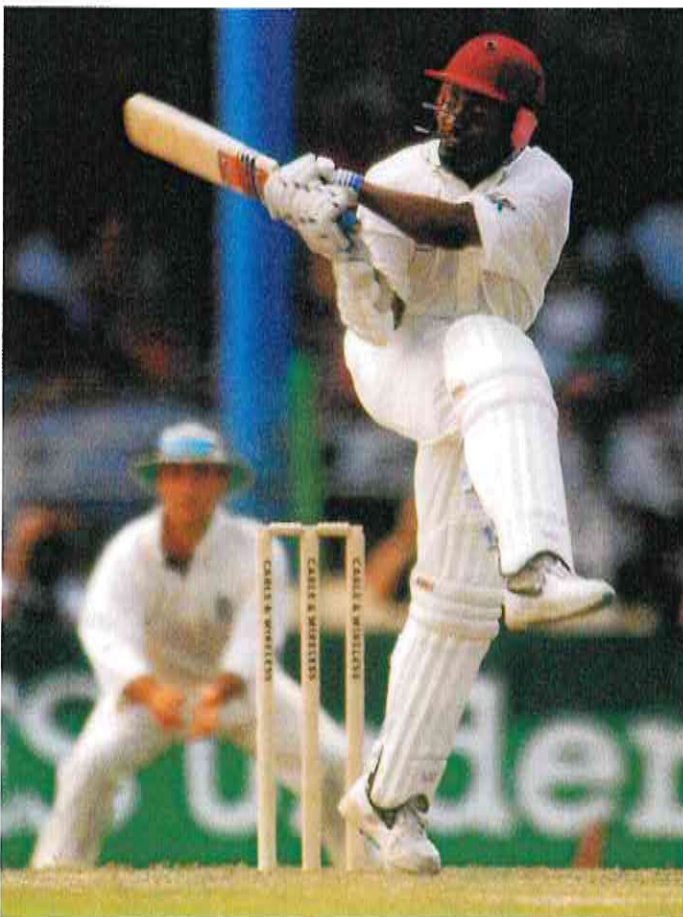
## Regional co-operation

Imagine you are a sugar cane farmer in Jamaica. To which country would you try to sell your sugar – Cuba, Barbados or Britain?

You would not sell it to Cuba or Barbados because they already have plenty of their own. In the same way, fruit and vegetables are produced in many parts of the Caribbean. If you want to sell large amounts of these sorts of products, you need to sell to countries further away.

Buying and selling goods is known as trade. Until the 1950s there was little trade within the Caribbean. It existed only between the English-speaking countries. This was because many of the things Caribbean countries had to sell were not needed by other Caribbean countries.

Countries wanted the foreign money that trade would bring. This would help those countries to become better off. Governments decided to try to improve overseas trade, and they started to work together.



Co-operation brings better results in many ways. For example, if Brian Lara, the record-breaking West Indian batsman, had played for his native island only, would that team have been as successful as the West Indies team? We form the best team by choosing players from several different countries.

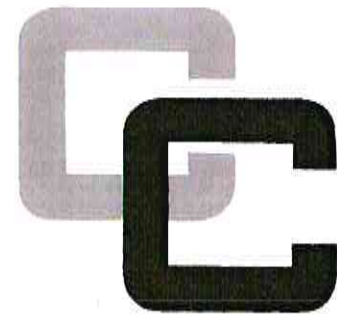
*Brian Lara at the crease*



## ***Ways in which we co-operate today***

Co-operation amongst Caribbean countries now takes place in many ways.

- In trade, CARICOM, the Caribbean Community, aims to create a trading area which helps its members to trade more easily with each other. There are English-speaking countries among its members. The Windward Islands formed WINBAN to help member countries sell their bananas abroad.
- In education, schools across the Caribbean prepare students for the CXC examinations. The University of the West Indies offers courses to students in all countries of the region.
- In finance, the Eastern Caribbean dollar is used by eight countries.



- In culture, the Carifesta we mentioned earlier brings together Caribbean artists, writers and musicians.

★ Can you think of any other ways in which countries of the Caribbean co-operate today?

Activity



- 1 Finish this sentence.  
It is hard for Caribbean countries to trade with each other because \_\_\_\_\_
- 2 Choose one organisation in which Caribbean countries are working together. Write a short report on how it benefits its members.
- 3 *Find out* which eight countries have the Eastern Caribbean dollar as their currency.

# Round up

In this unit you have learned about how people live in the Caribbean. You have learned about the differences between living in towns and cities and living in the country. You have learned about different types of culture. You have learned that some aspects of culture are shared by several Caribbean countries. You have learned how people earn their living. You have learned how people and goods move around, and about how we co-operate in the Caribbean region.

## ***Multiple-choice test***

Choose the correct ending for each sentence. Write out the completed sentences.

- 1 Most people in the Caribbean live in
  - A rural areas
  - B fishing ports
  - C urban areas.
- 2 Across the Caribbean many people take part in
  - A carnival
  - B ice hockey
  - C cossack dancing.
- 3 Caribbean culture has developed from the culture of
  - A Poland, Australia and Canada
  - B Spain, France, Britain and Africa
  - C Sweden, Saudi Arabia and Turkey.
- 4 People in the Caribbean work mainly in
  - A agriculture, manufacturing, fishing, mining, oil and service industries
  - B ship building and car making
  - C sheep farming and making medicines.
- 5 The most important forms of transport in the Caribbean are
  - A railways and motorways
  - B underground trains, hovercrafts and helicopters
  - C planes, ships and roads.

# Our Central American Neighbours



Look at the map showing Central America. These countries are among our closest mainland neighbours. The people of the Caribbean have been in contact with the people of Central America for many, many years.

The countries of Central America are:

Belize	Nicaragua
Guatemala	Costa Rica
Honduras	Panama
El Salvador	

On the map you can see that a ridge of mountains runs through the region. Many of these mountains are volcanoes.

## Activity



- Find all the countries listed above on the map. Draw or trace your own map of Central America. Label all the countries listed above, and their capital cities.
- Count how many countries there are in Central America.
  - Name the two seas that surround Central America.
  - Which four Central American countries are closest to the Cayman Islands?
- What does the shaded area indicate on the map opposite? Copy this on to your own map.
- On the next few pages you will find some information about all except one of these countries.
  - Use this information to make up your own fact file about the countries of Central America. You will need to use your atlas as well.
  - Which country is missing? Use your atlas and other reference books to make up a fact file about the missing Central American country.



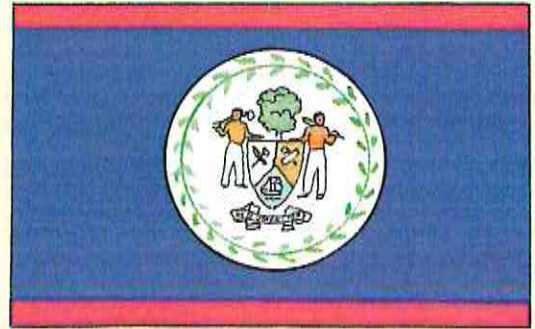
**5** Make up a wall display showing the flags of the Caribbean. Each Fact File on Central American countries shows the flag of that country. Find pictures of other Caribbean flags and draw them.

**E** Find out where there are active volcanoes in Central America.

# Belize

## COUNTRY FACT FILE – BELIZE

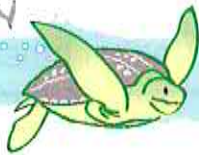
<b>Capital</b>	Belmopan
<b>Year of independence</b>	1981 – from Britain
<b>Language</b>	English
<b>Size</b>	22,965 sq. km (8,867 sq. miles)
<b>Population</b>	241,546 (2000 estimate)



The north of Belize is made up of a large plain. In the south there are highlands and valleys. Here, trees such as mahogany are grown. On the Caribbean coast are coral barrier reefs, where fishermen work. Citrus fruit is grown all over Belize. Manufacturing now employs more people than in the past. Fewer people now work in the timber industry. Most people live in urban centres such as Belize City and Belmopan. The capital moved from Belize City to Belmopan after the hurricane of 1970. The population is growing quickly.

Although Belize is on the Central American mainland, you have already learned that it is also part of the Caribbean. This is because it shares aspects of its culture and history with the Caribbean.

## Activity



- 1 Look at a map of Belize.
- 2 Can you find out the name of the mountain range in the south of the country?
- 3 Name two features that Belize shares with the Cayman Islands.
- 4 *Find out* what other crops are grown in Belize.

# Guatemala

## COUNTRY FACT FILE – GUATEMALA

<b>Capital</b>	Guatemala City
<b>Year of independence</b>	1840 – from United Provinces of Central America
<b>Language</b>	Spanish
<b>Size</b>	108,889 sq. km (42,045 sq. miles)
<b>Population</b>	12,669,576 (2000 estimate)



Although Guatemala City is the largest city in Central America, people live mainly in rural areas. Most people live in the higher, western parts of this country. The soil is very fertile, making farming, especially of coffee, the most important industry. There are also small manufacturing businesses and a timber industry. Mountains fill more than half of Guatemala. Many of these were once active volcanoes. Earthquakes often happen in the south of the country. Over half the population are descended from the Mayans, an Amerindian people.



- 1 Look at a map of Guatemala.
- 2 Can you find out the height of the highest mountain?
- 3 *Find out* about the Mayans. When did they live in Guatemala and where have remains of their civilisation been found?

# El Salvador

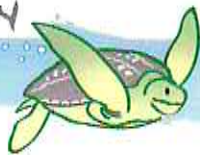
## COUNTRY FACT FILE – EL SALVADOR

<b>Capital</b>	San Salvador
<b>Year of independence</b>	1821 – from Spain; part of the United Provinces of Central America until 1841
<b>Language</b>	Spanish
<b>Size</b>	21,041 sq. km (8,125 sq. miles)
<b>Population</b>	6,122,515 (2000 estimate)



El Salvador is the smallest of all the Central American countries. It is also one of the poorest. Most people live in rural areas where they work to produce coffee, sugar, maize and fruit. The climate is tropical, but cooler in the higher regions. In the mountains there are active volcanoes, and earthquakes are common. El Salvador was troubled by violence for many years, but the civil war ended in 1992.

### Activity



- 1 Look at a map of El Salvador.
  - 2 What is the name of the river which divides the country's two main volcanic ranges?
- E** Look at the size of El Salvador in the Fact File box above. Compare it with the size of Nicaragua, given on the opposite page. What do you notice? Now look at the populations of El Salvador and Nicaragua. What does this tell you about the way people live in these two countries?

# Nicaragua

## COUNTRY FACT FILE – NICARAGUA

<b>Capital</b>	Managua
<b>Year of independence</b>	1838 – from United Provinces of Central America (until 1821 it had been a Spanish colony)
<b>Language</b>	Spanish
<b>Size</b>	130,000 sq. km (50,197 sq. miles)
<b>Population</b>	4,850,976 (2000 estimate)

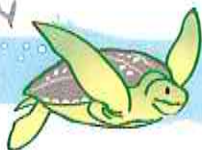


Nicaragua has many mountains, including volcanoes. In the east and along the Caribbean coasts there are thick rainforests. The largest lake in Central America, Lake Nicaragua, is located here. There are earthquakes from time to time. In 1972 a serious one damaged Managua very badly. Just over half the people live in urban areas where there is work in the cement and oil industries. Coffee, cotton, bananas and timber are produced in rural areas. Nicaragua is one of Central America's main cattle rearing regions.



*Earthquake damage, Managua*

## Activity



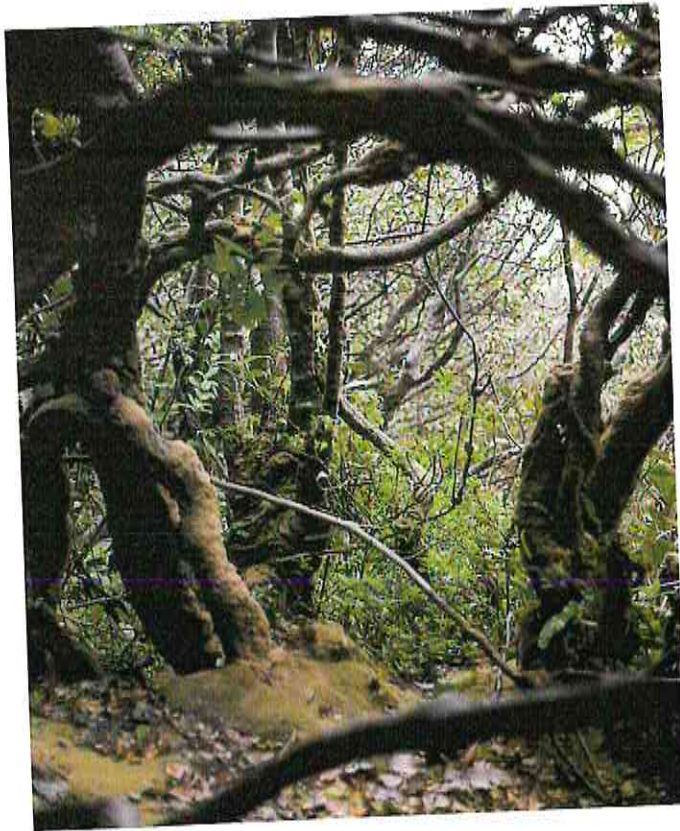
- 1 Look at a map of Nicaragua and mark Lake Nicaragua on your map of Central America.
- 2 What country borders Nicaragua to the north?
- 3 *Find out* what the Managuans decided to do with their city after the 1972 earthquake.
- 4 Why do you think the Caribbean coastal region of Nicaragua used to be called 'Mosquito Coast'?



# Costa Rica

## COUNTRY FACT FILE – COSTA RICA

<b>Capital</b>	San José
<b>Year of independence</b>	1821 – from Spain; part of the United Provinces of Central America until 1838; absolute declaration of independence in 1848
<b>Languages</b>	Spanish and English
<b>Size</b>	51,060 sq. km (19,714 sq. miles)
<b>Population</b>	3,743,677 (2000 estimate)



Costa Rica means 'rich coast'. It is now a country where people enjoy a comfortable way of life. Most of them can read and write, unlike people in many other Central and Southern American countries. The country is mainly rugged highlands with good soil in the high, central areas. About one-third of the country is forest. Coffee and bananas are the main crops produced. Costa Rica also manufactures oil products, furniture and textiles.

## Activity

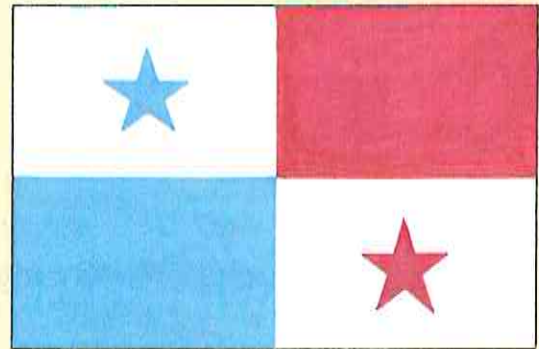


- 1 Look at a map of Costa Rica.
- 2 Can you find out the name of the highest point in Costa Rica?
- 3 Do you think the name Costa Rica is still appropriate today? Give reasons for your answer.

# Panama

## COUNTRY FACT FILE – PANAMA

<b>Capital</b>	Panama City
<b>Year of independence</b>	1903 – from Colombia
<b>Languages</b>	Spanish and English
<b>Size</b>	77,082 sq. km (29,764 sq. miles)
<b>Population</b>	2,821,085 (2000 estimate)



Panama is famous all over the world for the Panama Canal. This came into use in 1914 and greatly shortened the journeys of ships travelling between the Pacific and the Atlantic Oceans. Much of Panama's national income comes from the Canal. The Panama Canal area is urban, but away from it there are many small farmers who use old farming methods. Most people either have no job or earn just enough to support their families.



