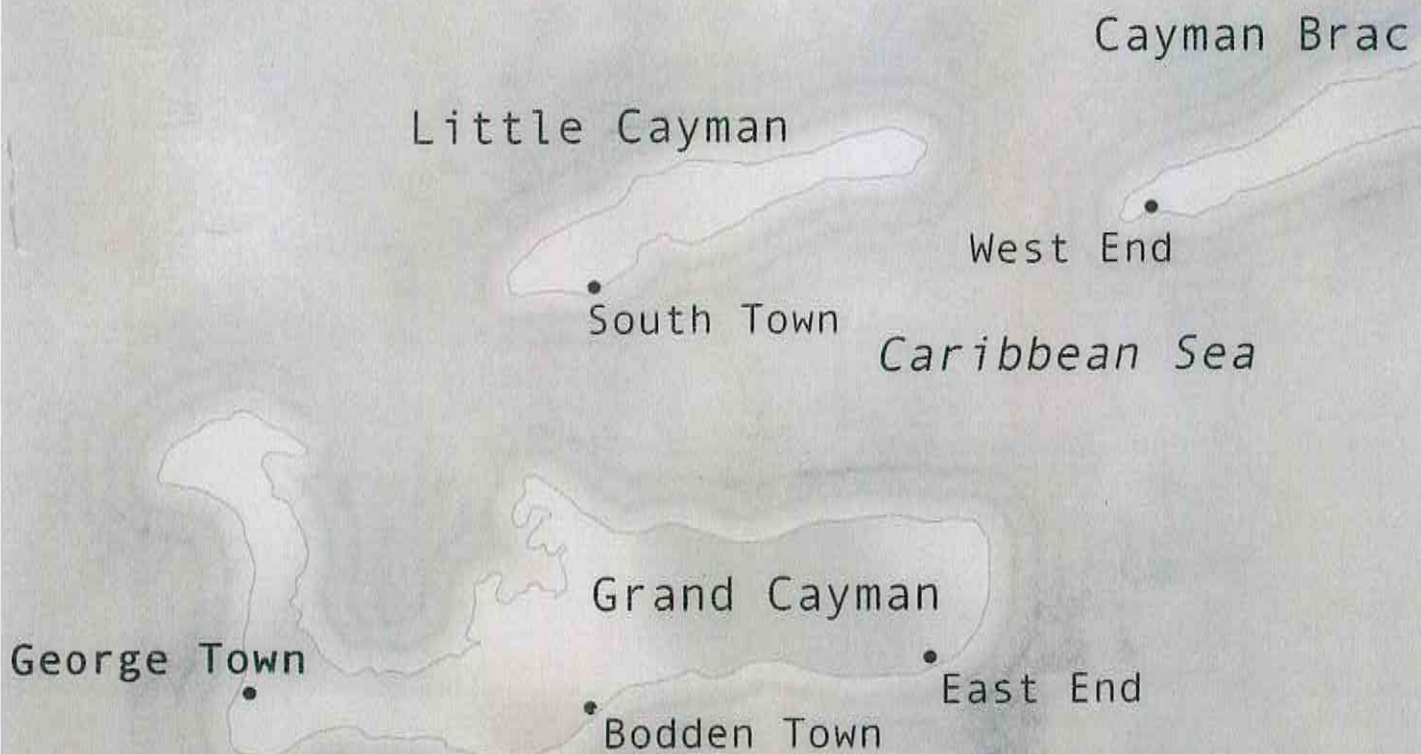


# CAYMAN

## Primary Social Studies

### THE CAYMAN ISLANDS



WORKBOOK

4

**Cayman Islands**  
**Primary Social Studies**

WORKBOOK 4



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# 1

## Our Basic Needs



Our basic needs are food, water, shelter and air.

Which of these is the most important?

Write them in order of importance starting with the most important. (To help you, think about how long you could survive without each of them.)

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_

We also have other needs. List four other important needs.

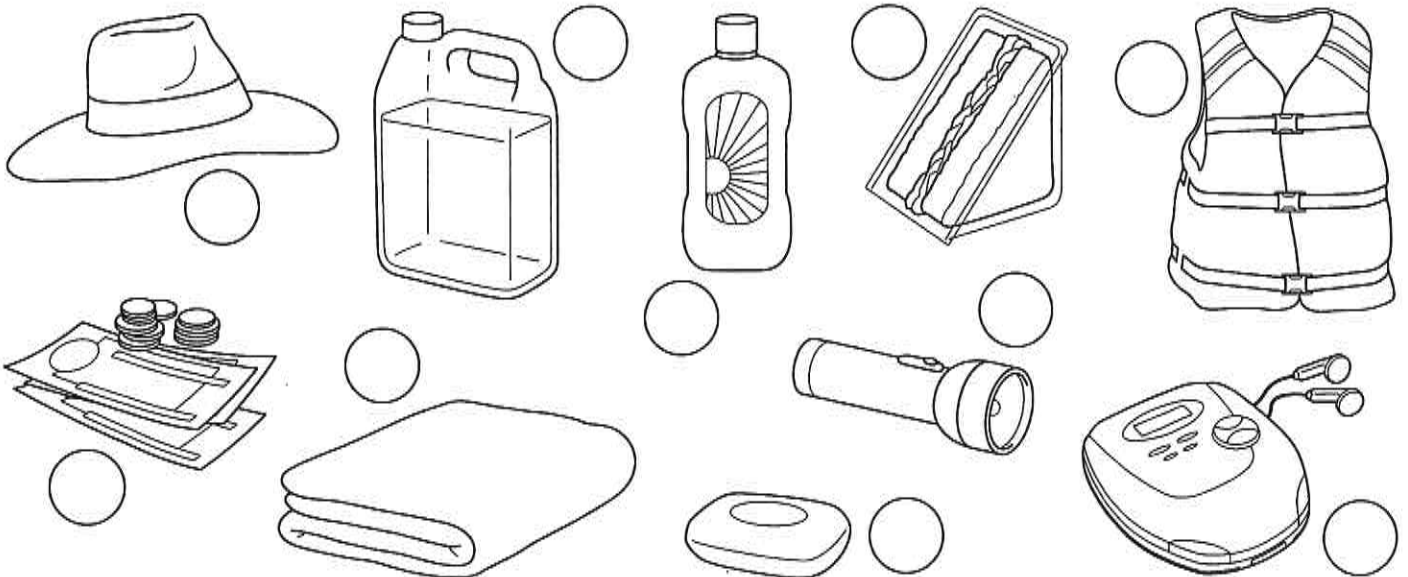
\_\_\_\_\_

Now draw a diagram in your exercise book to show how your needs are met.

Label each need you show.

Imagine you are lost in a small boat at sea. You have the following things in your boat. Rank them in order of importance for survival by numbering them in the circles provided from 1, the most important, to 10, the least important.

- sun hat    container of fresh water    suntan lotion    packet of sandwiches
- life jacket    money    blanket    soap    flashlight    CD player



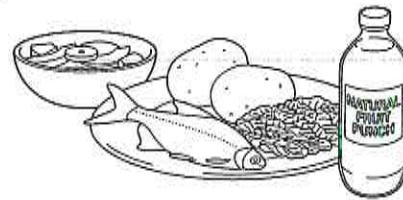
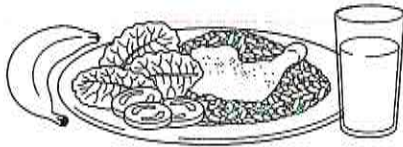


# Food

Name the four food groups and say what they do for us.

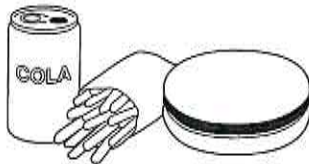
Food groups	How they help us
_____	_____
_____	_____
_____	_____
_____	_____

Look at these four pictures showing meals. Write under each meal the food groups it includes. Tick the balanced meals. Put a cross by the meals that are not balanced.



\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_

With a friend talk about what is missing from each of the unbalanced meals.

In your exercise book, write down all the foods you ate yesterday. Make a table like this one. Say which food group or groups they belong to. Include any snacks and drinks as well as meals.

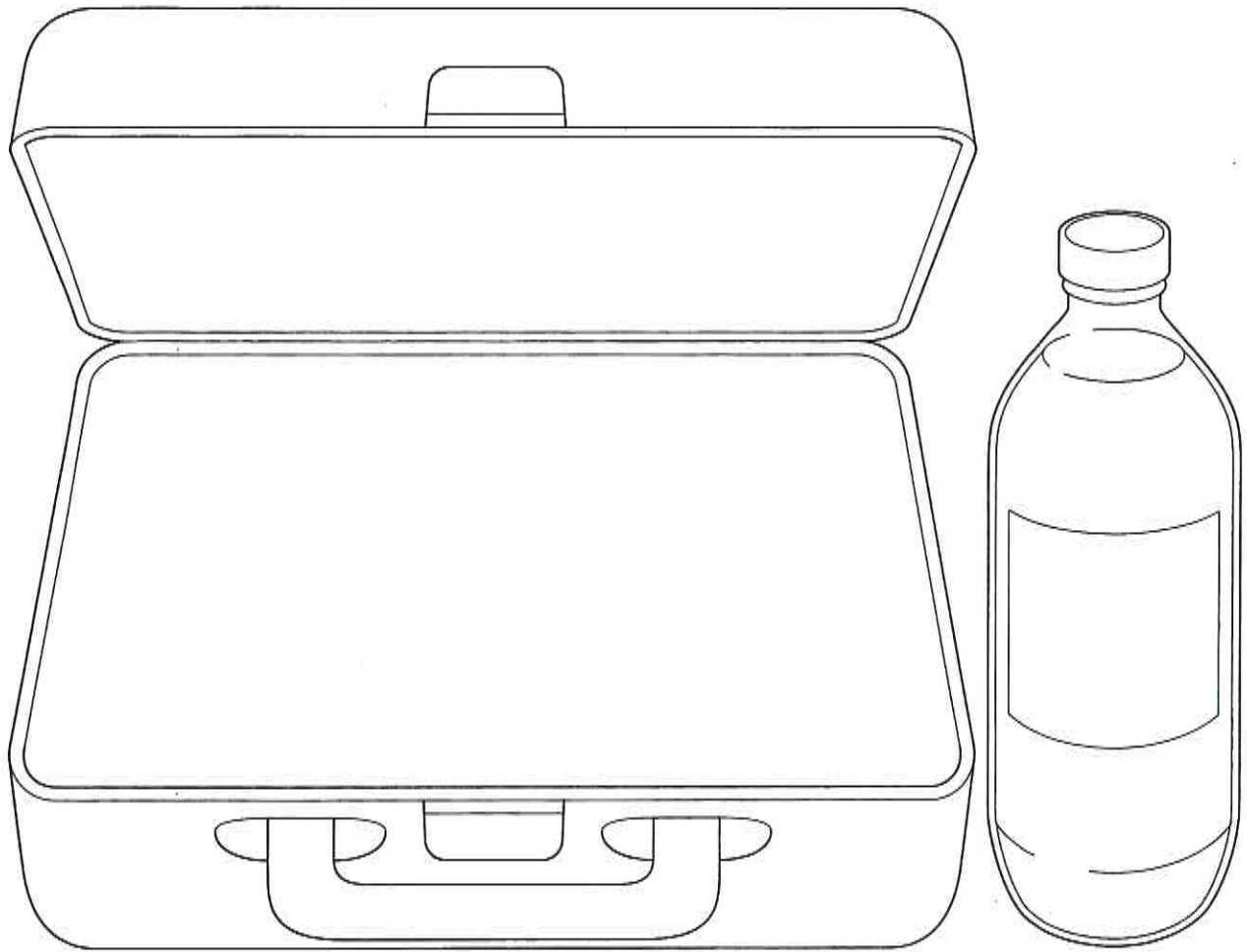
Foods	Food groups
_____	_____

How balanced do you think your eating was yesterday? Explain.

\_\_\_\_\_

\_\_\_\_\_

Draw a healthy meal for school lunch in the lunch box below.



### Activity

Use the computer, coloured pencils or paints to design a colourful lunch menu for a café or restaurant. Include starters, main courses, desserts and drinks. The main meals you serve must be balanced. Make sure customers can have a choice.

Look at your friend's lunch menu. Choose a balanced meal (starter, main course and dessert) and drink that you would enjoy. Write your choices below.

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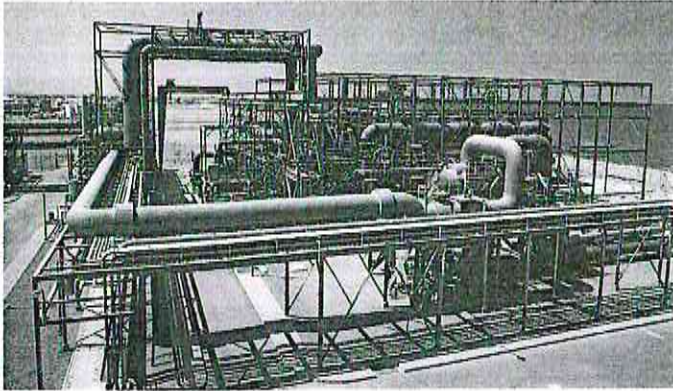


Collect menus from different cafés and restaurants. Compare them with each other. Which provide balanced meals?