## Activity

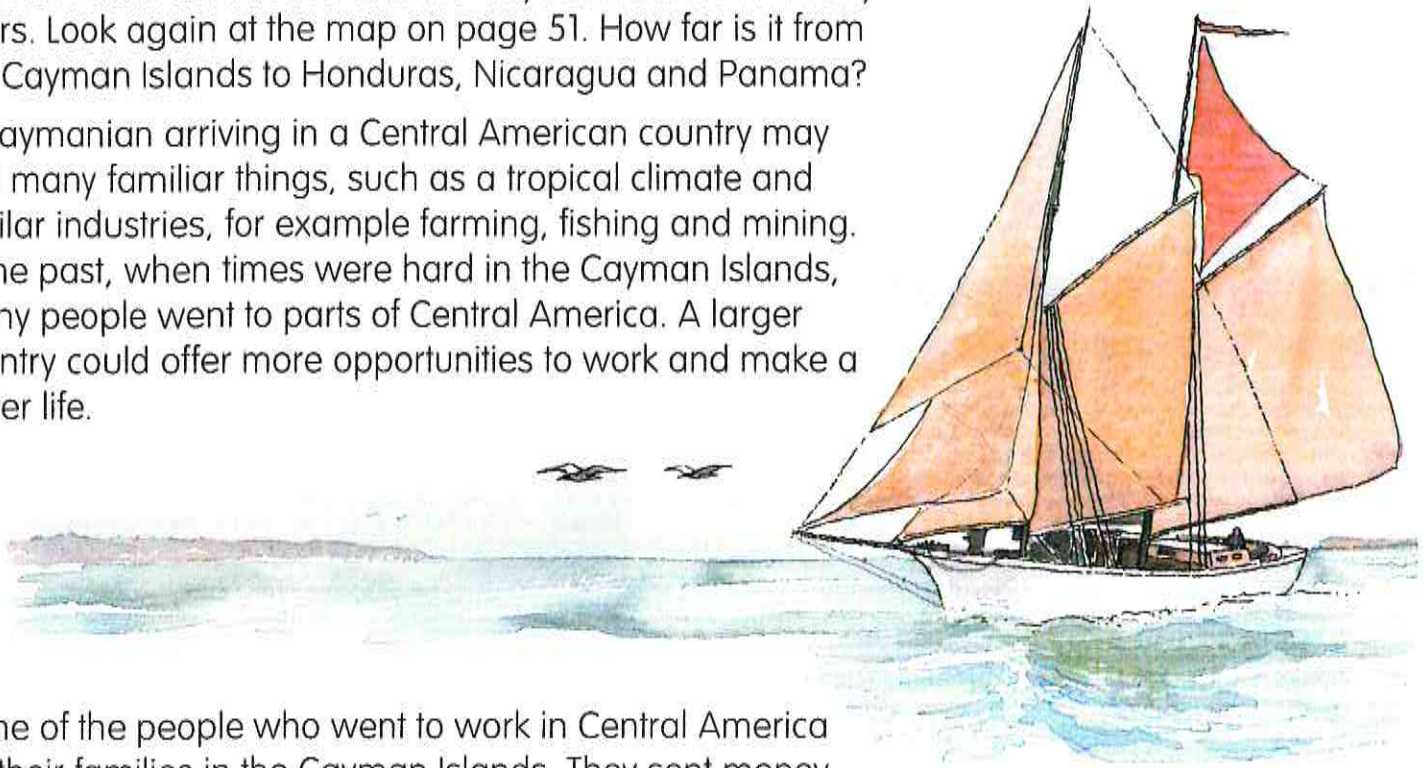


- 1** Mark the Panama Canal on your map of Central America.
  - 2** Look at a globe. Trace the route of a ship from China to Britain before the Panama Canal was opened. Trace the same route, but with the ship passing through the Canal. What difference to the journey did the Canal make?
- E** Find out how the locks on the Panama Canal work when a ship is passing through.

## Links between Central America and Cayman

Links develop between countries when people move from one place to another. Travel has been possible by sea between Central America and the Cayman Islands for many years. Look again at the map on page 51. How far is it from the Cayman Islands to Honduras, Nicaragua and Panama?

A Caymanian arriving in a Central American country may find many familiar things, such as a tropical climate and similar industries, for example farming, fishing and mining. In the past, when times were hard in the Cayman Islands, many people went to parts of Central America. A larger country could offer more opportunities to work and make a better life.



Some of the people who went to work in Central America left their families in the Cayman Islands. They sent money and goods back home. They returned when the jobs were finished. Others made homes in their new country.

When people leave one country to settle in another they are called **emigrants**. This process is called emigration. You will learn more about emigration in Book 6.

★ Do you know anyone who has emigrated? Where did they go and why?

### Activity



- 1 Write down the area of the Cayman Islands in sq. km or sq. miles. Compare it with the size of some Central American countries given in the Country Fact Files on pages 52–57.
  - 2 Give three reasons why people emigrated to Central America from the Cayman Islands.
- E** In Unit 2 we discussed immigration. Explain the difference between emigration and immigration.

Here is a time line showing emigration from the Cayman Islands to different parts of Central America.

Fishermen went to the Cays off Nicaragua, and Bay Islands off Honduras because turtles became scarce in the Cayman Islands.

1790

Many freed slaves followed to the Bay Islands to begin a new, free way of life.

1834

Workers went to Panama to help build the Canal.

1900

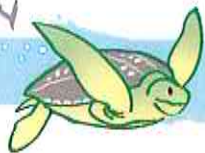
Caymanians worked on the railways along the north coast of Honduras for the banana trade. Workers found work in the United Fruit Company in Honduras and fruit companies in Nicaragua.

1901

Miners found work in the Nicaraguan gold mines. During World War II Caymanians worked for American troops protecting the Panama Canal. There were jobs on ships carrying goods up and down the Nicaraguan coast.

1940

## Activity

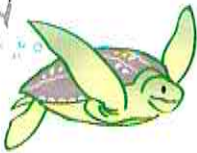


- 1 Name four different types of jobs Caymanians emigrated to do in Central America. In which countries did they do this work?
- 2 Look at the time line. Note down the dates when emigrants from the Cayman Islands arrived in Nicaragua, Honduras and Panama, and add these to your fact files for these countries.
- 3 Imagine you are the child of a man who has gone to help build the Panama Canal. The rest of your family is running your small farm in Grand Cayman. Write a letter to your father thanking him for money and goods he has sent. Explain how they have helped you.

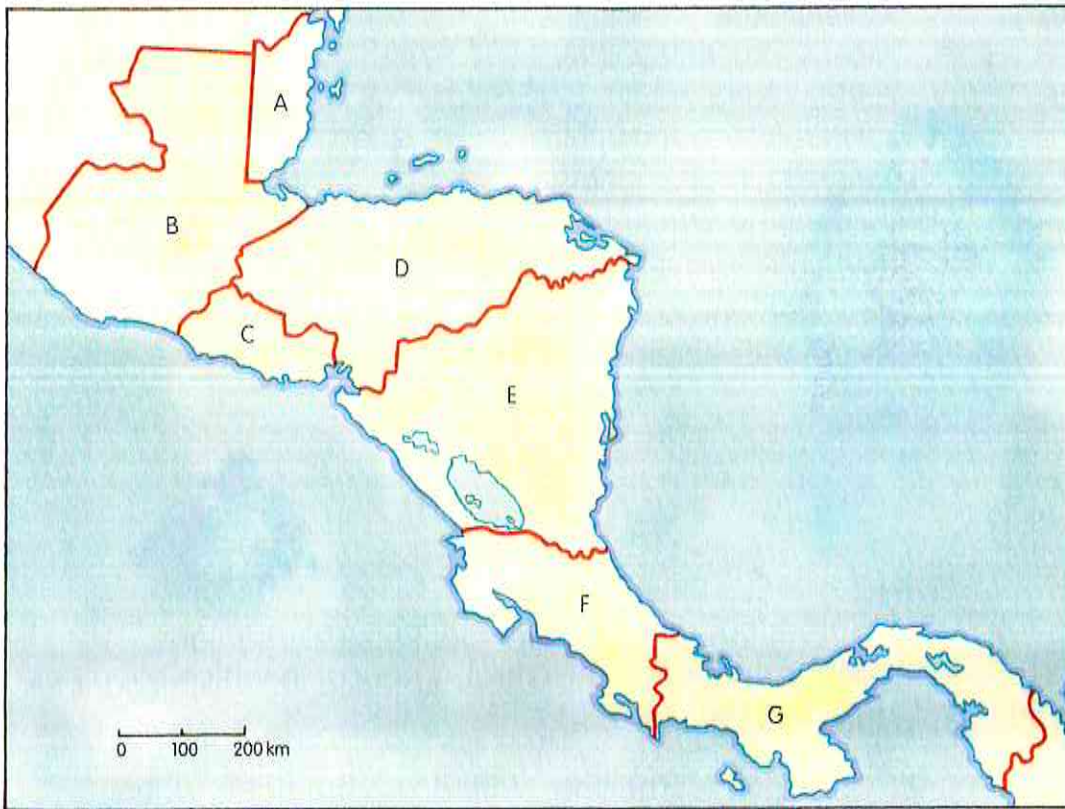
# Round up

In this unit you have learned about the countries of Central America, where they are and their main features. You have learned about the links between the Cayman Islands and Central America. You have learned about emigration, and about the reasons for people emigrating to Central America from the Cayman Islands.

Activity



1 On this map of Central America each country has a letter instead of a name. In the list below, the letters and the country names are mixed up. Copy the list and write the correct letter next to each country name.



Belize	C
Guatemala	F
El Salvador	G
Honduras	A
Nicaragua	B
Costa Rica	E
Panama	F

- 2 Copy and complete the following sentences.
- a) The most widely spoken language in Central America is \_\_\_\_\_.
  - b) Emigration means to \_\_\_\_\_.
  - c) People emigrate because \_\_\_\_\_.
  - d) Caymanians have emigrated to several Central American countries. Three of these countries are \_\_\_\_\_.

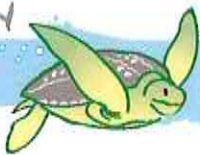
# 5 Our Neighbours to the North



The map below shows Cuba and the United States of America, our neighbours to the north.



## Activity



Look carefully at the map and answer the following questions.

- 1
  - a) Imagine you are planning a plane journey from George Town to Havana. Work out how far you would travel.
  - b) How far is it from George Town to Miami, Florida?
- 2 **True or false?**
  - a) The Cayman Islands are north of Cuba.
  - b) The most southern state of the United States is Texas.
  - c) The Gulf of Mexico separates Cuba from Texas.
  - d) Cuba is nearer the United States than the Cayman Islands are.
  - e) The Straits of Florida separate Cuba from the Cayman Islands.

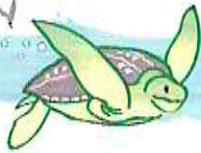
# Cuba – the communist country of the Caribbean

## COUNTRY FACT FILE – CUBA

<b>Capital</b>	Havana
<b>Year of independence</b>	1902 – from United States (until 1898 it had been a Spanish colony)
<b>Language</b>	Spanish
<b>Size</b>	114,524 sq. km (44,421 sq. miles)
<b>Population</b>	11,139,412 (2000 estimate)
<b>Landscape</b>	Mainly flat with a fertile soil. Some mountain areas. Coast has coral reefs and deep bays.
<b>Main industries</b>	Sugar and tobacco



## Activity



- 1 Look at the Country Fact File box. What similarities can you see between Cuba and other countries of the Caribbean and Central America?
- 2 Find a map of Cuba in your atlas. Use it to draw your own map of the island. Mark on it Cuba, Havana, Santiago de Cuba, Camaguey, Holquin, the Gulf of Mexico, Isla de la Juventud, Mount Pico Turquino and the River Cauto.

## Life in Cuba

Most Cubans live in urban areas. People's standard of living has been good until recently. Cubans are well educated and healthy. But life became harder in the last part of the 20th century. This was due to the country's financial difficulties.



*El Morro castle, Havana*



*Havana is the largest city in the Caribbean*

### ***Our links with Cuba***

As close Caribbean neighbours, Cuba and the Cayman Islands have links with each other. At the same time as Caymanians went to Central America in search of work, others went to Cuba. Some went for medical care. Others found jobs in the sugar and citrus fruit industries. Sometimes they took their families with them and settled there. A number settled in the Isla de la Juventud (Isle of Pines). Children of Caymanian parents were born in Cuba. Caymanians now visit Cuba to see relatives, or for holidays.

In 1994 and 1995 a large number of Cubans came to the Cayman Islands seeking a better way of life. Most moved on elsewhere, but a few with family links were allowed to stay. We see the influence of the Cubans in our food, music and dance.

★ Write a list of ways in which Cuban culture has influenced our culture.

#### ● **FACT FILE**

The Cayman Islands' first Weather Station was built in George Town by the Cuban government in 1935. Weather reports were exchanged twice daily with Havana. The information was sent all around the Caribbean.



## ***Communism and Cuba***

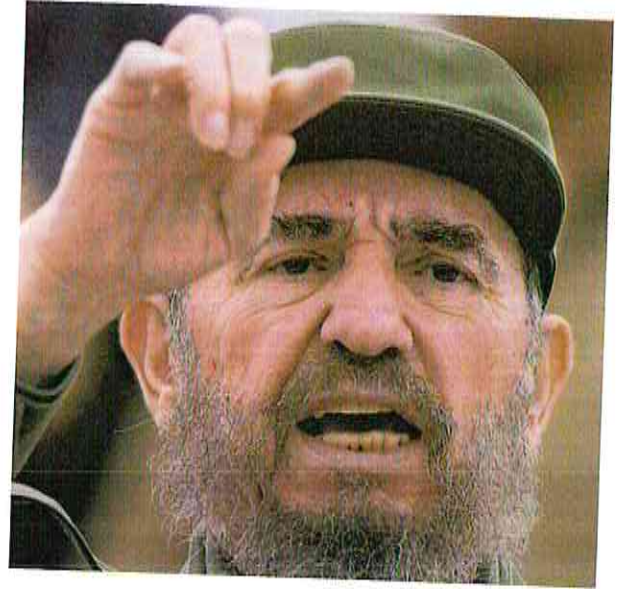
Cuba became a communist country after Fidel Castro came to power in 1959. This is a different style of government from any other in the Caribbean.

### *What is communism?*

The idea behind communism is that everyone in a country should share in owning all land and property. This is done through the government. In a communist state, no one should own land, or run businesses as individuals or partners. Instead, the government looks after everything so that everyone can benefit.

There are a few other communist countries in the world, for example China. The former USSR and many East European countries were communist for many years.

One feature of communist countries is that there is only one political party – the communist party. No elections are held. If people are unhappy with the government, there is little they can do. In Book 4 you learned about democracy. In a democratic country, people can choose their government at elections. Both the Cayman Islands and the United States are democracies.



*Fidel Castro*



*A modern science laboratory in Cuba*

## Government of Cuba

The communist government of Cuba has done many good things for Cubans. Cuba has good medical care and education. But there have been problems.

Communist countries and democratic countries do not trust each other easily. The United States refused to trade with Cuba. Instead, Cuba traded with other communist countries, and had much support from the former USSR. When the USSR collapsed in the late 1980s, Cuba suffered. This led to great hardship for some people in Cuba.

## Why people leave Cuba

Some people leave Cuba because they disagree with the communist government. This has been happening ever since the beginning of Cuban communism. Others leave because they find it hard to make a living there. For these reasons some Cubans have moved to the Cayman Islands and other places, such as Florida in the USA. Tens of thousands of Cubans went to Miami in the early 1960s.



- 1** Copy the following sentences into your notebook and fill in the gaps.
    - a)** The largest island in the Caribbean is \_\_\_\_\_.
    - b)** The largest city in the Caribbean is \_\_\_\_\_.
    - c)** Cuba has a \_\_\_\_\_ system of government.
    - d)** Cuba's two most important industries are \_\_\_\_\_ and \_\_\_\_\_.
  - 2** **True or false?**
    - a)** In communist countries there is one political party.
    - b)** In democratic countries there are no elections.
  - 3** Give two reasons why Caymanians emigrated to Cuba. Then give two reasons why Cubans emigrated to the Cayman Islands.
  - 4** *Find out* about the food, music and dance Cubans have brought to the Cayman Islands.
- E** Be a reporter! Interview someone who has lived in Cuba. Write a short article about why they left Cuba for the Cayman Islands. Think of a good headline for your article.

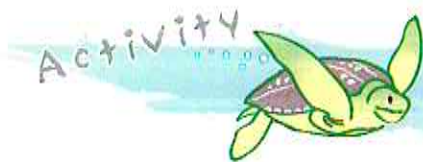
## United States of America – democracy at work

The United States of America is a huge and varied country. There are 50 different states. They contain every kind of landscape – icy regions, snow-covered mountains, rolling green hillsides, tropical beaches and desert. The USA is the best-known democracy in the world.

The United States is sometimes called the 'land of opportunity'. People have been welcomed there from all over the world. They have found a country rich in natural resources and with plenty of space. People are encouraged to work hard and become successful. Americans are among the richest people in the world.