# Water

These pictures show water sources in different countries.



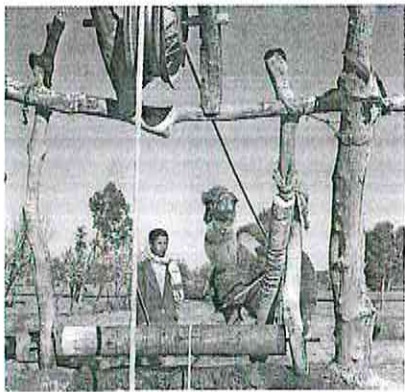
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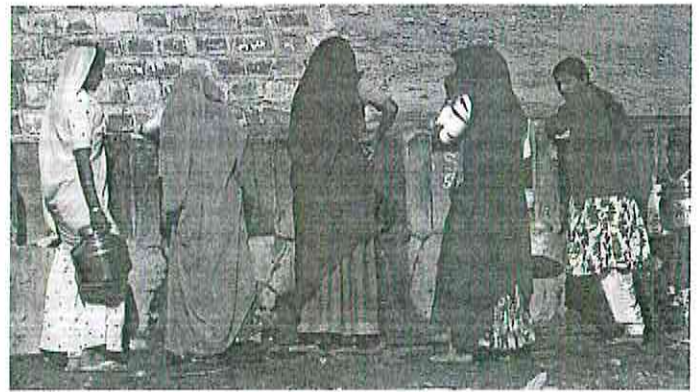
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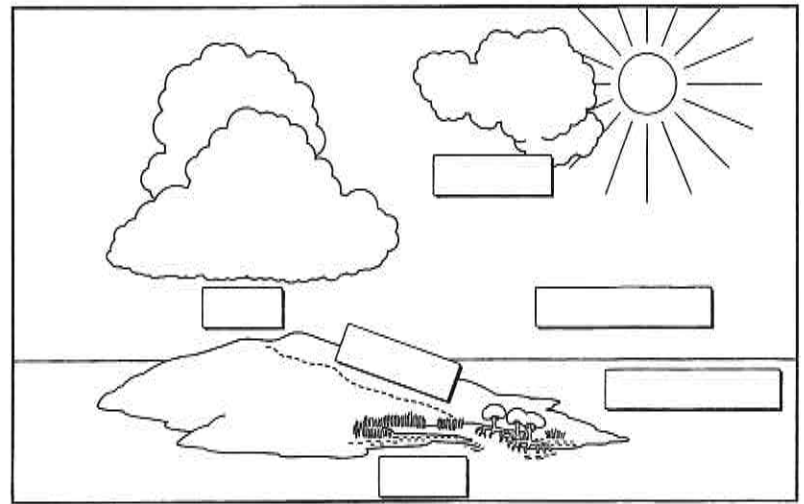
Label each photograph with the correct water source name from the box below. Say whether you think each source is safe to drink or unsafe.

river    tap    stand pipe    cistern    desalination plant    well



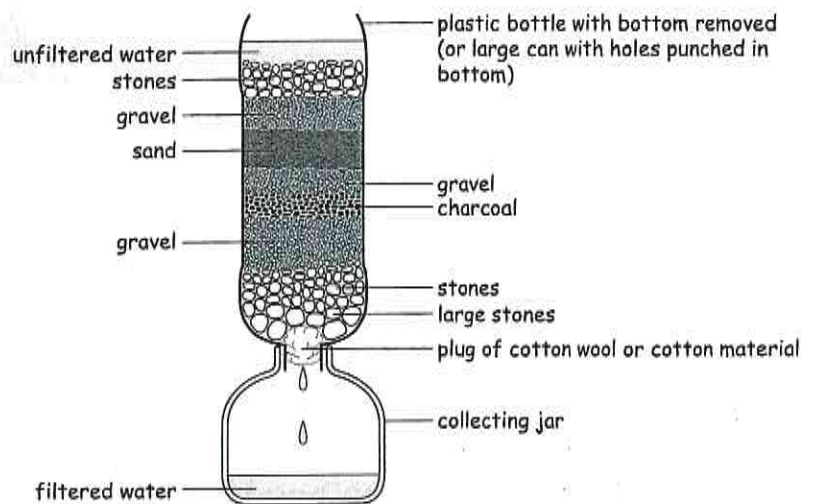
- 1 Find out how water is provided for your home. Find out where the pipes go. In your exercise book, draw a labelled diagram to show how the water gets from the public water supply to your taps.
- 2 Find out more about water sources and supplies in other countries. In many parts of the world people do not have safe drinking water. Find out about organisations that are helping to change this.

Look at this diagram of the water cycle. Copy it into your exercise book. Add arrows to show the direction water is moving and label the diagram correctly.



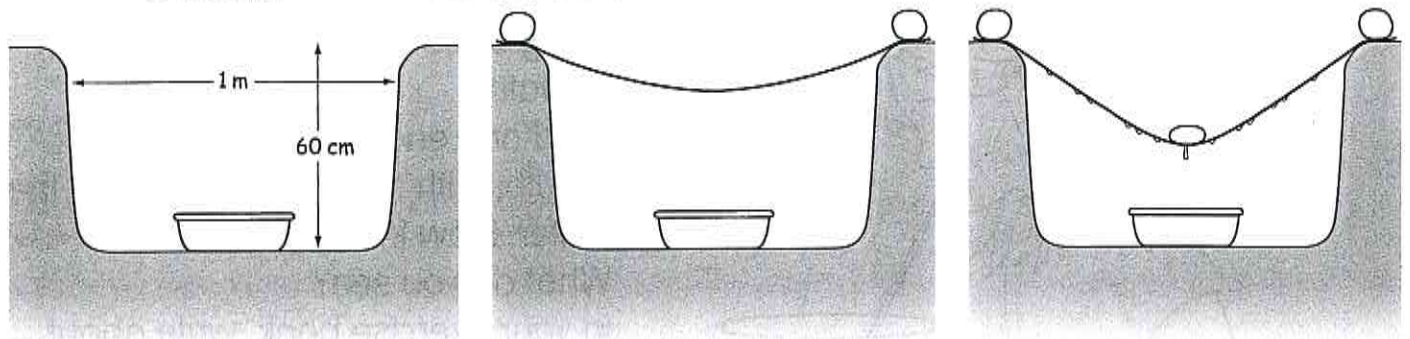
### Activity

Make your own water filter using an empty plastic drink bottle. This filter will remove dirt from water, but does not remove germs. Try it out using dirty water, but do **not** drink the filtered water.



### Activity

Make a solar still. This will produce clean water if all the equipment used is clean.



1. When it is hot and sunny dig a hole in the ground. Put a clean pot in the centre of the hole.
2. Spread a clean plastic sheet over the hole. Hold the sheet in place with some stones.
3. Put a stone in the middle of the sheet of plastic. The plastic should dip towards the pot, but it must not touch the soil.

In your exercise book, write about your experiments in producing clean water.



Find out about other ways of making water safe to drink.



# Air

We need air to breathe. We cannot see air but we can feel it.



## Activity

Try trapping air in a plastic bag. Make sure the bag has no holes in it. Run around to catch air in the bag. Tie the opening tightly with string to make a ball.

Try floating the bag on water.

Try pressing the bag. Can you feel the air inside?

Hold the opening of the bag near to your face or make a tiny pinhole in the bag. Squeeze the bag between your hands. Can you feel the air coming out? In your exercise book, write about what happened in your experiments.



You can see the air you breathe out, using a drinking straw and a bowl of water.

Hold one end of the straw in your mouth, with the other end under the water. Blow into the straw.

What do you see?

In your exercise book, write about what happened.



Find out more about the different gases that make up air.



# Air pollution



Name four different causes of air pollution shown in the picture.

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List two causes of air pollution in the Cayman Islands.

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- 1 Find out about the effects of air pollution on humans, animals and plants.
- 2 Find out about the effects of cigarette smoke on human beings.

What do you think human beings could do to reduce air pollution in big cities?

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# Shelter

Explain why we need shelter. What does it protect us from?

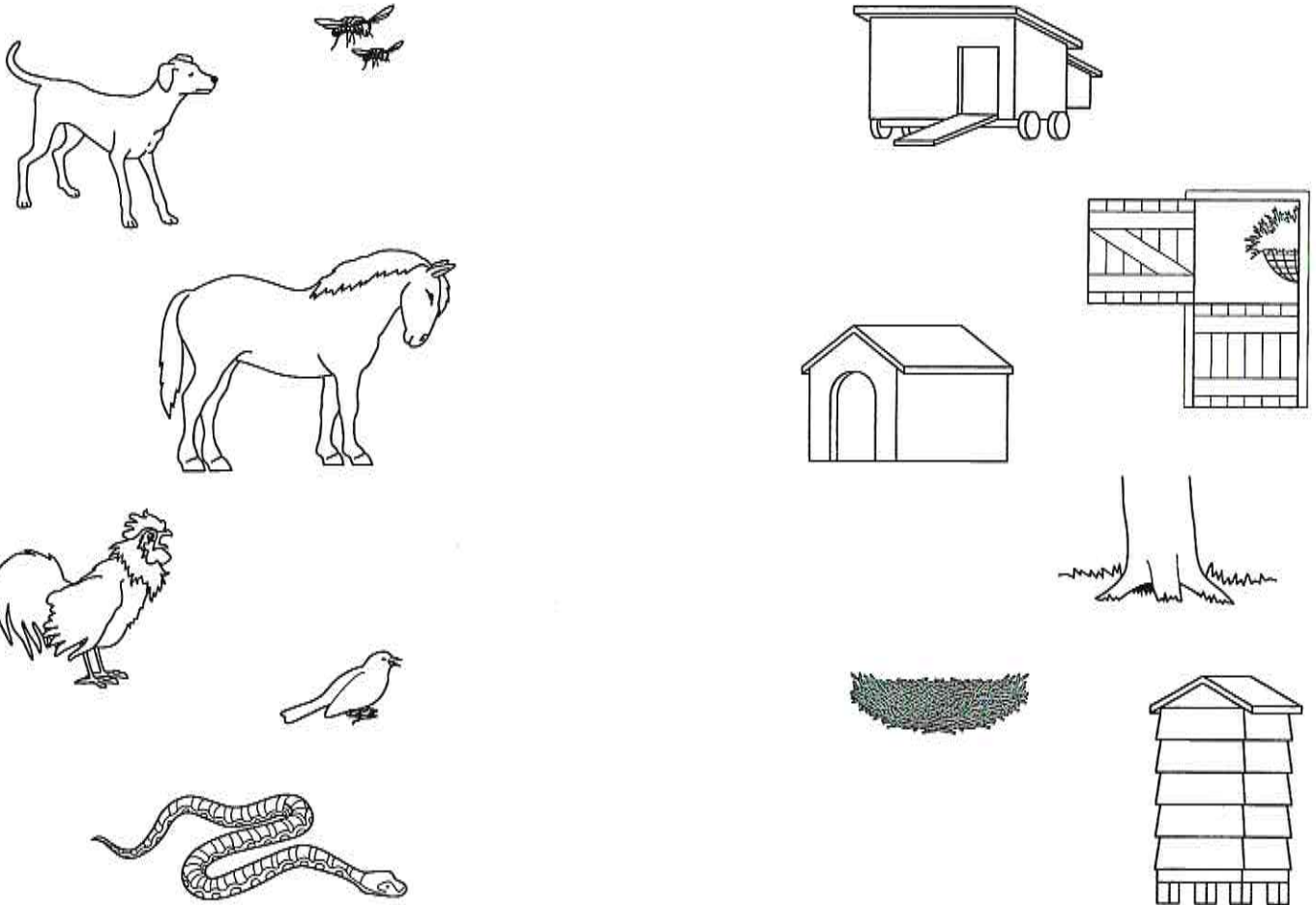
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## Activity

Collect pictures of the different kinds of houses that people live in all over the world. Make a large wall display. Add labels to the pictures to say what country these houses are found in.

Match each of these animals to their shelters and name both the animal and its shelter.



Find out about different animals and insects that live in the Cayman Islands. How do they find shelter? Do they make houses?

## Activity

Make a model of your own house using junk materials.



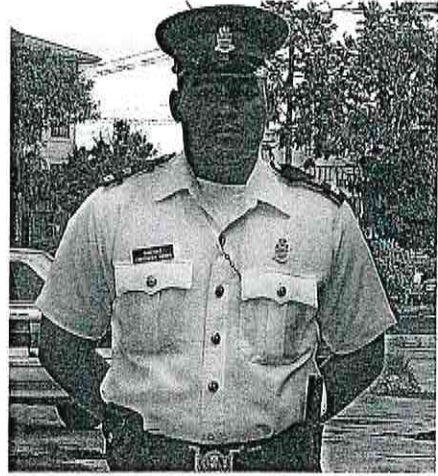
# Clothing

These people are wearing special clothes. Who wears these clothes and why?