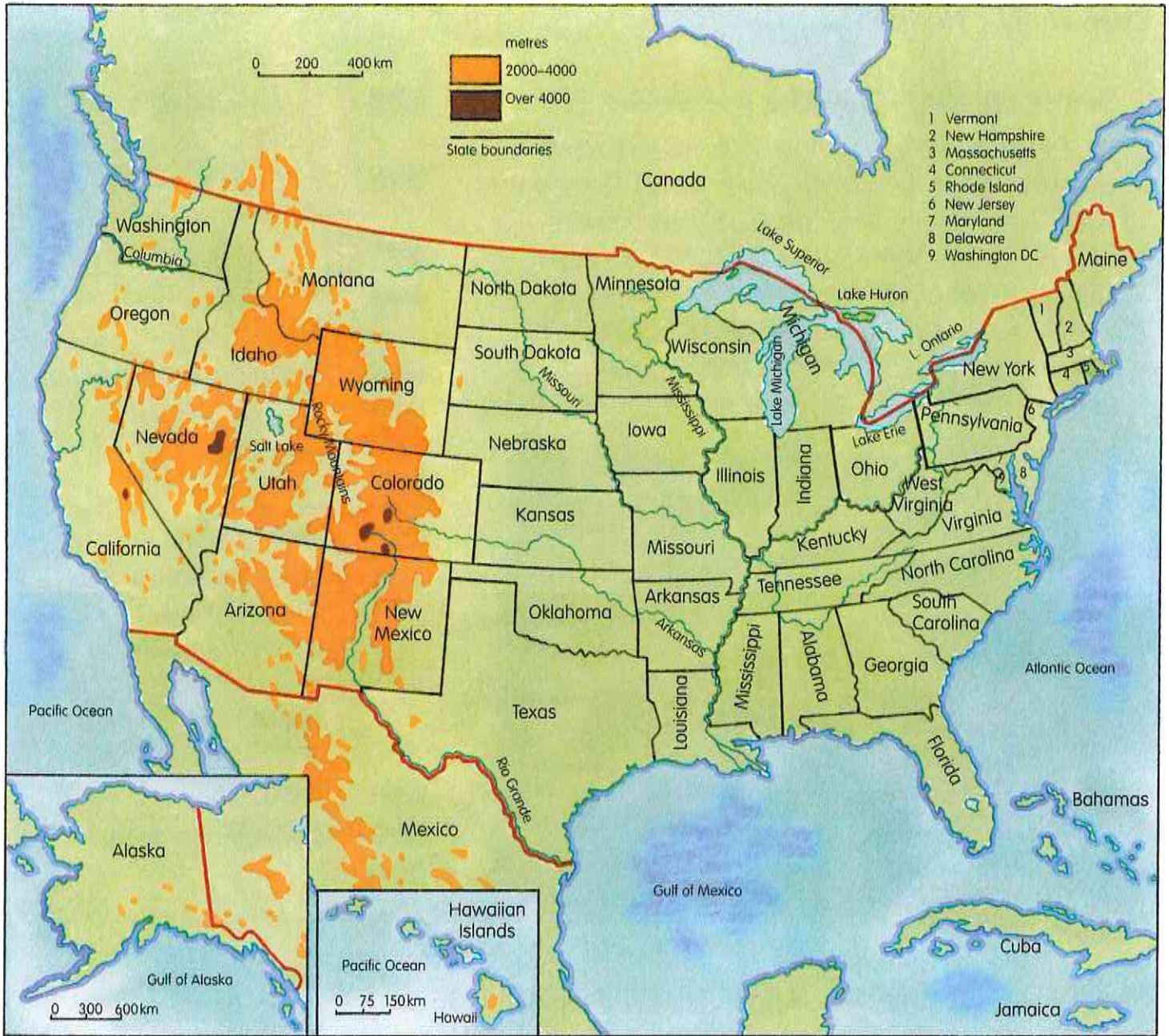
### ● FACT FILE

Each of the stars on the US flag represents one of the states. When the first flag was made in 1777 there were 13 stars on it – representing the first 13 states. As each following state joined the Union, another star was added.



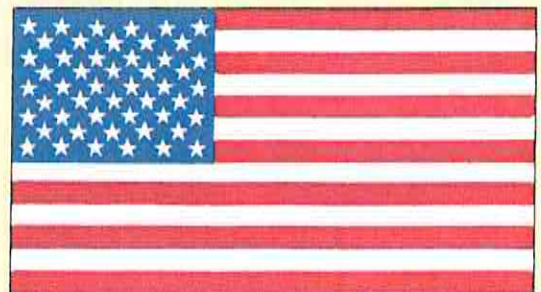
Look carefully at the map and the Country Fact File opposite. Then answer these questions.

- 1 How many states are there in the USA? Which is the largest?
  - 2 Look at the key. What is marked by the black lines on the map?
  - 3 What is the capital city of the USA?  
*CHALLENGE!* See if you can find out what the two initials mean after its name.
  - 4 Using the scale, work out the distance across the USA from California to Virginia.
  - 5 Name the three states containing mountain ranges. Name the two largest lakes in the USA.
- E** Make a paper cut-out of Cuba on the same scale as the USA map. Place it with its eastern end touching Miami. See how many lengths of Cuba there are between Miami and Bismarck, North Dakota, in the north.



**COUNTRY FACT FILE – UNITED STATES OF AMERICA**

<b>Capital</b>	Washington DC
<b>Year of independence</b>	1783 – from Britain
<b>Languages</b>	English and Spanish
<b>Size</b>	9,809,155 sq. km (3,787,611 sq. miles)
<b>Population</b>	214,943,496 (2000 estimate)



## Case study – Florida

### Focus on Florida – the sunshine state

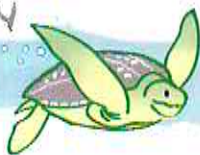
In 1868 a visitor to Florida would have found a very different place from the one we know today. Florida had just become a state of the American Union. Swamps would have covered most of the state's southern regions. Fewer people lived there, and places like Miami did not exist. This is what happened after 1868:



1868	Florida joins American Union
1870	Population doubles 1870–90
1890	
1896	Florida East Coast Railway opens
1900	Miami becomes a city
1920	Land prices soar 1920–30
1930	
1939	World War II
1945	Ex-soldiers move to Florida, followed by retired Americans and tourists Cubans go to Tampa and Miami
1960	Cape Canaveral opens
1971	Disney World opens
2000	

Florida has grown very fast. It had 528,000 people in 1900. In 1990 it had nearly 13 million. Life is good for most people there. The long, sunny summers are ideal for tourists and for growing the citrus fruits for which Florida is famous. Tourists visit Cape Canaveral, the theme parks, beaches and the nature reserves such as the Everglades and Key West. People from all over the Caribbean go to shop in Miami.

### Activity



- 1 Read the case study and the time line carefully. Give five reasons why people have gone to live in Florida.
- 2 Choose a nature reserve, a city or a theme park in Florida. Collect information about it and present it to your class.

## Caymanians and the USA

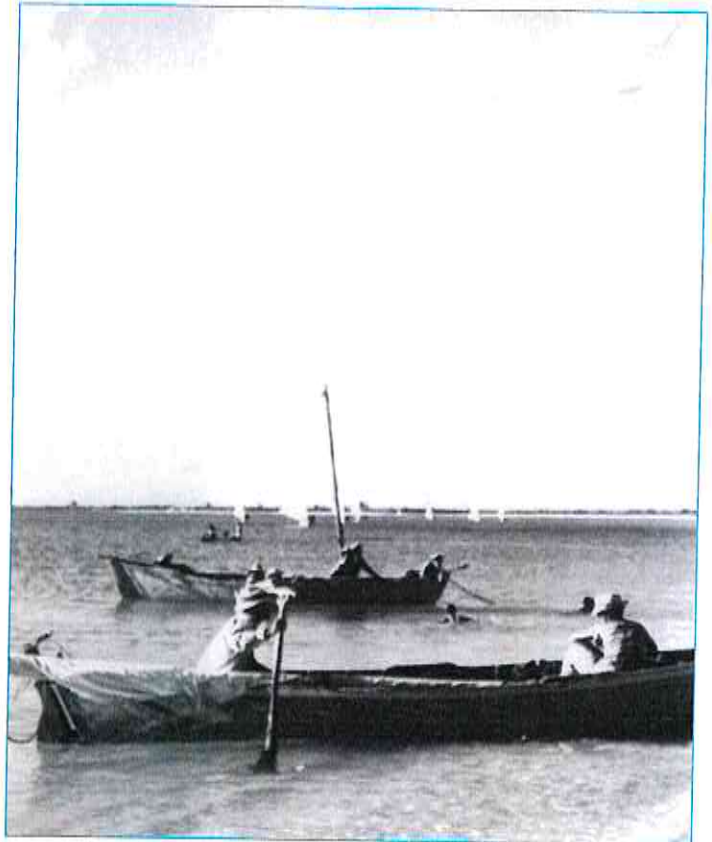
Just as we have links with our Caribbean neighbours, we also have strong, and growing, links with the USA. One of these is through emigration.

### ***Why Caymanians emigrate to the USA***

★ Can you remember what emigration means?

Over many years, Caymanian people have emigrated to the USA. They still emigrate there today. The main attraction is jobs and for some, medical care.

Today Caymanians emigrate to various parts of America. But in the past, people went to particular places in the USA to find work. Caymanians' skills as fishermen, seafarers and lumber workers were useful. Many settled there. Others sent money home, which brought welcome income into the Islands. The table explains where emigrants went to and why.



*Caymanians are skilled fishermen*

**Table 3 Caymanian emigrants in the past**

<b>Where Caymanians went</b>	<b>What they did there</b>
Florida	Helped build the Florida East Coast Railway
Tampa, Florida	Shipping jobs
Port Arthur, Texas	Worked for shipping and oil companies
Mobile, Alabama	Worked for oil companies, in shipping and in lumber yards
New York	Shipping jobs

## America and our Caymanian way of life

- ★ Have you ever eaten a hamburger, played baseball or watched *The Simpsons* on TV? What do these things all have in common?

We have **adopted** many aspects of American life into our own. Other countries have done this too – hamburgers and *The Simpsons* can be found in many parts of the world. Here, we also drive American cars, use American textbooks in our schools and eat American fast food. America has a particularly strong influence on us because we are so close geographically.

Caymanians visit the USA for leisure activities. They shop in Miami, they attend American universities and they use American hospitals. Americans come to the Cayman Islands, too. Many of the tourists, who are so important to our islands, are from the USA.



### Activity

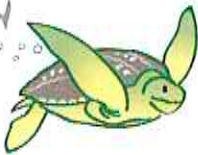


- 1 Give the two main reasons why people emigrate now from the Cayman Islands to the USA.
  - 2 Name the four places in the USA where Caymanians went to work in the shipping industry.
  - 3 How are our daily lives influenced by America? Working in groups, think of as many ways as you can.
- E** Do you think American influence is good or bad for the Cayman Islands? Give your reasons.

# Round up

In this unit you have learned about Cuba and the United States of America. You have learned about where these countries are situated, their size and their main features. You have learned about the links between each country and the Cayman Islands. You have learned about emigration between the Cayman Islands, Cuba and the United States of America. You have learned about American influences on the Cayman Islands.

Activity



- 1** Copy each sentence and fill in the space by choosing from the words or numbers given in brackets.
  - a)** Cuba and the USA are situated to the \_\_\_\_\_ (north, south, east, west) of the Cayman Islands.
  - b)** Cuba is \_\_\_\_\_ (390, 270, 180) km from the Cayman Islands.
  - c)** There are \_\_\_\_\_ (13, 25, 50, 65) states in the USA.
- 2** Name two key facts about Cuba and two key facts about the USA.
- 3** Write two or three sentences about each of these topics:
  - a)** The differences between communism and democracy
  - b)** The reasons why Cubans have emigrated
  - c)** The work that Caymanian emigrants went to do in the United States
  - d)** The influences on Caymanian life of Cuba and the USA





## Early seafarers

In Europe or the USA very few children of your age have been in a small boat. Have you? Ships and sailing are very important to our country, as they always have been.

Caymanians have become expert **seafarers**, and are greatly respected for their skills.

From earliest times, Caymanians depended on the sea for two reasons:

- 1 They needed to fish for food.
- 2 Before telephones or planes, the only way to communicate and trade with neighbouring countries was by sea.

## Boat building

Do you remember the Arawaks and the Caribs from Unit 2? The Arawaks came to the Cayman Islands using dug-out canoes. These were made from a single tree trunk that was hollowed out.

The next people to settle in the Cayman Islands began to arrive in the late 1600s and early 1700s. These Caymanians built boats in a different way, which originally came from Europe. Many wooden boats are still built like this. First, a 'skeleton' framework is created. Then planks are fixed to the outside of the framework to build the boat's hull.

Boats built this way can be any length. Dug-out canoes could only be as long as the longest log. Caymanian fishermen have used boats built using this technique for many years.

*A Caymanian cat boat laid up on the shore. Can you see the skeleton framework?*



### ● FACT FILE

The last traditional-built Caymanian ship was launched on Cayman Brac in 1967.

## Seamanship

As the Caymanian population grew, so did their skills as sailors. These skills are known as seamanship. Good seamanship is highly prized.

Early Caymanian sailors knew how to **navigate** by looking at wave patterns on the sea, the activities of birds and the stars. They also understood the weather, the meaning of different cloud patterns and changes in the wind. Now we have equipment to help us, but the old skills are still important. Most people lived on the coast and many families were involved in boat-building, rope-making and sail-making. Children learned from their parents.

These skills were as vital in early times as they are now. Caymanian sailors looked after their boats and their equipment properly. They could make repairs at sea.

★ Why are good seamanship skills important? Do they apply only to sailing boats?



- 1** Go to see a boat launching re-enacted as part of Cayfest. Imagine you are a young Captain Tibbetts and write about the launching of one of your father's schooners.
- 2** Visit one of the Cayman Islands National Museums. Look at the exhibition of Caymanian ship-building. Collect pictures and information about early ships. Write a report on what you discover.
- 3** *Find out* about the *Cimboco*. Explain its importance to the Cayman Islands.

## Experiences of the sea

The sea can be a friend or an enemy. It is a friend when it provides us with delicious fish, goods from other countries and a place to swim and have fun. It is an enemy when seafarers do not understand it properly, or make mistakes, and when bad weather strikes.

The people of the Cayman Islands have had many dramatic experiences of the sea. These remind us that we must always treat the sea with respect.

### ***The wreck of the ten sails***

On 8 February 1794 a convoy of nine merchant ships led by HMS *Convert* was bound for England from Jamaica. There were 58 men on board. In the early hours of the morning they found themselves dangerously close to the reef at Gun Bay. HMS *Convert* gave a warning signal to say that they had not found the channel and to keep away. The captains of the other ships misunderstood the signal. They thought they were being asked to close up. At 3.00am all ten ships were wrecked on the reef in Gun Bay.

The local Caymanians went to help the wrecked ships. Because of their heroic efforts, only eight lives were lost. Even some of the cargo was saved. Today, the tip of an anchor can still be seen where the ships went down.



- 1** Read about the hurricane of 1932 on page 75. Describe an experience you have had with the sea. It could be something you have enjoyed, such as a water sport. It could be more dramatic, like the stories opposite.
  - 2** Find out why Rebecca's Cave on Cayman Brac has this name.
  - 3** Draw a picture of the wreck of the ten sails.
- E** Find out about the loss of the *Nunoca* in July 1936. When was she built, how was she powered and what did she look like? What happened to her? See if you can find any stories or poems about her.

## **Storms and hurricanes**

We are used to strong winds and hurricanes in the Cayman Islands. We are always ready in case one strikes. You will learn more about hurricanes later in this book, in Unit 7.

### *The 1932 hurricane – when the sea invaded the land*

One of the most severe hurricanes happened in 1932. Between 7 and 9 November, winds reaching 150–200 miles per hour hit the Cayman Islands. The winds were so strong that huge seas built up. Enormous waves swept across parts of the islands. This is part of a telegram sent to the British Government from Jamaica.

12 NOVEMBER 1932

GRAND CAYMAN NO LOSS OF LIFE BUT MATERIAL DAMAGE. SUPPLIES OF ALL SORTS URGENTLY NEEDED. LESSER CAYMAN NO LOSS OF LIFE BUT GREAT DAMAGE TO PROPERTY AND MANY PERSONS INJURED. CAYMAN BRAC 67 PERSONS KNOWN TO BE KILLED AND MORE THAN 100 INJURED. ALL STORES AND HOUSES IN BOTH LESSER [LITTLE] CAYMAN AND CAYMAN BRAC COMPLETELY DESTROYED.