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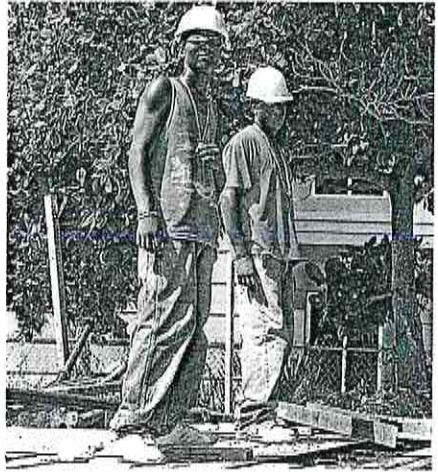
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Find out about clothing in the past. Ask older people about the clothes they used to wear and look at old photographs. How was clothing in the past different from the clothing we have today?

## Activity

Work out the cost of buying clothes for a person your age for one year. What items would you need? How many of each would you need? How often would they need to be replaced?



# Sleep

Keep a record of the number of hours you sleep over a week. Compare this with an adult in your family.

Hours of sleep	Me	An adult
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Sunday		

Did you sleep more or less hours than the adult? \_\_\_\_\_  
Why do you think this was so?

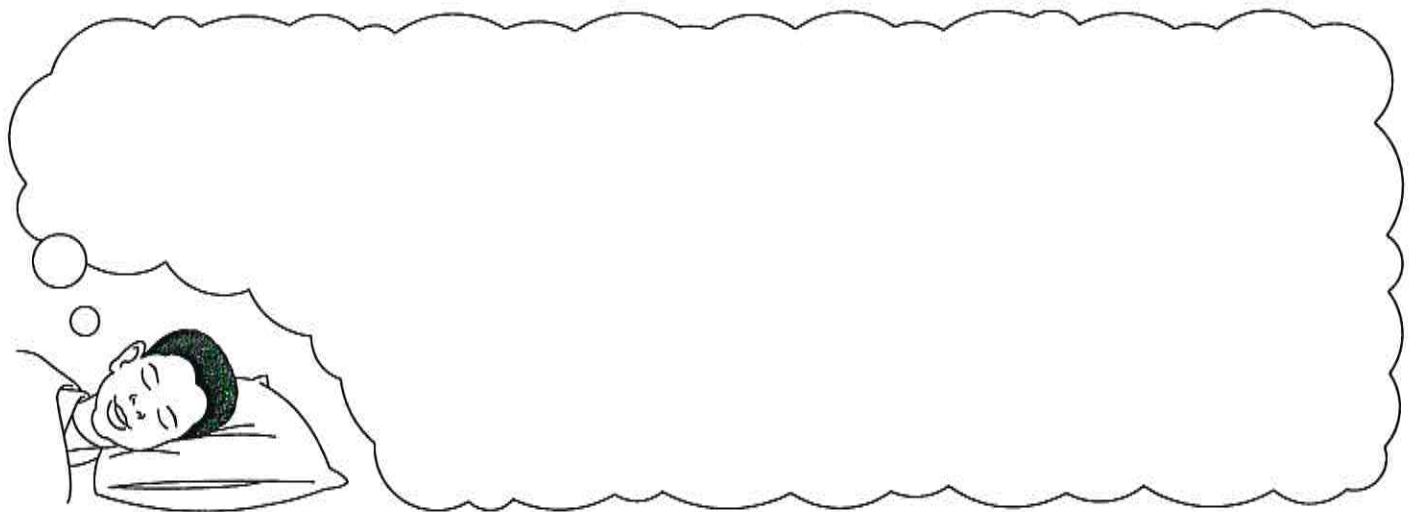
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What happens if you do not get enough sleep?

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Do you ever have dreams? Write the story of one of your dreams in your exercise book. Draw a picture below to illustrate your story.

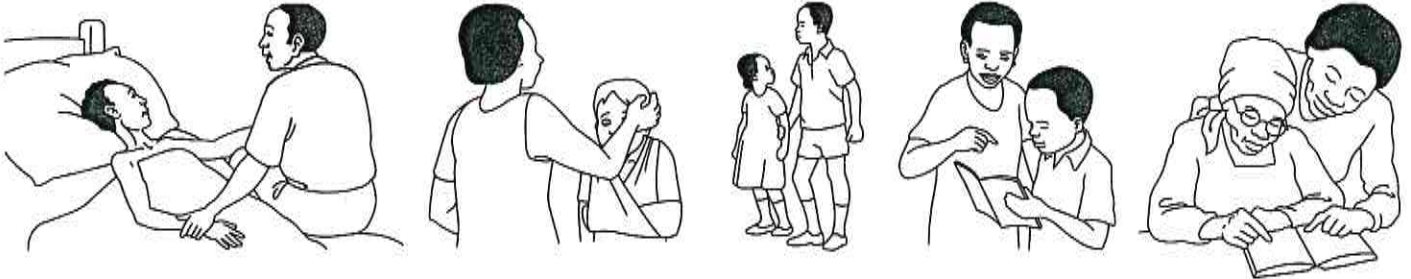


Ask people about why they think we need to sleep and why we have dreams.

# People who care for us

Children and adults need people to love and care for them.

Write a poem or story about the people who care for you. Or you may write about someone who has no one to care for them.



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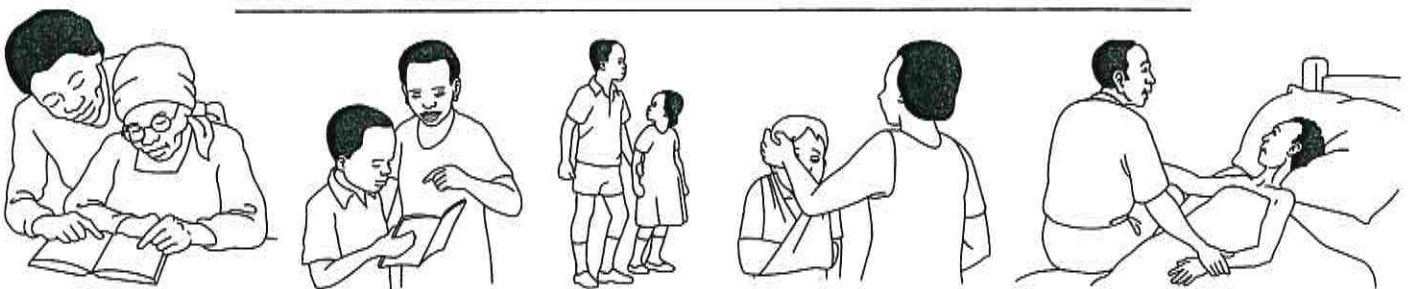
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# Money to buy what we need

Read page 18 of your textbook and answer the questions.

1 Why do we need money?

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2 What are goods?

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3 Give some examples of the goods your family buys.

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4 What are services?

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5 Give some examples of the services your family pays for.

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6 What are taxes?

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7 Name some public services.

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Find out about the taxes people pay in the Cayman Islands.



In your exercise book, draw pictures of two Cayman Island bank notes and three coins.

A country's money is called its currency. Compare the currency of the Cayman Islands with that of the USA. How are they similar? How are they different?



## Needs and wants

In your exercise book, draw two large boxes side by side. Label one '**Needs**' and the other '**Wants**'. List your needs and wants (or some of them!) in the boxes.

Which of the following needs does your family spend most on each week?  
(Housing, food or clothing?) \_\_\_\_\_

Some needs, such as clothing and food, can also be wants. Explain this.

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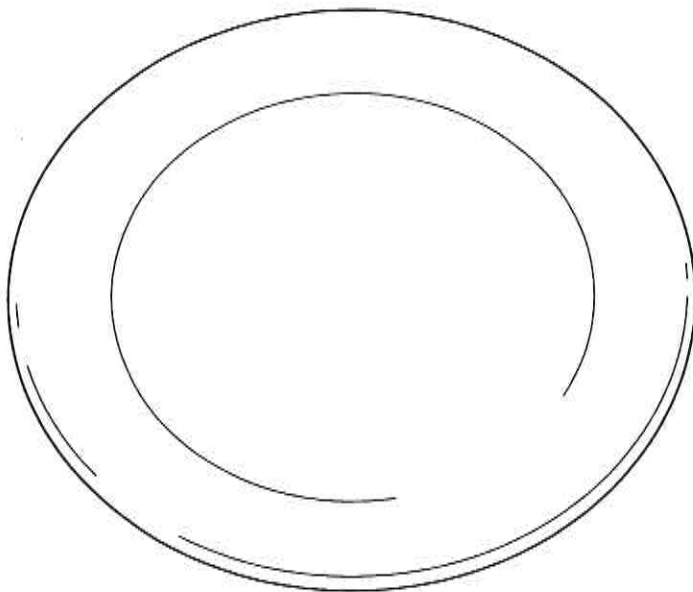
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Give two examples of food 'needs' and two of food 'wants'.

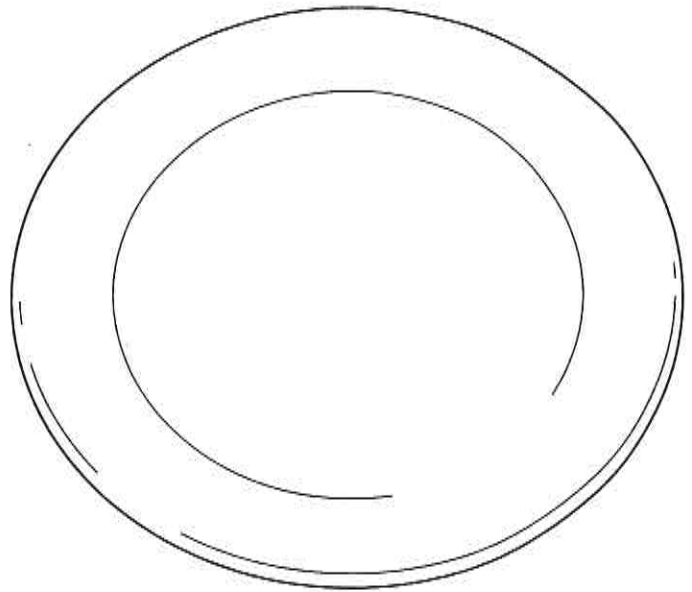
Needs: \_\_\_\_\_

Wants: \_\_\_\_\_

In the spaces provided, draw and label two meals: 1. A balanced meal; 2. A meal that is not healthy.



**Food needs**



**Food wants**

Give one example of a clothing 'need' and one of a clothing 'want'.

Need: \_\_\_\_\_

Want: \_\_\_\_\_

**Project** ▲ Find out how people in other parts of the world meet their basic needs. Some people, such as Amazonian Indians, living in traditional ways, use very few resources. Find out more about people like this.

# 2 Caymanians

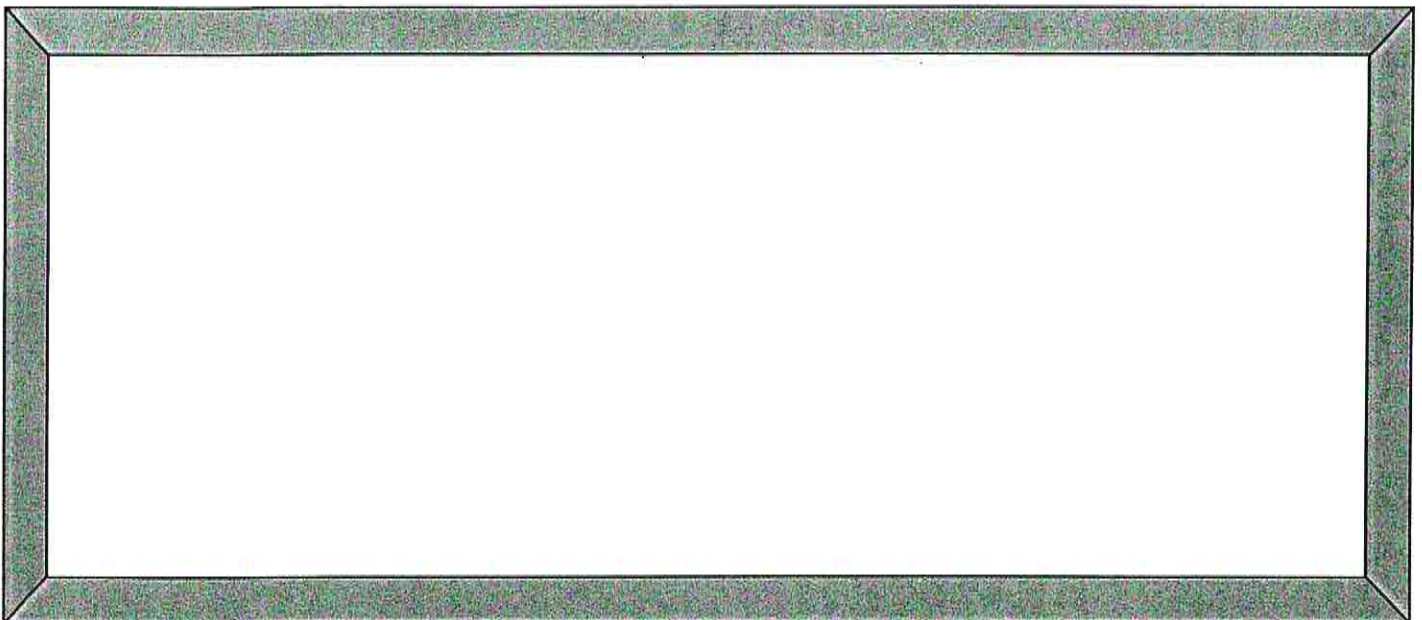


Match each word or phrase with the correct meaning.