On Cayman Brac, seawater filled a valley behind a community of houses. This cut off the people's way of escape. Four ships were wrecked around the coast. All the small turtling boats were destroyed. Other ships out at sea, such as the schooner *Carmena*, were lost. At least 40 sailors lost their lives. The final death toll on Cayman Brac was 108.



*A house on Cayman Brac after the 1932 hurricane*

★ What is a death toll? Why do you think the final figure is different from the one given in the telegram sent to the British Government from Jamaica?

## Fish and fishing

There have always been plenty of fish in Caymanian waters. This meant that from the earliest days, fishing was important as a source of food. The seamanship skills of the Caymanians developed through fishing. People could trade using fish before they had a currency. Later it became a way for Caymanians to earn a living.

For some in the Cayman Islands fishing is a job. Fishermen catch large quantities of fish and either sell it directly from the quay or through a supermarket. For others fishing is a hobby. They are anglers, who are interested in catching a few fish. Fish in the sea around our shores include: barracuda, bonefish, goggle-eyes (jacks), snapper, tarpon, grouper, king fish, sprats and tuna.

### ***How fishermen catch fish***

Some Caymanians still make their living from fishing. Different fish are caught in different ways.

- Groupers are caught on fishing lines.
- Jacks are caught in nets.
- Sprats are caught in casting nets. These are thrown over the sides of boats and drawn in. This was the traditional method used by the cat boat fishermen to catch turtles.
- Many fish are caught in fish-pots. These include snappers, jacks, groupers and grunts.

#### ● **FACT FILE**

Even today, the cat boat fishermen still paint the hulls of their boats blue. To the eyes of the fish, they blend in with the sea and sky.



Deep-sea fish, such as tuna, are caught using long lines that are anchored at each end. Shorter lines with baited hooks are then attached to the main lines. Traps are used to catch lobster. Motor boats can be fitted for trap, net or line fishing.

Parts of the Cayman Islands are well known for fishing. On Little Cayman, there is bonefishing in the flats of South Hole Sound, tarpon fishing in Tarpon Lake and deep-sea fishing for marlin, tuna and wahoo (king or queen fish).

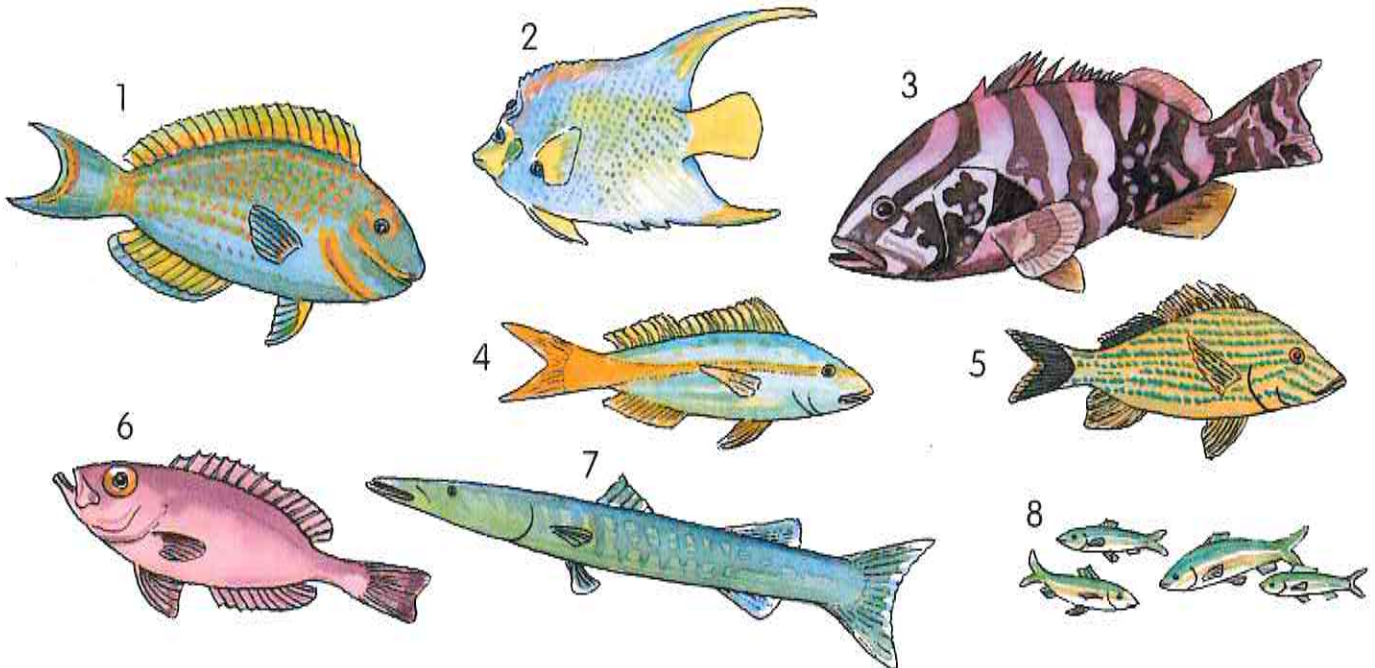
### Angling

Anglers catch fish for pleasure. They enjoy the challenge of trying to catch a fish using a rod and a reel. You may have fished like this – how much did you catch? The Cayman Islands' excellent fishing grounds have attracted **international** angling competitions. The anglers compete to see who can catch the biggest fish in particular categories. But they are careful to return to the sea any types of fish that may be endangered.



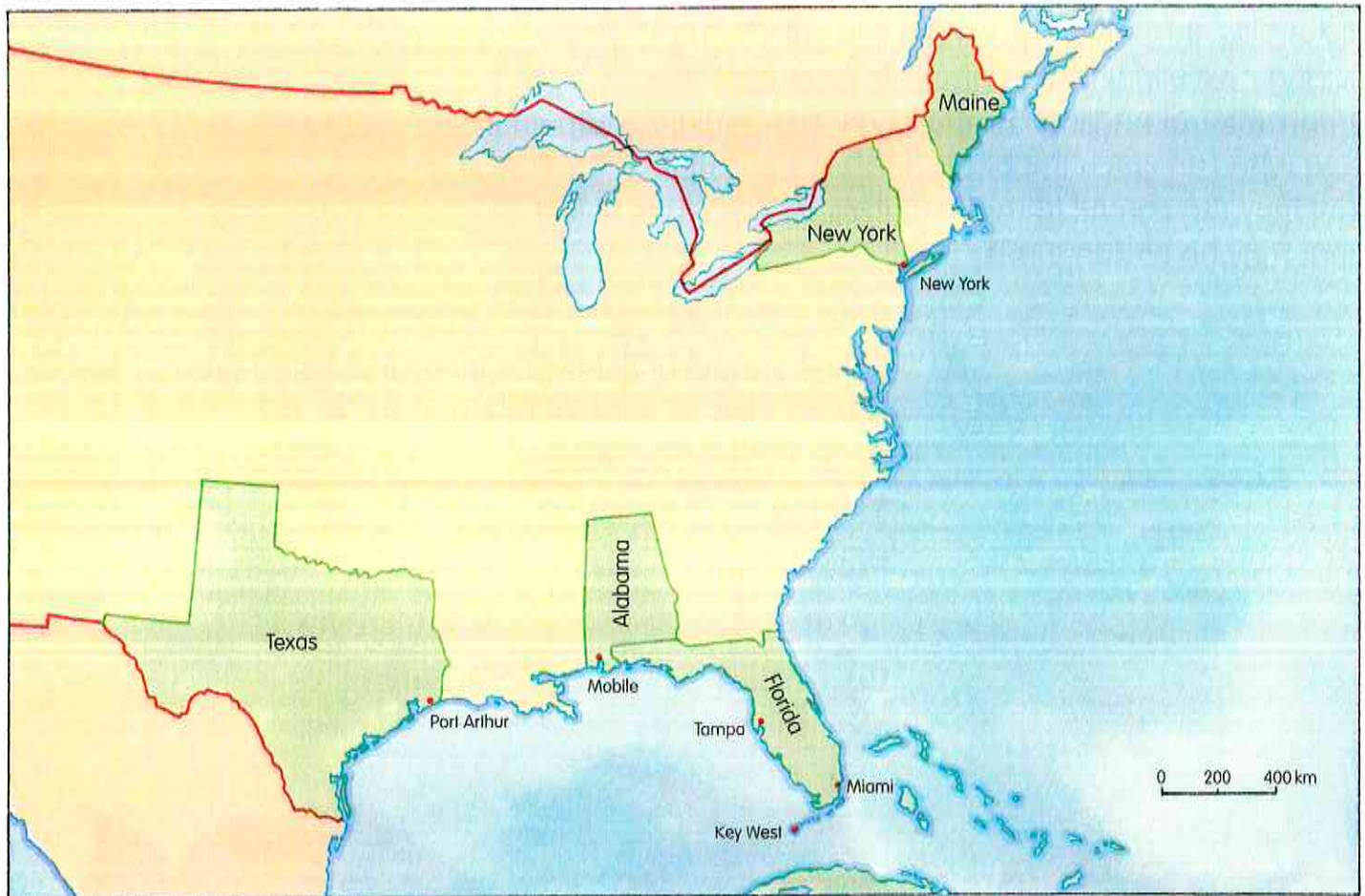
Below are the outlines of various fish found around our shores. Here is a list of their names. Try to match the correct fish to its name.

- |                    |             |
|--------------------|-------------|
| Yellowtail snapper | Grunt       |
| Parrot fish        | Angel fish  |
| Sprats             | Goggle-eyes |
| Barracuda          | Grouper     |



## Working with the Americans

Since the late 19th century Caymanians have been involved with Americans in shipping and on the sea. The map shows the major ports where Caymanian seamen have worked. Find each of the names of the ports on this map as you read the text below.



Contact began with the ports around the coast of Florida. This was mainly connected with the turtle trade. Vessels such as the *Goldfield* and the *Adams* traded in Key West. Tampa was another port with which we traded turtles. A famous Caymanian ship, the *Nunoca*, was sailing to Tampa when she disappeared in a storm in July 1936.

Caymanians worked for shipping companies in Port Arthur, Texas, and Mobile, Alabama. Trade between the Cayman Islands and Mobile had begun with coconuts from our islands being exchanged for lumber from Mobile.

Once the American shipping companies began to realise the skills of Caymanian seamen, they were keen to employ them. American industries were growing quickly. More and more goods were being imported and exported around the world. This meant there were plenty of opportunities for the Caymanians.

### ***The life of seamen and their families***

The men who took jobs with the shipping companies were sometimes away for several years at a time. They would travel from port to port around the world, wherever their ships went. They sent money home to their families in the Cayman Islands, but they tried to be with them for Christmas.

When fathers were away, the mothers had to work hard to run the household. The children were given many chores to do. But the foreign money the families received helped to support the Cayman Islands and their people.

Some families emigrated to the port where the father was working. Caymanians could be found as far away as California in the west of the USA and Maine in the north-east. A Caymanian community grew up in Brooklyn, New York. The names of Caymanian families there included McLaughlin, Myles and Ebanks. These names can still be found in the New York telephone directory.



- 1**
    - a)** Name four ports where Caymanian seamen went to work.
    - b)** Which of these ports is furthest away from the Cayman Islands?
  - 2** Give two reasons why American companies wanted to employ Caymanian seamen.
  - 3** Imagine you belong to a family whose father is working in America. Describe his work, and how the family lives without him.
- E** *Find out* more about the turtle trade with America. What did the Caymanians import in exchange and what ships were used?

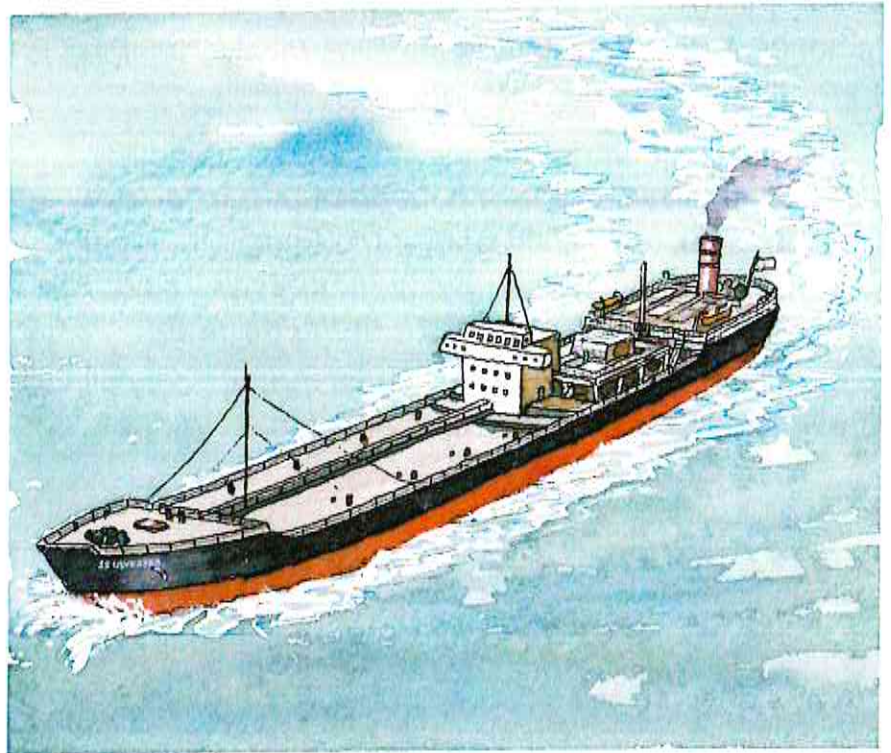


## **National Bulk Carriers**

By the 1950s the high standard of Caymanian seamanship was becoming widely known. Many Caymanians were working on US ships. Banana boats trading around southern US ports had Caymanian crew members as well as Caymanian masters.

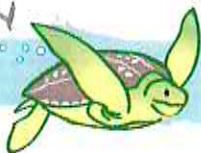
A company named National Bulk Carriers, based in New York, was looking for good seamen. They operated cargo ships all around the world. By 1955 they were hiring every able-bodied Caymanian who wanted to go to sea. They opened an office in George Town. It soon became one of the busiest places on Grand Cayman. Hundreds of men were coming and going from the islands. The airline had to put on daily flights to and from Miami to meet the demand.

The men employed by companies such as National Bulk Carriers had contracts for fixed periods of time. They were well paid. The income they brought in added much to the wealth of the Cayman Islands. It came at a time when tourists were discovering our country. The money helped us to build up our tourist industry. The seamen travelled to many different parts of the world with shipping firms like National Bulk Carriers and the United Fruit Company.



*SS Ulysses, the first supertanker built by National Bulk Carriers, in 1947*

### Activity

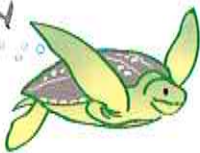


- 1** On a map of the world find two ports in each of Saudi Arabia, Kuwait, Japan and Brazil where National Bulk Carriers would have gone. Write down their names.
- 2** Invite a seaman who worked for National Bulk Carriers to talk to your class. Find out where he went and what life was like onboard ship.

# Round up

In this unit you have learned about Caymanians and the sea. You have learned about the kinds of boats used by Caymanians since the times of the earliest settlers. You have learned how Caymanians used their boats and how the sea has affected their lives. You have learned about seafaring skills and how Caymanians developed these. You have learned about the importance of Caymanians' seafaring skills to our country. You have learned about the links with America that came about through shipping and seamanship.

Activity



Try to work out the word you need to answer each of the clues below. When you have finished, write down the first letter of each answer. Then rearrange these letters to make a word. If your answers are correct, the letters will spell out something that Caymanians are well known for!

- 1** The name of the first people who came to the Cayman Islands in boats.
- 2** The name of the trading ship that was lost on the way to Tampa in 1936.
- 3** The tall spar on a sailing boat that supports the sail.
- 4** There was a very serious one of these on the Cayman Islands in 1932.
- 5** The name of the Texas port where Caymanians went to trade.
- 6** You can see the tip of an anchor from one of these in Gun Bay.
- 7** The name of the state in which Mobile is situated.
- 8** A Caymanian surname which is now found in New York.
- 9** Cayman Brac, Little Cayman and Grand Cayman are all examples of these.
- 10** The type of ship built by Captain Tibbetts and his father on Cayman Brac.

## 7

## The Caribbean Climate



## What is climate?

When you hear the word 'climate', what do you think of? Climate is about the patterns of weather we see in a particular area over a period of time.

- ★ Think about the elements that go together to make up these patterns of weather. Temperature is one. See how many others you can list.

## Working out weather patterns

To work out the climate of a part of the world, records of weather conditions are kept over many years. This process goes on all the time because, gradually, the climate of the world is always changing.