- |                |  |
|----------------|--|
| Citizens       | ● People who move from one place to another to live and work   |
| Caymanians     | ● All the people who live in the Cayman Islands  |
| Non-Caymanians | ● Great-grandparents or other people from long ago in our family   |
| Population     | ● Children, grandchildren and great-grandchildren  |
| Ancestors      | ● People who were born in the Cayman Islands. Often their parents and grandparents were born here too  |
| Migrants       | ● People who belong to a country   |
| Descendants    | ● People who live and work in the Cayman Islands from time to time and then go back to their own countries. They are also called expatriates |

## Activity

Draw a picture to show what you think your ancestors may have looked like. You could ask your parents or other older people about them.

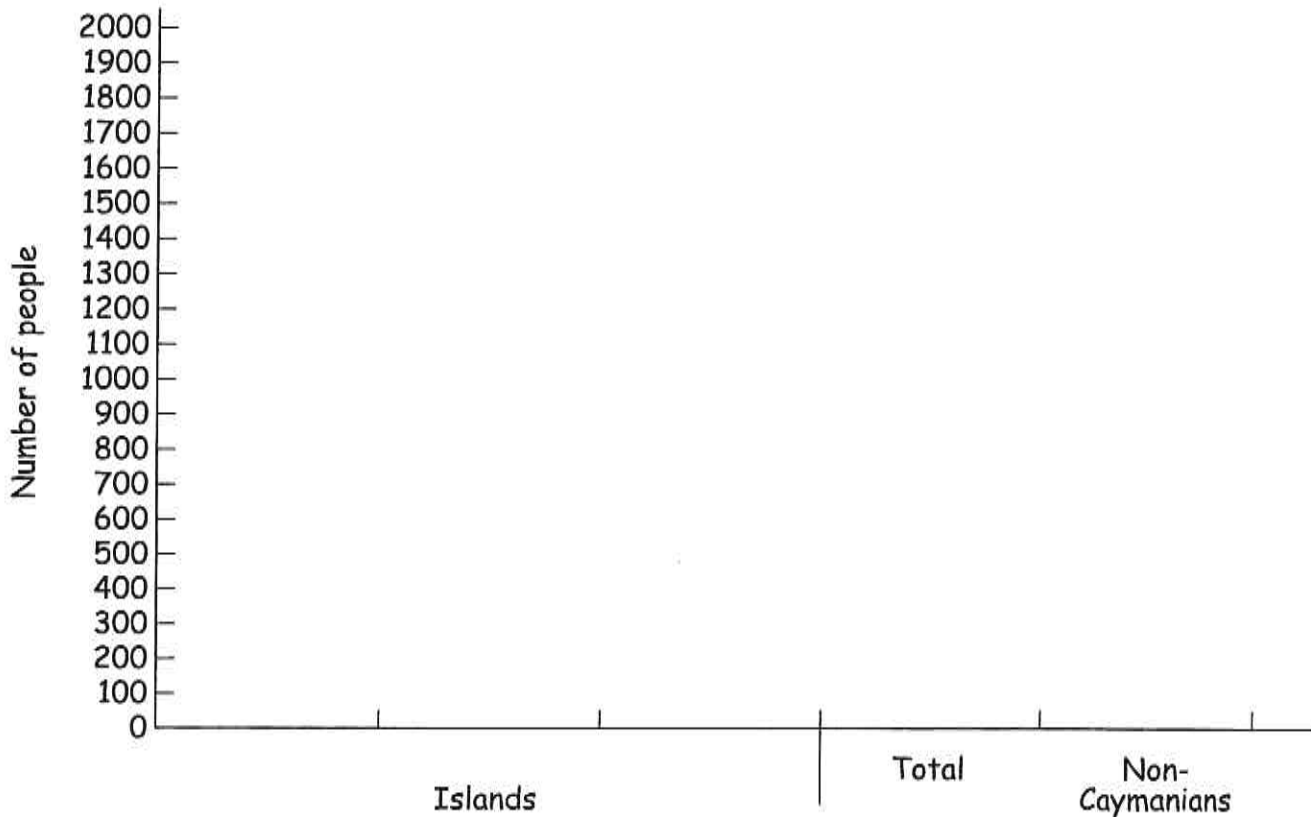


Find out how long your family has lived on the Cayman Islands and where your ancestors came from.

## Our population

Use the figures in Table 2 on page 22 of your textbook to draw a bar chart of the population of the Cayman Islands. This has been started for you below.

To finish off the bar chart, draw in the bars and label the three island bars at the bottom.



- 1 How many times greater is the population of Grand Cayman than Cayman Brac?  
\_\_\_\_\_
- 2 Which island do most of the non-Caymanians live on? \_\_\_\_\_
- 3 Why do you think there are so few people living on Little Cayman?  
\_\_\_\_\_