There are systems for weather **monitoring** in many countries. The Cayman Islands has a National Weather Service. Information is collected using satellites and other means.



*The Rawinsonde Weather Station, part of the Cayman Islands Weather Monitoring Service.*

We can measure the wind, temperature and **humidity** in the upper atmosphere. Reports of weather information are sent every hour to Washington DC, and from there to other places in the world.

## The climate of the Cayman Islands

In the Cayman Islands, the year can be divided into two seasons:

- 1 During the summer we have a rainy season from mid-May to October. The winds are generally from the south-east. The sea temperature is around 29°C (85°F).
- 2 In the winter, we have a dry season from November to April. The winds are generally from the south. The sea temperature is around 25°C (77°F).

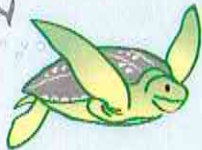
We can expect hurricanes between June and November. Through the year, the temperature does not change very much.

Table 4 shows the average temperature and rainfall data for the Cayman Islands.

**Table 4 Temperature and rainfall in the Cayman Islands**

	Temp.	Rainfall		Temp.	Rainfall
January	30°C	25 mm	July	32°C	50 mm
February	30°C	25 mm	August	32°C	100 mm
March	30°C	25 mm	September	31.5°C	100 mm
April	30.5°C	25 mm	October	31°C	175 mm
May	30.5°C	100 mm	November	30.5°C	75 mm
June	31.5°C	100 mm	December	30.5°C	25 mm

Activity



- 1 Complete this sentence: Climate is different from weather because \_\_\_\_\_.
- 2 Name three elements of a weather pattern.
- 3 Describe the pattern of weather in the Cayman Islands during the past year.
- 4 Visit the Weather Station and find out how they collect weather information.

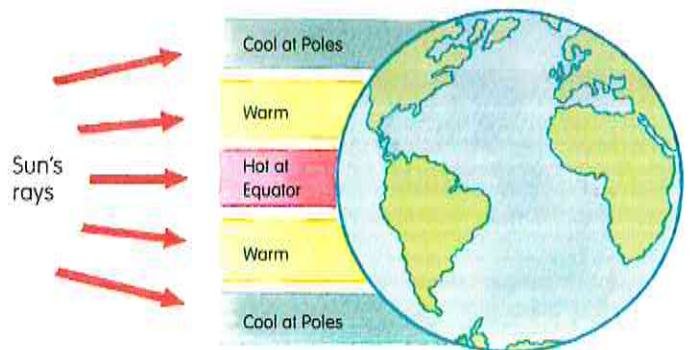
## What affects climate?

In the Caribbean our climate is warm most of the year. Other parts of the world have more extreme climates. Think of the Antarctic with temperatures well below freezing, even in the summer. In Canada winter temperatures can drop to  $-20^{\circ}\text{C}$  ( $-4^{\circ}\text{F}$ ), and summer temperatures can rise to  $44^{\circ}\text{C}$  ( $111^{\circ}\text{F}$ ).

Let's look at why these differences exist. Something which affects the way a process works is called a **factor**.

### 1 Distance from the Equator

In Book 3 you learned about the Equator and lines of latitude. The warmer countries of the world are around the line of the Equator. This area is closest to the sun. The colder countries are near to the Poles, furthest away from the sun.

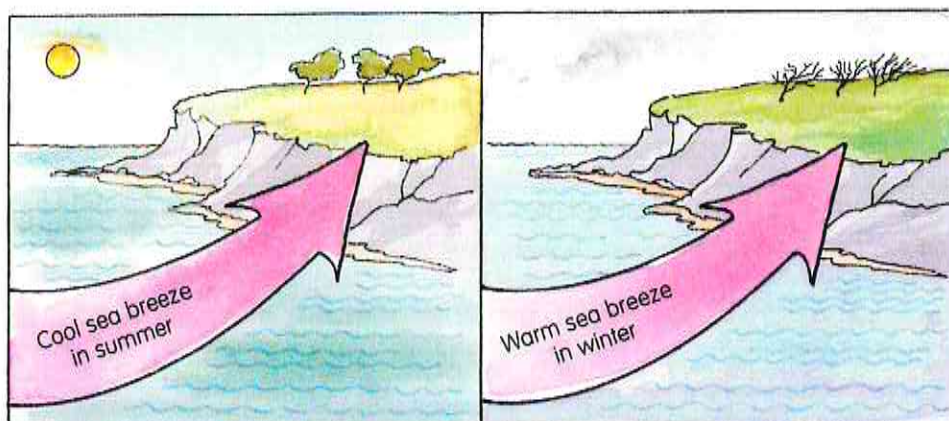


### 2 Altitude

As land height, or **altitude**, increases, temperature drops. Higher places are cooler than lower ones.

### 3 Distance from the sea

Land around the coasts is cooled in the summer by sea breezes. In winter, the same areas are warmed by sea breezes. Places that are far from the sea do not get these breezes. They are very hot in summer and very cold in winter.



#### 4 Cloud cover

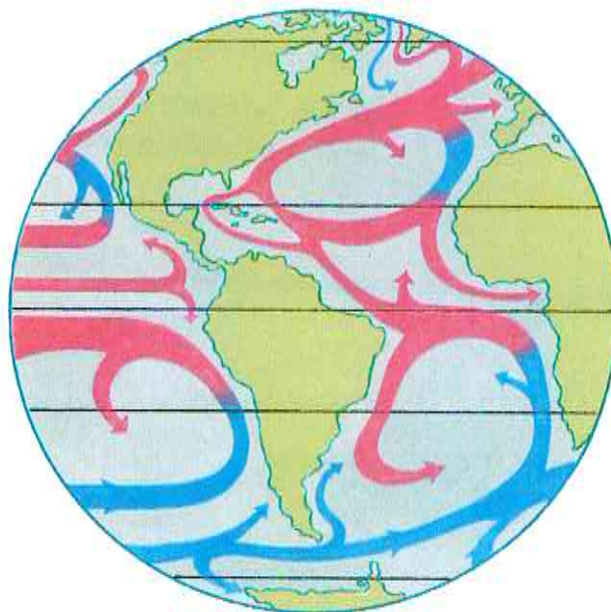
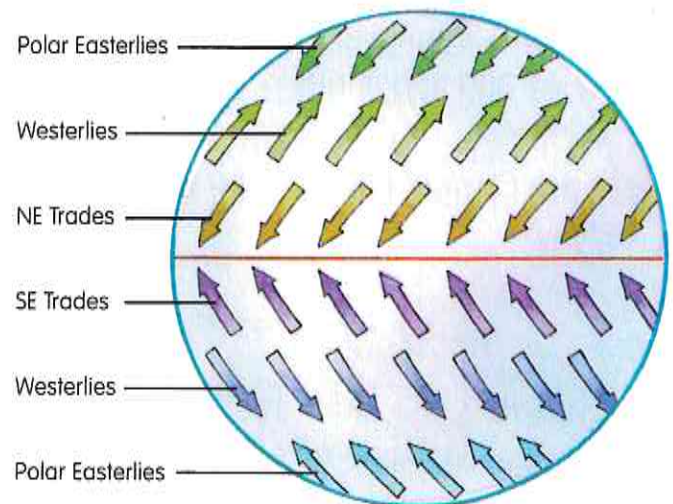
Clouds act as a barrier between the earth and the sun, cooling the land beneath.

#### 5 Winds

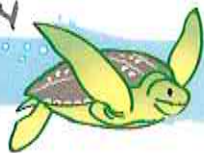
In different parts of the world there are winds following regular routes. For example, the North-East Trade winds blow through the Caribbean. These too affect climate.

#### 6 Ocean currents

Warm and cold sea currents flow around the world. Winds blowing over warm currents warm the land nearby. Winds blowing over cold currents cool the land nearby.



#### Activity



- 1 How many of the factors described on pages 84–85 affect the climate of the Caribbean? Write a list of them.
  - 2 Explain why central Canada has such hot summers and such cold winters.
- E** Think of another process (for example, the growth of plants) which is affected by different factors. Describe the factors and draw diagrams to show how they affect the process you have chosen.

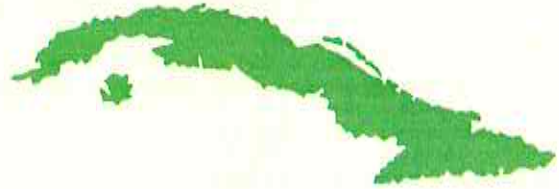
## Climate of our neighbouring countries

Cuba, Florida and Honduras are all in, or near, the Caribbean region. Let's look at the climates in these countries and see if they are similar to or different from each other.

Here are Climate Fact Files for each country. Read them carefully.

### CLIMATE FACT FILE – CUBA

<b>Average temperature</b>	25°C (77°F)
<b>Average rainfall</b>	1,320 mm (52 inches)
<b>Humidity</b>	High
<b>Rainy season</b>	May to October
<b>Winds</b>	North-East Trade winds
<b>Ocean currents</b>	Warm currents travelling from south-east to north



### CLIMATE FACT FILE – FLORIDA

<b>Average temperature</b>	22.5°C (72.5°F); much warmer in south than north
<b>Average rainfall</b>	1,137 mm (44 inches)
<b>Humidity</b>	Higher in south, lower in north
<b>Rainy season</b>	May to September in south; no rainy season in north
<b>Winds</b>	North-East Trade winds
<b>Ocean currents</b>	Warm currents travelling from south-east to north

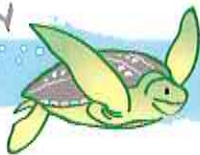


## CLIMATE FACT FILE – HONDURAS

<b>Average temperature</b>	25.5°C (78°F)
<b>Average rainfall</b>	1,760 mm (70 inches)
<b>Humidity</b>	High on coasts
<b>Rainy season</b>	May to October
<b>Winds</b>	North-East Trade winds
<b>Ocean currents</b>	Warm currents travelling from south-east to north



### Activity



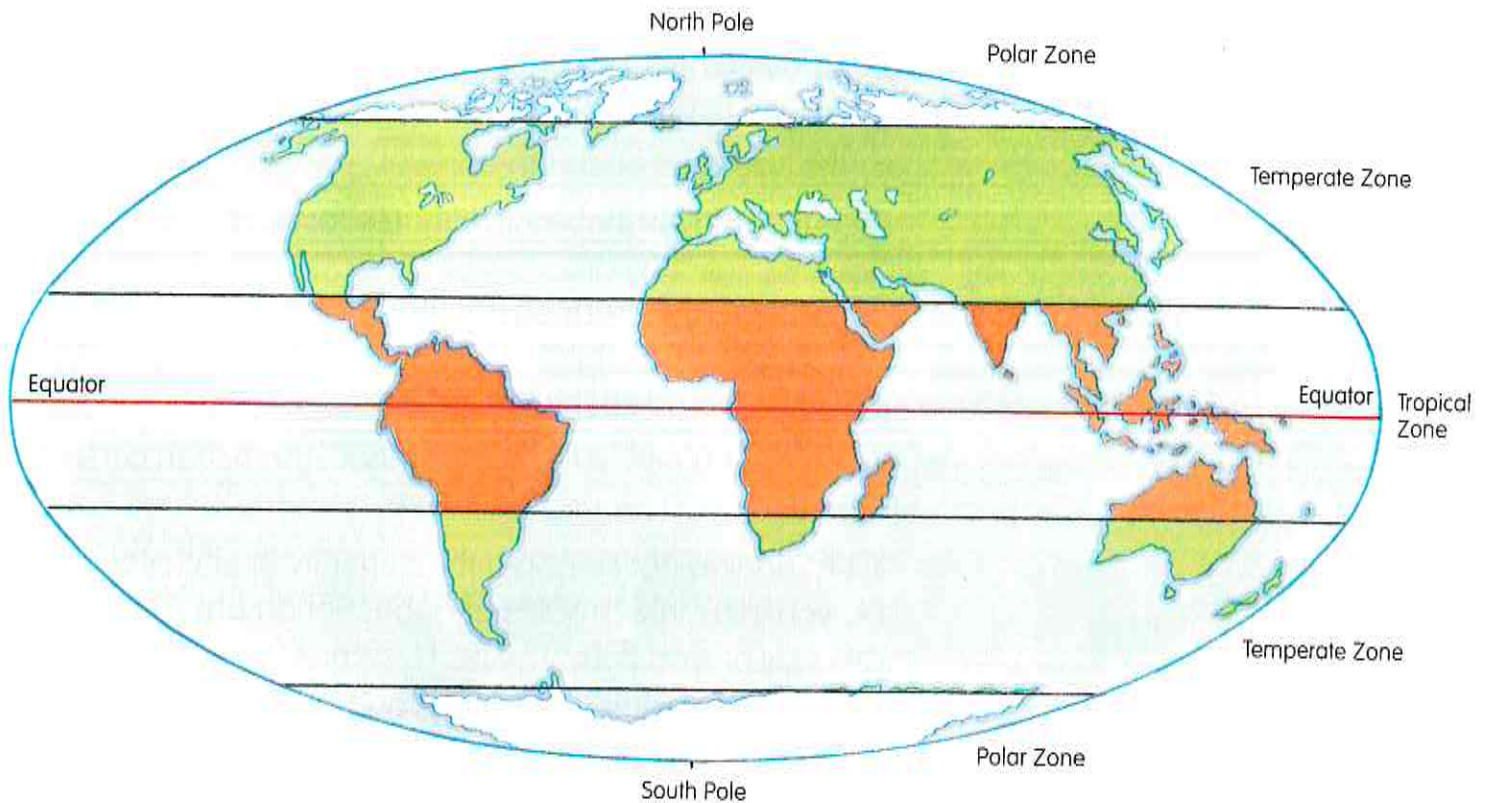
- 1 Look at the average temperature figures for each country. Do you think they are:
    - a) very different from each other
    - b) similar to each other
    - c) the same as each other?
  - 2 Look at the average rainfall figures for each country. Do you think they are:
    - a) very different from each other
    - b) similar to each other
    - c) the same as each other?
  - 3 What do you notice about the winds and ocean currents that affect each country?
  - 4 What do you notice about the humidity in each country? Do you think the climates of Cuba, Florida and Honduras are similar or different? Give reasons for your answer.
  - 5 Imagine you are getting ready for a journey to Florida, Cuba or a Central American country. Your parents have asked you to pack your own things. What clothes would you put in your bag? Make a list of the clothes you would need in one of these places. Would they be the same or different from the ones you wear at home? Explain why.
- E** Write a Climate Fact File for the Cayman Islands. Ask at your local library for information. Compare your fact file with the information about Cuba, Florida and Honduras. Explain what your comparison tells you.



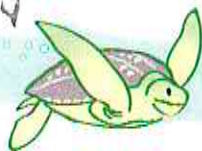
## Three different types of climate

We have seen the similarities between the climates of our Caribbean neighbours. This is because all these countries are in the same **climatic zone**.

The world is made up of several climatic zones, scattered across different parts of the globe. Within each zone, the climate will be similar, as it is in the Caribbean. But the zones are very different from each other. We are going to look at three climatic zones – tropical zones, temperate zones and polar zones. Look at the map below and see where these are in the world.



### Activity



Draw or trace your own climate map of the world. Shade in the tropical zones, the temperate zones and the polar zones. **CHALLENGE!** Can you name two countries in each of the climatic zones shown on your map? Name more if you can. Your atlas will help you.

## ***Tropical climates***

**Tropical** zones are found near the Equator. They are in the hottest parts of the world. There are other climate zones in these hot regions, such as desert. Do you remember why the areas around the Equator are hot? Look back to page 84 if you need to remind yourself.

The features of tropical climates are:

- high temperatures all year round
- cloud
- rain.

There are two types of tropical climate. Both occur in the Caribbean. There are tropical **equatorial** regions and tropical **marine** regions. Both share the three features listed above, but with some differences.

### *Tropical equatorial regions*

★ Think about the word 'equatorial'. Take off the last three letters and what are you left with?

All equatorial regions are near the Equator – some of them are on it. They include Malaysia and the East Indies, and the Zaire Basin in Africa. Find these on a map of the world.

In an equatorial climate the temperature hardly changes through the year. There is no rainy or dry season. Every afternoon there are heavy, thundery showers. It is so humid people can find it very uncomfortable.

Guyana is in a tropical equatorial region. Through the year there is only 2°C difference between the highest and lowest temperatures.



*Dense forests like these in Guyana are often found in equatorial zones*

## *Tropical marine regions*

Tropical marine regions are a little further away from the Equator. As their name suggests, they are close to the sea. They include parts of the east coast of Brazil in South America and eastern Mozambique in Africa. Find these on a map of the world. The Caribbean islands are also in a tropical marine region.

Here the temperatures are still high through the year. But there is a bigger difference between the highest and the lowest temperatures. Because the countries are closer to the sea, sea breezes cool the land. There is a rainy season when most of the rain falls. At other times, it can be very dry.

Belize City is in a tropical marine region. Here the difference between the lowest and highest temperatures during the year is around 4°C. There is a rainy season from June to December. In March there is very little rain at all and it is not so humid.

In tropical marine climates, the forests are less thick than in equatorial regions. By the coasts there are mangrove swamps.



*Mangrove swamps are common in tropical marine areas*



- 1** List the three key features of a tropical climate.
- 2** Name two parts of the world in tropical equatorial regions and two in tropical marine regions.
- 3** Draw a table showing the similarities and differences between tropical equatorial and tropical marine regions.

## Temperate climates


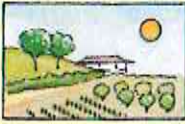


Temperate zones are found further away from the Equator. Here the sun is less strong. Europe, southern Australia, Canada and parts of the USA are all in temperate zones.

★ Find these regions on a map. What are the latitudes of these places?

The features of a temperate climate are that there are four seasons – spring, summer, autumn and winter. The summers are warm and the winters are colder. There is rain all year round, but less in summer. The weather is changeable throughout the year.

The chart below describes the weather features during each season, in a temperate climate.

**Table 5 Monthly temperatures and rainfall at Monterey, California, USA**

		Av. temp each mth	Av. rain each mth
<b>Winter</b>	 <p>Low temperatures, sometimes below freezing Ground hard, nothing grows Less sun, shorter days Rains regularly</p>	10°C	78 mm
<b>Spring</b>	 <p>Temperatures start to rise Ground warms up, growing season starts More sun, days become longer Rains regularly</p>	13°C	41 mm
<b>Summer</b>	 <p>Temperatures warm, sometimes hot Crops can be harvested Long, sunny days Less rain</p>	16°C	10 mm
<b>Autumn</b>	 <p>Temperatures start to drop Leaves fall from trees, plants die back Shorter days, less sun More rain</p>	14°C	18 mm



- 1
  - a) List the five key features of a temperate climate.
  - b) Name three parts of the world that have temperate climates.
- 2 Would you prefer to live in a tropical equatorial climate, a tropical marine climate or a temperate climate? Explain the reasons for your choice.

## **Polar climates**

Look at the word 'polar'. What part of the world do you think we are talking about when we use this word? The polar zones are around the North and the South Poles. These are the coldest parts of the world, the furthest away from the sun. Sometimes, the climate here is known simply as a 'cold' climate. The Arctic, Antarctic and Greenland all share this type of climate.

★ Find these places on a map. What are their latitudes?



*Polar bears are well adapted to living in this cold climate*

### ● **FACT FILE**

The coldest place in the world is Vostock in the Antarctic. In July 1983 the temperature here dropped to  $-89.2^{\circ}\text{C}$  (about  $-128^{\circ}\text{F}$ )!

The features of a polar climate are:

- very cold
- ice all year round
- temperatures rise slightly in summer.

The coldest parts of the polar regions are at the North and South Poles. Here temperatures rarely rise above  $0^{\circ}\text{C}$  ( $32^{\circ}\text{F}$ ). In summer the days are extremely long. In winter, there is very little daylight at all.

Activity



- 1** List the three key features of a polar climate.
  - 2** Name three parts of the world with a polar climate.
- E** Find out about the lives of children in Greenland. How do they keep warm and travel from place to place?

## Measuring the climate

Imagine a scientist who studies the climate. He is being interviewed on TV about climate changes.



*Interviewer:* Dr Centigrade, why do you think our climate is changing?

*Dr Centigrade:* Well, it just seems to be hotter and wetter than it used to be.

*Interviewer:* Can you explain where is it hotter? How much more rain is there now?

*Dr Centigrade:* I'm afraid not. I haven't got any facts or figures.

Dr Centigrade is clearly a very bad scientist! He needs to look at weather information collected over many years. This is recorded carefully, using special equipment. From this information, he can then draw **conclusions** about weather patterns and climate.

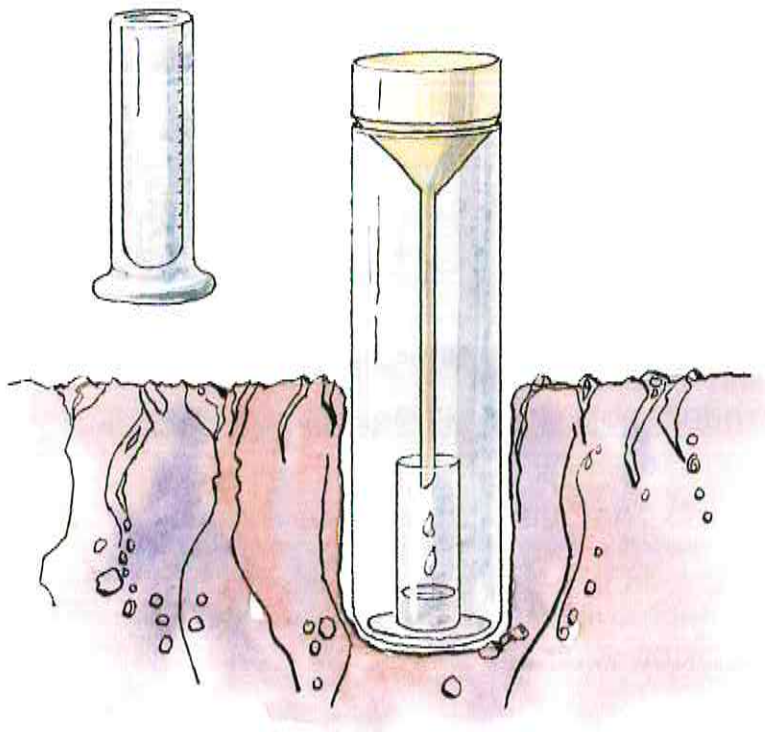
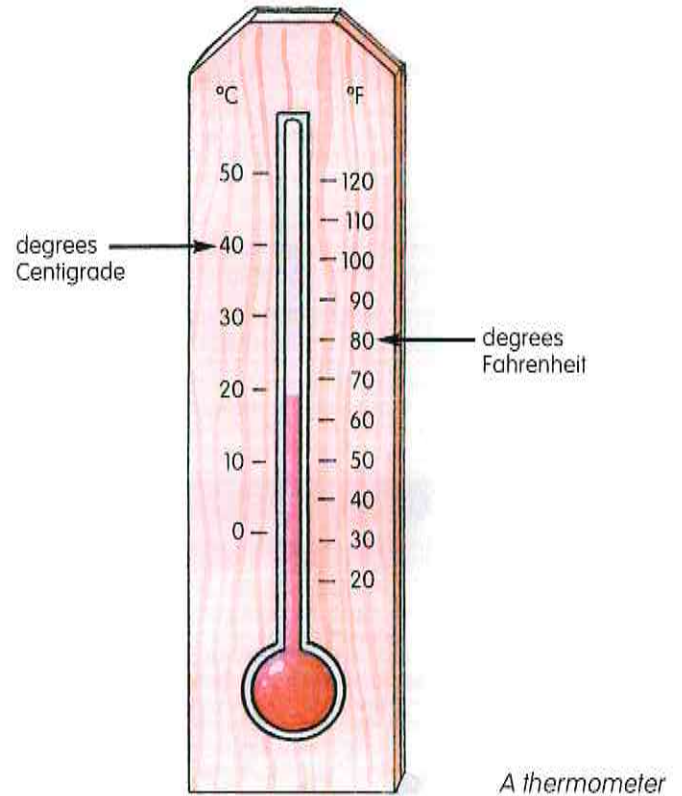
The scientists who collect and study weather information are called **meteorologists**. They look at aspects of weather such as:

- temperature
- rainfall
- the direction and strength of the wind.

## Instruments for measuring the weather

### Thermometers

We use thermometers to measure temperature. A thermometer is made up of a glass tube filled with a liquid containing alcohol or mercury. This is attached to a board marked with the units we use to measure temperature, which are called degrees Centigrade and Fahrenheit. As the liquid warms up, it travels up the tube. As the liquid cools down, it travels down the tube. We can work out the temperature by looking at the level of the liquid against the degree markings.



A rain gauge

### Rain gauges

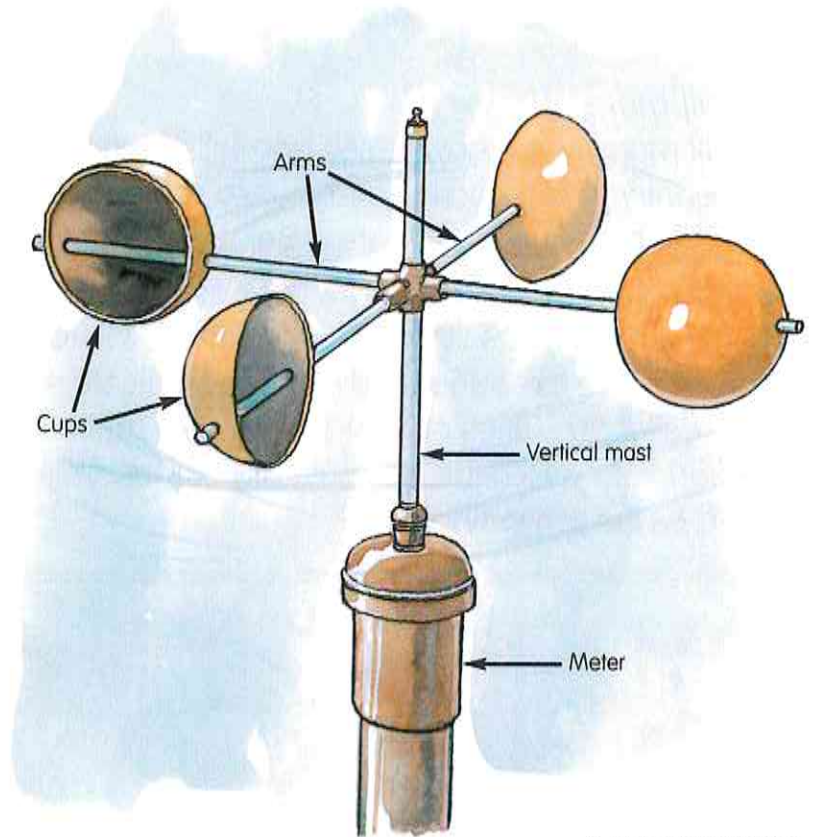
A rain gauge is used to measure rainfall. It has three parts – a metal cylinder fitted with a funnel, a collecting jar and a separate measuring cylinder. The metal cylinder is sunk into the ground in an open space, with the top part above ground level. The rain falls into the cylinder through the funnel. It is collected in the collecting jar. The collecting jar must be emptied each day at the same time. You can then record the amount of rain on a rainfall chart.

### Wind vanes and anemometers

Wind vanes show the direction from which air is moving. This is called the **wind direction**. Anemometers tell us the speed of the wind.

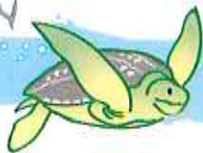
A wind vane is a free-spinning arrow mounted on a base. Arms sticking out from the base mark the four points of the compass. The wind blows the arrow, and you can see which direction the wind is coming from.

You can see how an anemometer works from the drawing.



A cup anemometer

### Activity



- 1 Match the correct instrument with the type of weather it measures:  
Rainfall gauge                      **A** Temperature  
Anemometer                            **B** Wind direction  
Thermometer                          **C** Rainfall  
Wind vane                                **D** Wind speed
- 2 As a class, make your own weather measuring equipment. Set up a mini weather station at your school and record the weather for a term. Write a report of your conclusions.
- 3 Visit the Weather Station in the Cayman Islands. See how they record weather. Compare their methods with yours.



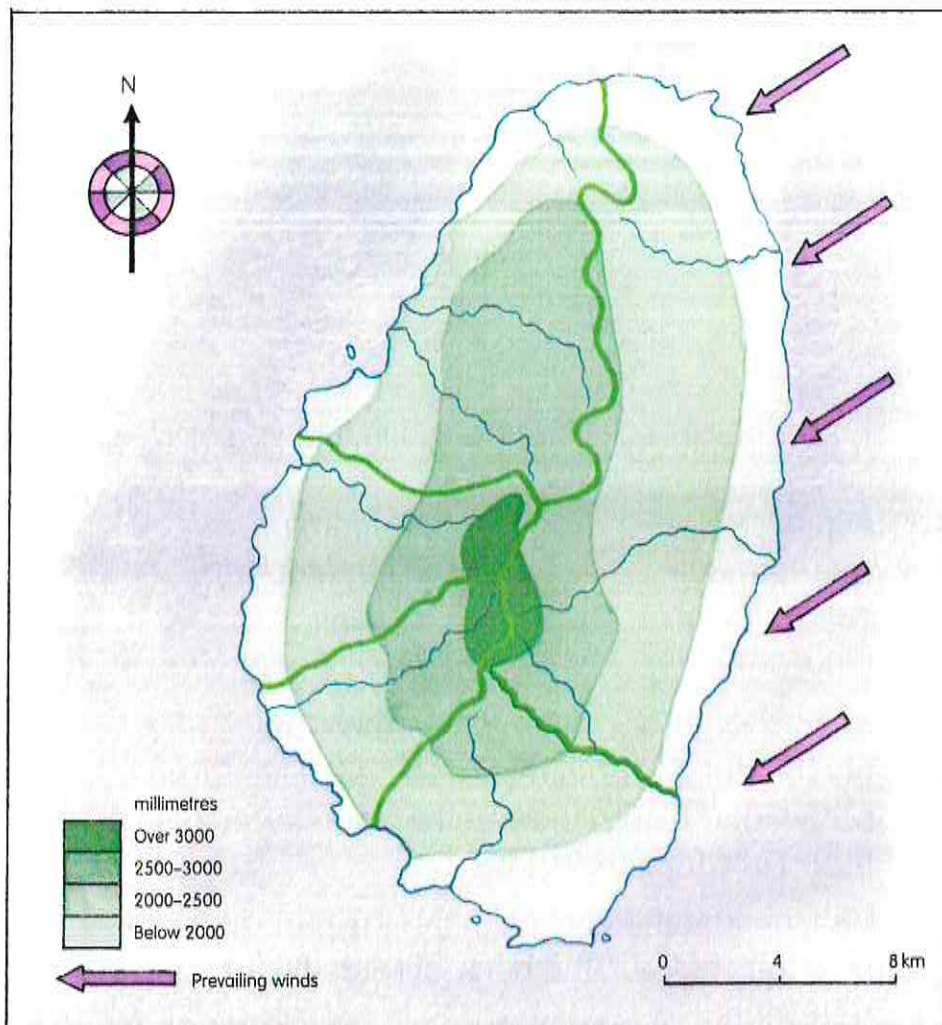
## Graphs and maps showing climate

We have a variety of maps and charts to help us use this weather information.

- ★ Watch the weather report on TV. What kind of maps do the weather reporters use?

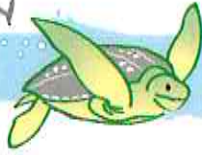
### Rainfall maps

Rainfall maps show how much rain falls in different parts of a country or region. They help us to understand the rainfall patterns across an area. Below is a map showing the annual rainfall for Grenada. Look at the key. The darkest green shows the areas of heaviest rainfall (over 3,000 mm). As the colours lighten, they indicate smaller and smaller quantities of rain. The arrows show the direction from which the wind usually comes. This is known as the **prevailing wind**.



Annual rainfall in Grenada

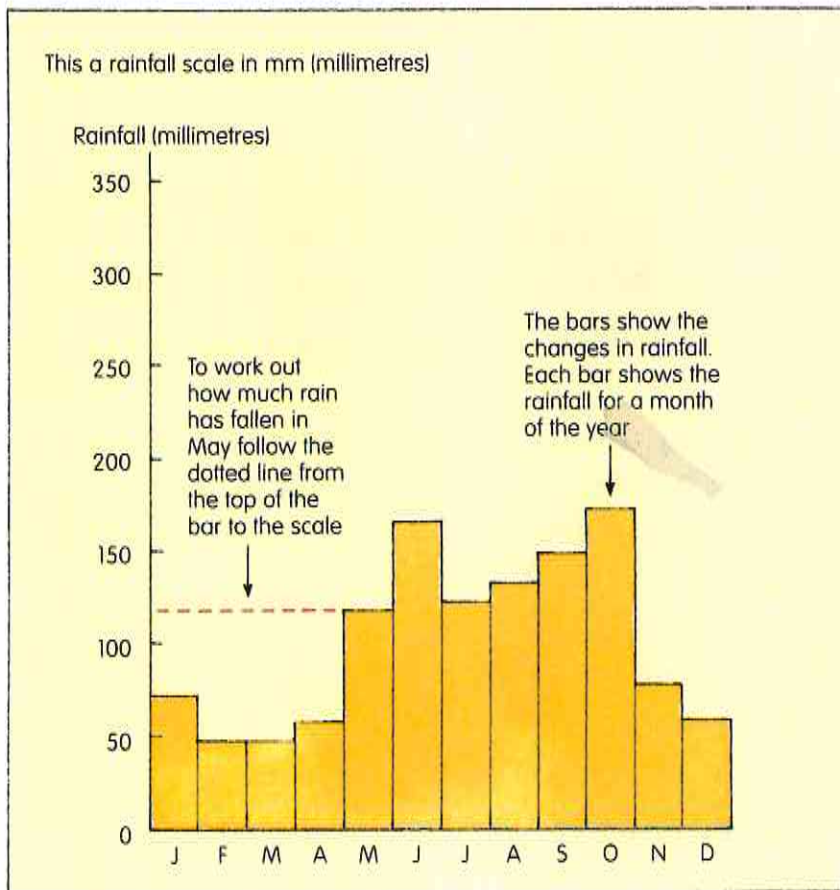
## Activity



- 1 Where is the area of heaviest rainfall in Grenada?
- 2 Where is the driest part of Grenada?
- 3 Which part of the island is hit by the prevailing wind?
- 4 How much rainfall would there be a year if you lived on the north coast of the island?

### Rainfall graphs

Rainfall graphs show the same kind of information in a different way. Look at the bar chart showing monthly rainfall in Havana, Cuba. The diagram shows you how to read a bar chart like this one.

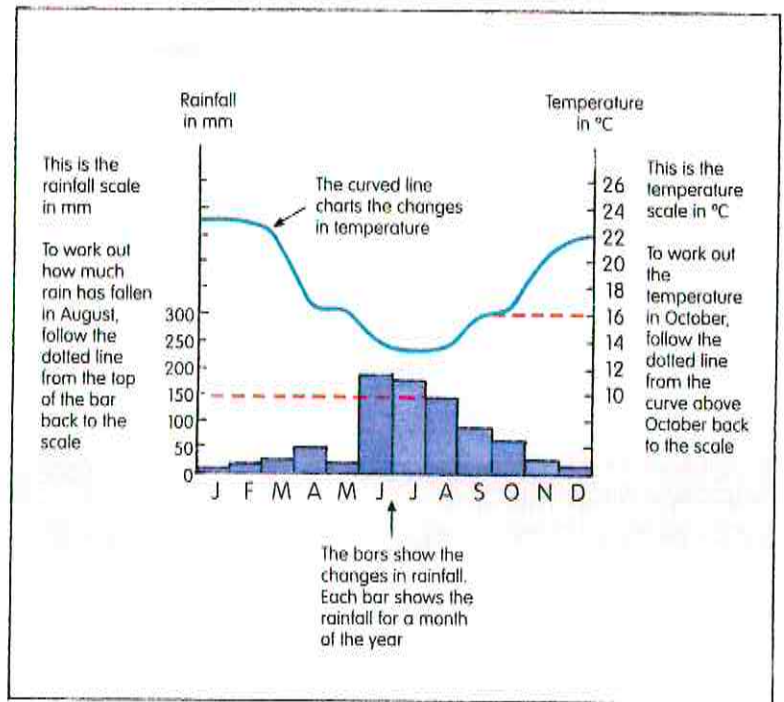


Monthly rainfall in Havana

- ★ Why is it easier to show monthly rainfall figures on a bar chart than on a rainfall map?

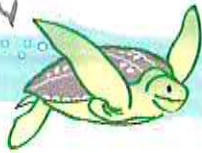
## Combined temperature and rainfall graphs

These graphs help us to understand the changing patterns in temperature and rainfall through the year. They are two graphs in one – a line graph showing temperature and a bar chart showing rainfall. You learned on page 97 how to read a bar chart. This diagram shows you how to read the temperature graph.



Temperature and rainfall graph for Perth

## Activity



Study the labels on this diagram and the one on page 97 to see how we use these graphs. Practise reading a combined temperature and rainfall graph by answering these questions:

- 1 Look at the temperature and rainfall graph for Perth carefully.
  - 2
    - a) Work out the rainfall (in millimetres) in each of the following months: (i) July (ii) April (iii) January.
    - b) Which is the wettest month?
    - c) Which is the driest month?
  - 3
    - a) Work out the temperature (in °C) for each of the following months: (i) June (ii) February (iii) September.
    - b) Which is the hottest month?
    - c) Which is the coldest month?
  - 4 Which climate zone do you think Perth is in?  
**CHALLENGE!** Why is Perth hot and dry in January and cool and rainy in June instead of the other way round?
- E** Find out about the other kinds of maps which meteorologists use to record different weather measurements, apart from rainfall and temperature. What do these maps show?

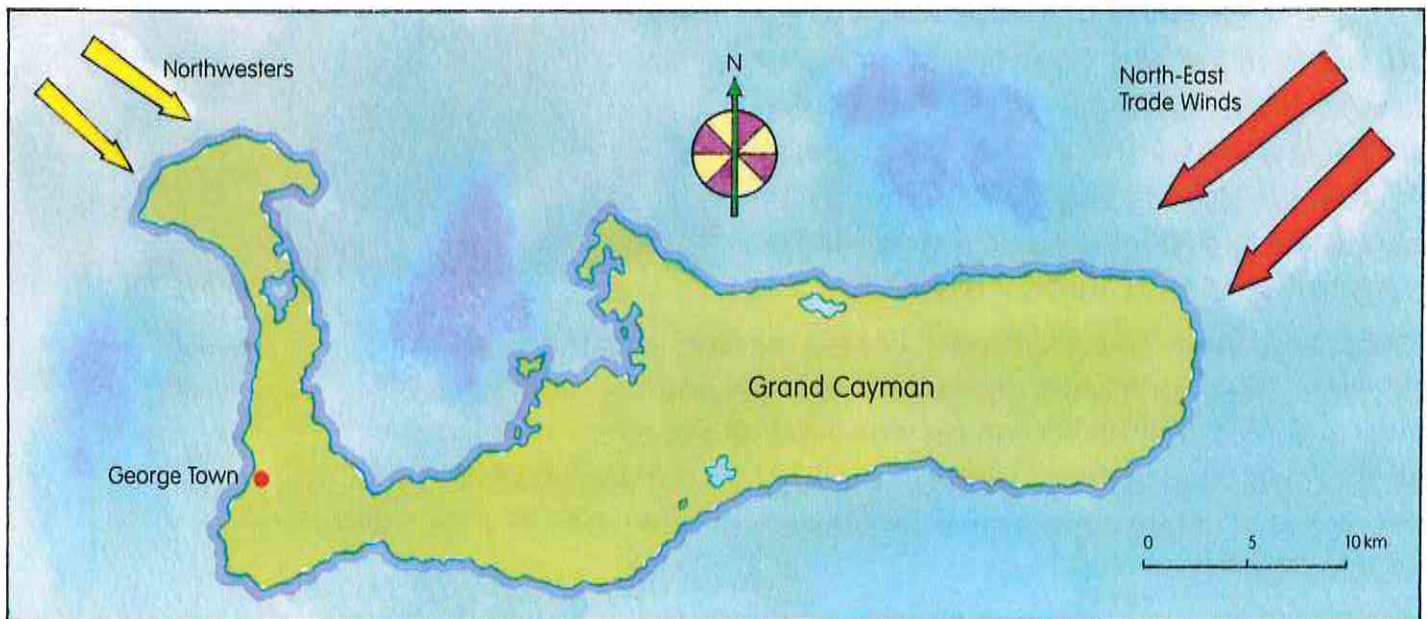
# Winds in the Caribbean

## Northwesters and the Cayman Islands

*M is for mainsail we oftentimes reef  
N is for North wind that blows very bleak.*

This is part of an old Caymanian song, 'The Turtler's Alphabet'.

Winds coming from the north-west are unusual in the Cayman Islands. Look at the map below. You can see from this that the prevailing winds are from the north-east. The North-East Trade winds regularly blow through the Caribbean.



North-easterly winds and easterly winds bring our fine weather. But winds from the north-west bring storms. These tend to come between November and April. The storms bring strong winds, rough seas and sometimes a little rain. The winds cause rough seas and cooler temperatures.



- 1 Look at the position of George Town on the map. When winds blow from the north-east, would boats in George Town harbour be sheltered or not? What would happen when the wind blows from the north-west?
- 2 Talk to a seaman or fisherman about his experiences of Northwesters. Write down his stories and tell them to your class.

## Hurricanes

When winds reach strengths of over 75 miles per hour they are called hurricanes. Hurricanes are very violent, dangerous storms which can do a lot of damage. They are a feature of the Caribbean climate. Hurricanes generally occur between June and November.

Hurricanes form over the warm oceans east of the Caribbean, and in the Gulf of Mexico. The air above the sea is warmed by the sun, and it rises. It takes with it water vapour from the sea. Cool air rushes in to take its place above the ocean. Then this air too is warmed and it rises. The process speeds up. The winds get faster and faster and begin to swirl around. In the middle is a central calm area called the **eye**.

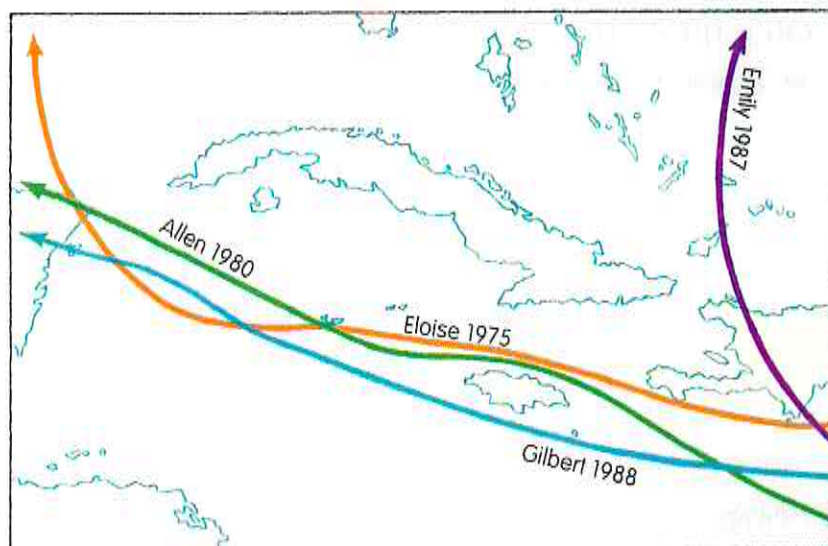
Most hurricanes move from east to west, picking up speed as they develop. Most hurricanes do not hit land, but weather stations track their progress so that we can be warned if one is on its way.

Meteorologists give them names – during the year they work through the alphabet, choosing a name beginning with the next letter for each new hurricane.

The map below shows the path of three hurricanes which have come close to the Cayman Islands. We are lucky that many hurricanes follow the path of Hurricane Emily, which you can also see on the map.



*Damage caused by Hurricane Mitch, 1998*



## *Hurricane preparedness*

Although serious hurricanes are rare, we always remain ready and prepared.

The Cayman Islands Weather Station receives information on the paths of hurricanes and passes it on to the Cayman Islands Government. If a storm is likely to strike the Cayman Islands, hurricane warnings are sent. This gives people 36 hours' warning that a hurricane may be on its way.

Then we must all do what we can to prepare ourselves and our property for the storm. Here are some things we can do:

- Check to see that we have enough food, medicines and water in case of an emergency.
- Have plywood and nails ready to board up our doors and windows.
- Make sure that our houses are in a good state of repair.
- Find out where the nearest shelter is.
- Make sure that there is a battery-powered radio and a set of spare live batteries in the house.
- Stay tuned to the radio and local TV for more information.

Twenty-four hours before the hurricane is expected, we must make sure anything loose outside our houses is secure. We must collect fresh water – we could even use the bathtub to store it! We should then stay in our homes or go to the shelters and wait until the hurricane is over. When the hurricane has passed, wait for the official 'all clear' signal, which will be given by the National Hurricane Committee.



- 1** When is the hurricane season in the Cayman Islands?
  - 2** Which islands were closest to the path of Hurricane Eloise? Explain briefly how hurricanes are formed.
  - 3** Working in pairs, make a list of the things your family would collect together before a hurricane.
- E** Find out how the National Hurricane Committee passes on the warning signals to the Caymanian people.

# Round up

In this unit you have learned about the difference between weather and climate. You have learned about the factors that affect climate. You have learned about the climates of the Cayman Islands and of our Caribbean neighbours. You have learned about three climatic zones of the world, where they are and their features. You have learned about the instruments we use to measure weather and climate. You have learned about the winds that affect the Caribbean, including hurricanes.

## Multiple-choice test

Choose the correct ending for each sentence. Write out the completed sentences.

- 1 Climate is
  - A the daily temperature
  - B the daily temperature, rainfall and sunshine
  - C the weather every day
  - D the patterns of weather over a period of time.
- 2 Climate is affected by these factors:
  - A how near we are to the Equator and the sea
  - B how near we are to another country
  - C the phases of the moon
  - D the observations made by meteorologists.
- 3 The prevailing winds in the Caribbean are from the
  - A north-west                      B south-east
  - C north-east                      D south-west.
- 4 The Caribbean region is part of
  - A the temperate zone
  - B the tropical zone
  - C the polar zone
  - D all three climatic zones.
- 5 The temperate zone has
  - A high temperatures all year round, cloud and rain
  - B four seasons, with warm summers, cooler winters and rain all year round
  - C very low temperatures and ice all year round
  - D very dry desert conditions.
- 6 These countries are part of the polar zone:
  - A Sweden, Finland and Norway
  - B UK and the Caribbean
  - C Greenland, Antarctica and Iceland
  - D China, Russia and the USA.
- 7 We use an anemometer to measure
  - A rainfall                      B wind direction
  - C wind speed                D temperature.
- 8 We should empty a rain gauge
  - A daily                      B weekly
  - C monthly                      D yearly.
- 9 Northwesterers are
  - A hurricanes
  - B strong, cold winds which bring storms
  - C dry winds which bring good weather
  - D a type of waterproof hat worn by seamen.
- 10 In a hurricane the average wind speed is at least
  - A 60 mph                      B 65 mph
  - C 75 mph                      D 90 mph.

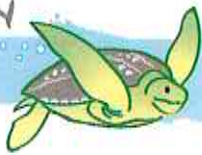
# 8 Natural Resources in the Caribbean



## What are natural resources?

In Book 4 we discussed briefly the importance of natural resources. You also learned that there are two types of resources – renewable and non-renewable.

### Activity



Do you remember what natural resources are? Are they:

- a) things we buy in shops
- b) things we find around us
- c) books on the shelves in libraries
- d) things we find around us that human beings have not made?

Copy the correct definition into your notebook, beginning 'Natural resources are ...'.

## Cayman's natural resources

The Cayman Islands are rich in both types of natural resources.

### Activity



1 Make two lists of Caymanian natural resources, one of renewable resources, the other of non-renewable resources.

2 Look at this list of Caymanian natural resources. Can you match each one with its traditional use?

- |                                 |                           |
|---------------------------------|---------------------------|
| 1 Thatch palm                   | A Treating upset stomachs |
| 2 Ironwood                      | B Containers              |
| 3 Sea fans                      | C Brushes                 |
| 4 Calabash                      | D Framework for houses    |
| 5 Coconut husks                 | E Treating burns and cuts |
| 6 Aloe Vera                     | F Treating sore throats   |
| 7 Oil nut beans                 | G Roofing houses          |
| 8 Coconut water                 | H Treating insect bites   |
| 9 Fever grass                   | I Sieves                  |
| 10 Water from soaked birch bark | J Treating colds or fever |





# Natural resources of the Caribbean

## Climate

Our climate is a natural resource around us – one that is very useful. What would happen if you tried to grow a seed without warmth, light and water? Would tourists want to swim in cold seas beneath grey skies?

You learned in the last unit that the climate of most of the Caribbean is tropical. There are high temperatures all the year round, averaging around 26°C (79°F). Frosts are very rare. The higher regions, such as the hills of the Dominican Republic and Haiti, are cooler. The North-East Trade winds also reduce temperatures in lower coastal areas. The graphs for Barbados and Belize show how little temperatures vary within the Caribbean, even though these countries are far apart.

## Rainfall

As you learned in Unit 7, rainfall is **seasonal**. Some flatter countries, such as Antigua, in the Lesser Antilles, and Barbados, have very low rainfall during their wet season. The periods of drought in between can be long. This affects the amount of water available.

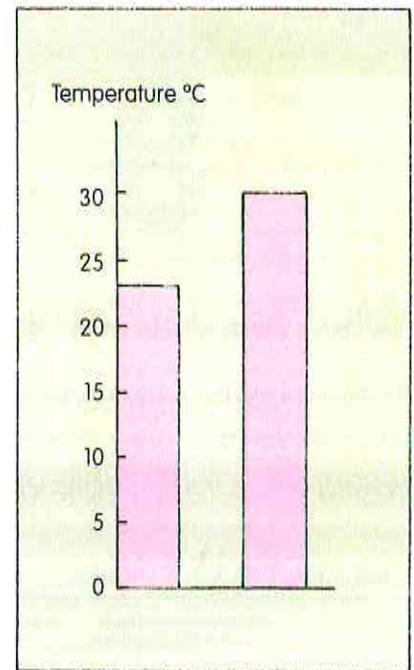
## Water supplies

Fresh water is important for drinking, agriculture and industry. Rain is the natural source of fresh water through springs, rivers and lakes. Some Caribbean countries, like the Dominican Republic, have many rivers and lakes which are filled during the rainy season.

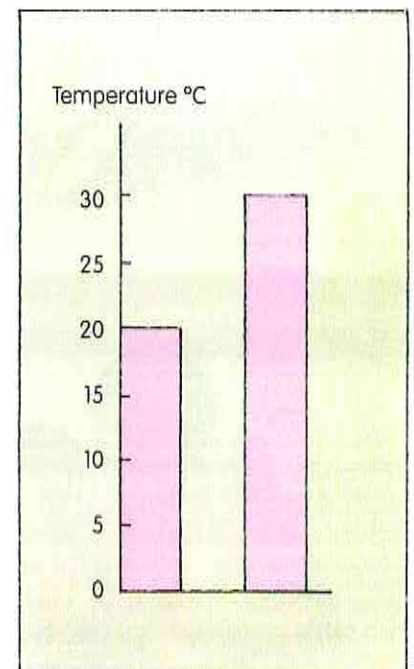
Other countries are less fortunate. Barbados has hardly any rivers and there is little water on the surface of the ground. On Antigua the rivers dry up in the hottest part of the year. In these countries, human beings have to help nature to provide supplies of water. A reservoir has been built in the middle of Antigua to collect water. **Desalination** plants can be built to take fresh water from seawater.

Used water can be cleaned to make fresh water again.

★ Where does the Cayman Islands get its water from? Compare this with other Caribbean countries.



Lowest and highest monthly average temperatures in Barbados



Lowest and highest monthly average temperatures in Belize



*Reservoir on Antigua*

### ***Fertile land for agriculture***

Good land on which to grow food is a vital natural resource. The Caribbean has many fertile areas. Jamaica has rich soils on its coastal plains. Three-quarters of Cuba is made up of fertile, lowland plain. Trinidad too has a central, flat plain with good soil. In the Lesser Antilles the valleys between the volcanic mountains are good growing areas.

Crops and livestock can be chosen which are suitable for our types of soil. For example, gentle hillsides and well-drained soil are ideal for sugar cane.

Some Caribbean countries do not have land which is suitable for agriculture. In the Bahamas, for example, the soil is too thin to grow crops. Most of the land on St Vincent, in the Lesser Antilles, is too mountainous and rocky.

★ How fertile is the soil in the Cayman Islands? How does this affect the crops we grow?

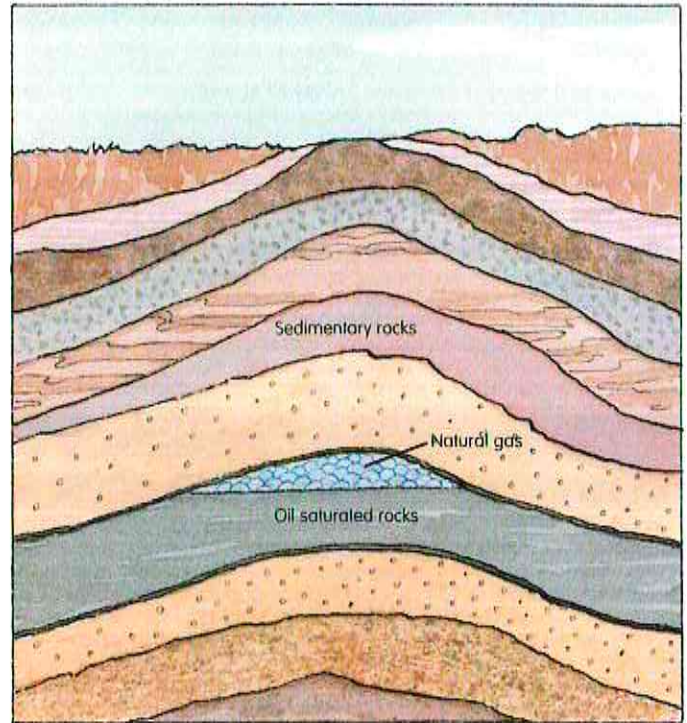
## Oil and natural gas

Oil and natural gas are often found together under sea or land. The oil is formed from the remains of tiny plants.

Trinidad has more oil and gas reserves than anywhere else in the Caribbean. Altogether, it has 30 productive fields.

★ Look at a map showing the oilfields on Trinidad in your atlas. How many can you find?

Cuba has oil and gas fields off its north coast. It is the second largest oil and gas producer in the Caribbean. Barbados also has smaller deposits.



*Mud on top of ancient plant remains turned into rock. The pressure of the rock heated the remains. Over millions of years these changed into oil and gas*

## Bauxite

Bauxite is an **ore** found in the ground. It can be refined into **alumina**, a white powder. When the alumina is melted at high temperatures, aluminium is produced.

Jamaica has large deposits of bauxite. It is the third largest producer in the world. The ore is found in the highlands above 400 metres (about 1,320ft). Guyana also has bauxite deposits. These are not as large as Jamaica's, but Guyanan ore is richer in alumina.

There are deposits of bauxite in the Dominican Republic, but it is no longer mined there. Bauxite is also found in Haiti, but little mining has taken place.

### ● FACT FILE

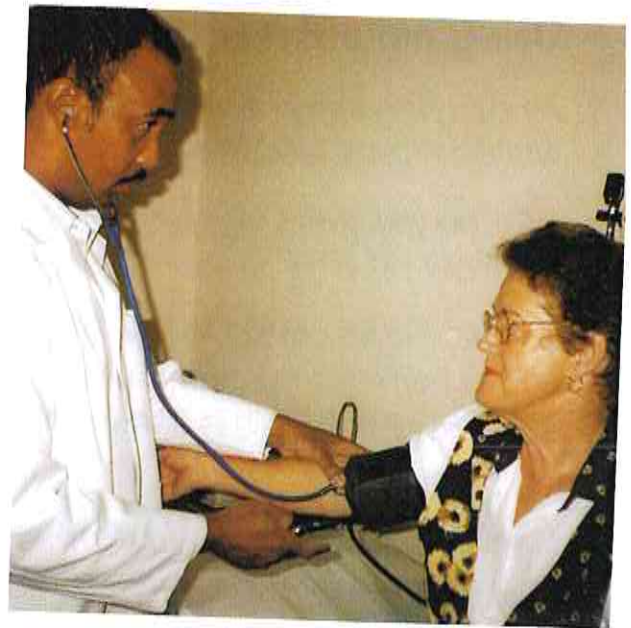
To produce 1 tonne (0.9 tons) of aluminium you need 4 tonnes (3.9 tons) of Guyanan bauxite, but 5 or 6 tonnes (4.9 or 5.9 tons) of Jamaican bauxite.

## Human resources

There are people on most Caribbean islands. What people can do – their skills – makes them a resource for their community, their country and their region.

Sometimes skills build up in a community over several generations. The seamanship skills of the Caymanians are a good example. Their skills brought money to the Islands, in the same way that good land or minerals bring money to other countries.

Sometimes skills can be taught. People can be trained to work in factories, such as the garment workers in Puerto Rico. They can learn how to do jobs in banks and hotels. The skills of doctors, engineers and teachers take many years of training.



### Activity



- 1 Complete the following sentences by filling in the blanks.
    - a) The Caribbean has \_\_\_\_\_ temperatures all year round.
    - b) Fresh water is found in \_\_\_\_\_ and \_\_\_\_\_ in the Dominican Republic.
    - c) Islands such as \_\_\_\_\_ and \_\_\_\_\_ have few rivers and lakes.
    - d) There is fertile land for agriculture in countries such as \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.
    - e) The largest sources of oil and gas in the Caribbean are in \_\_\_\_\_.
    - f) The largest sources of bauxite are in \_\_\_\_\_ and \_\_\_\_\_.
  - 2 Name two industries which rely on each of the following natural resources:
    - a) the Caribbean climate
    - b) supplies of fresh water
    - c) oil and natural gas
    - d) bauxite
    - e) people.
- E** Choose one natural resource of the Caribbean. Write a project book or fact file on this resource. Explain where it is found, how we make it available for our use and what we use it for.

## Using natural resources wisely

As countries become wealthier they consume more of the world's natural resources.

★ Can you guess which country in the world consumes the most oil? Why do you think this is?

We need to be careful to look after all our natural resources, and in particular our non-renewable ones. Look at the chart (Table 6) for more ideas about natural resources.

**Table 6 Our natural resources**

### Climate

**Is it renewable?** Yes, in that we wake up each day to light and warmth.

**Problems** The climate is changing across the world because of **global warming**. The earth's protective layer, the ozone layer, is being damaged by pollution. This is heating up the world and altering wind and rain patterns.

**How can we look after it?** By being careful about what gases are put into the air from cars and industrial plants.

### Water

**Is it renewable?** Yes.

**Problems** Climate changes are making some places drier. Pollution makes clean water dirty and harms fish, plants and animals.

**How can we look after it?** By being careful about the waste we put into rivers and streams and by taking steps to protect our climate.

### Land for agriculture

**Is it renewable?** Yes, but over many years.

**Problems** Land can lose its goodness as a result of poor farming methods. In parts of Haiti the land has been cultivated too much and the soil is now barren. Wind and rain can wash away bare soil if it is not protected by growing plants and trees.

**How can we look after it?** By using good farming methods.



**Table 6 Our natural resources *continued***



### **Forests**

**Are they renewable?** Yes, by replanting.

**Problems** If the soil is washed away by wind and rain, new trees will not grow.

**How can we protect them?** By managing the cutting and replanting of forests carefully.

### **Fish**

**Are they renewable?** Yes.

**Problems** If fishermen reduce the stocks in the sea too far, the fish do not always come back.

**How can we protect them?** By controlling how much fish can be caught and from where. Also, by rearing fish in farms instead.



*A red mud lake in Jamaica*

### **Minerals and oil**

**Are they renewable?** No.

**Problems** Deposits may be used up. The methods used to get oil and minerals out of the ground cause other problems, such as oil spillages in Trinidad. The red mud lakes of Jamaica are caused by the process of turning bauxite into alumina.

**How can we protect them?** By being careful about how these products are used. By trying to find other ways of doing things which do not use these resources.

### **People**

**Are they renewable?** Yes, but human life is very precious!

**Problems** People can die young because of poor health. It may not be possible to train people in the right skills because of poor education.

**How can we protect them?** By providing health care, education and suitable homes for people.

Activity



- 1 Read the chart through carefully.
  - a) Draw a table comparing renewable and non-renewable resources. There will be three columns, headed 'Resource', 'Renewable' and 'Non-renewable'. In the first column put the name of each resource: climate, water, etc. Put a tick in the second column, to show whether each resource is renewable or non-renewable. We have started the table for you.

Resource	Renewable	Non-renewable
Water	✓	
Land for agriculture	✓	

- b) In groups, make a wall chart illustrating each natural resource, the problems associated with it and the ways we can look after it. Table 6 will give you some clues.
- 2 Here are some anagrams of different natural resources found in the Caribbean. Try to unscramble them.  
 LOI                      TILERF NALD                      AXIETUB  
 OLEPEP                      EWRAT                      LANRAUT SAG
- 3 **Find out** how the people of the Cayman Islands are working to look after natural resources. Write a report on the subject for a local newspaper.
- E** Draw another table, showing the problems we encounter with each of the resources in Table 6. It might start like this:

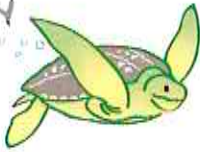
Resource	Problem
Water	Drought; pollution

In pairs or groups, discuss some possible solutions to these problems.

# Round up

In this unit you have learned about the natural resources of the Caribbean. You have learned where they are found. You have learned what we can do to look after them.

Activity



Match the beginning of each sentence with the correct ending. Write down the whole sentence.

- |                                       |   |
|---------------------------------------|---|
| <b>a)</b> Natural resources are       | temperatures all year round.                              |
| <b>b)</b> Tropical climates have high | saving fresh water.                                       |
| <b>c)</b> Fresh water is important    | aluminium.  |
| <b>d)</b> Reservoirs are used for     | for drinking, agriculture and industry.                   |
| <b>e)</b> Bauxite can be made into    | a renewable resource                                      |
| <b>f)</b> Cuba and                    | things we find around us that human beings have not made. |
| <b>g)</b> Land for agriculture is     | Trinidad and Tobago have important oil and gas deposits.  |
| <b>h)</b> Jamaica enjoys              | cooling North-East Trade winds.                           |



# List of words and meanings

**adopted** taken over

**alumina** a white powder obtained from bauxite which is used to make aluminium

**altitude** height above sea level

**barren** not able to produce crops or vegetation

**bauxite** a mineral which is used to make aluminium

**climate** patterns of weather over a period of time

**climatic zones** areas of the world which share the same climate

**colony** country ruled by another country

**conclusions** decisions we reach after thinking about all sides of a subject

**Conquistadors** Spanish settlers who saw themselves as the new rulers

**Creole** a group of Afro-European languages spoken in local areas

**cross-section** a diagram showing what something would look like if it were cut in half

**culture** a system of customs, beliefs and values which help us to express our heritage

**customs** traditional ways of doing things

**desalination** process in which salt is removed from seawater

**emancipation** the freeing of the slaves

**emigrants** people who leave one country to settle in another

**equatorial** near the Equator

**expand** to get bigger

**eye** calm centre of a storm or hurricane

**factors** things which affect the way something happens

**global warming** the warming of the earth caused by a cloud of pollution trapping the sun's heat around the earth

**humidity** the amount of water in the air

**immigrants** people who come into a country to settle

**indentured labourers** people who chose to come to the Caribbean to work for a fixed number of years

**industry** making or providing something that others want to buy

**inhabited** lived in

**international** involving different countries

**land masses** large areas of land which may include several countries

**marine** connected with the sea

**meteorologist** a scientist who studies the weather

**mineral** substance found in the ground

**monitoring** checking or warning about a situation

**navigate** finding your way across the sea

**ore** rock containing minerals

**population** the number of people living in a place

**prevailing wind** the wind which usually blows in a region

**region** an area of a country or the world

**rural** connected with the countryside

**seafarers** people who go to sea in ships and boats

**seasonal** varies with each season

**service industry** an industry which provides a service other people want to pay for

**shanty town** a run-down area where people live in roughly built shelters

**telecommunications** sending information in the form of electronic signals

**tropical** near the Equator

**urban** connected with towns and cities

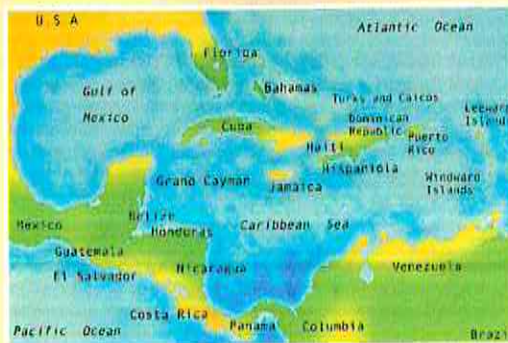
**vendor** someone who sells things

**wind direction** the direction in which the wind is blowing

# CAYMAN

## Primary Social Studies

OUR CARIBBEAN FRIENDS AND NEIGHBOURS



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