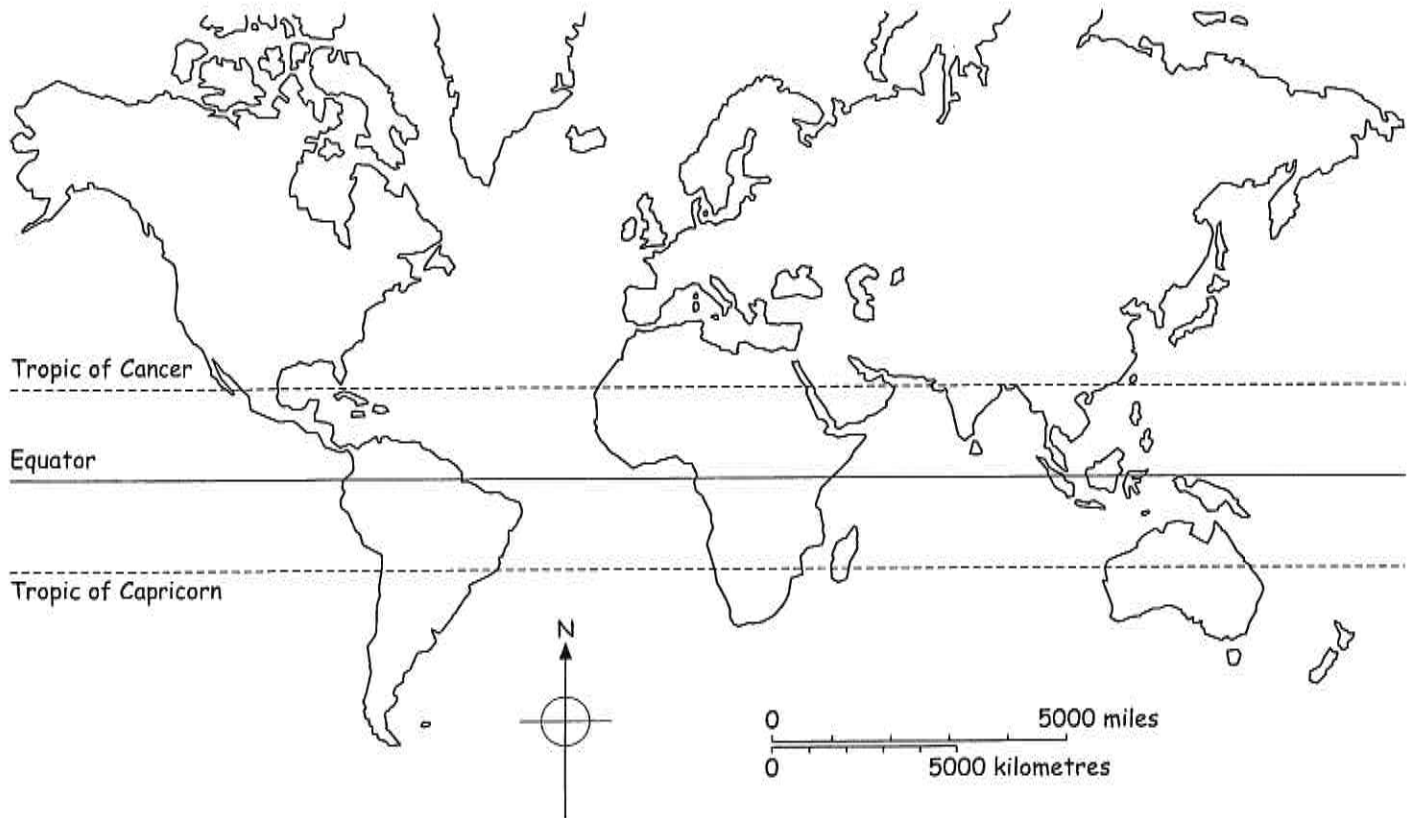


- 1 The population figures in Table 2 on page 22 of your textbook are those for the year 2000. Can you find some more up-to-date population figures and compare them? How have the population figures changed since 2000? Has the population gone up or down?
- 2 What are the populations of some other countries you know, such as the USA, UK, Jamaica and Cuba? How much bigger or smaller are their populations than the Cayman Islands?



# Our ancestors

Where did your ancestors come from? \_\_\_\_\_



- 1 Label the Cayman Islands and the continents.
- 2 Colour the continent you think your own ancestors may have come from with red.
- 3 Colour the continents that other Caymanians' ancestors came from with yellow.
- 4 Label the places your ancestors came from if you know them.



Talk to people in your family. Find out about your ancestors as far back as you can. How long ago did your ancestors come to the Cayman Islands?

## Activity

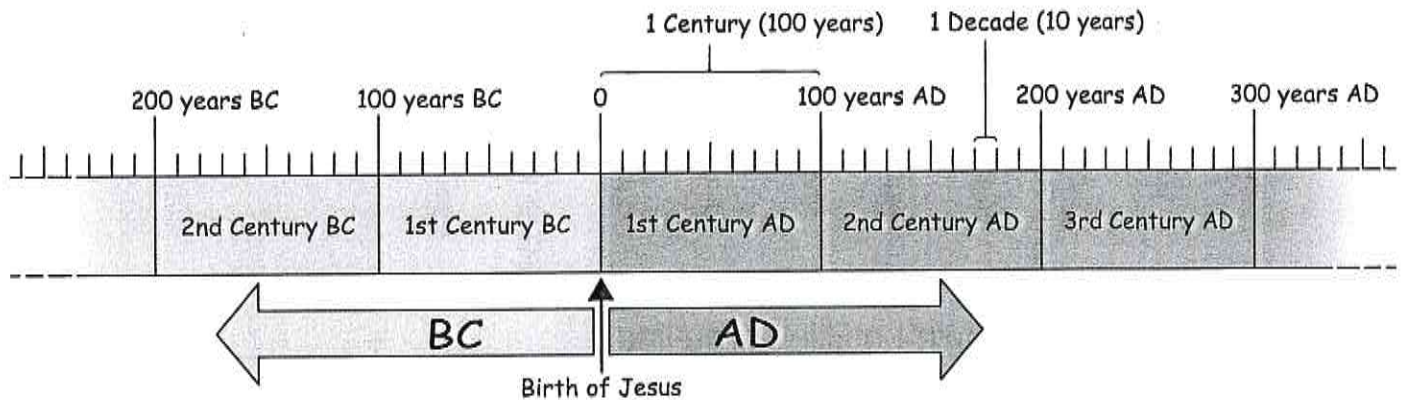
In your exercise book, draw your family tree. Write on as many names as you can. Use a symbol or different colour to show which people lived in the Cayman Islands.

# Dates, decades and centuries

Write down today's date: \_\_\_\_\_

It has three parts: the day, the month and the year.

We use calendars to measure time. In many parts of the world, including the Cayman Islands, people use the Gregorian calendar. This uses the birth of Jesus as the starting point to count time. The first year is known as AD 1. For dates before the birth of Jesus the letters BC are used. We count backwards for these years. So 100 years before the birth of Jesus is written as 100 BC and 100 years after the birth of Jesus is written 100 AD. When a date does not have BC or AD, it is always read as AD.



A decade is a period of 10 years. We talk about 'the 1650s' meaning the ten years beginning in 1650.

A century is 100 years. We talk about 'the 17th century' meaning the hundred years beginning in 1600.

Fill in the blanks in the sentences below.

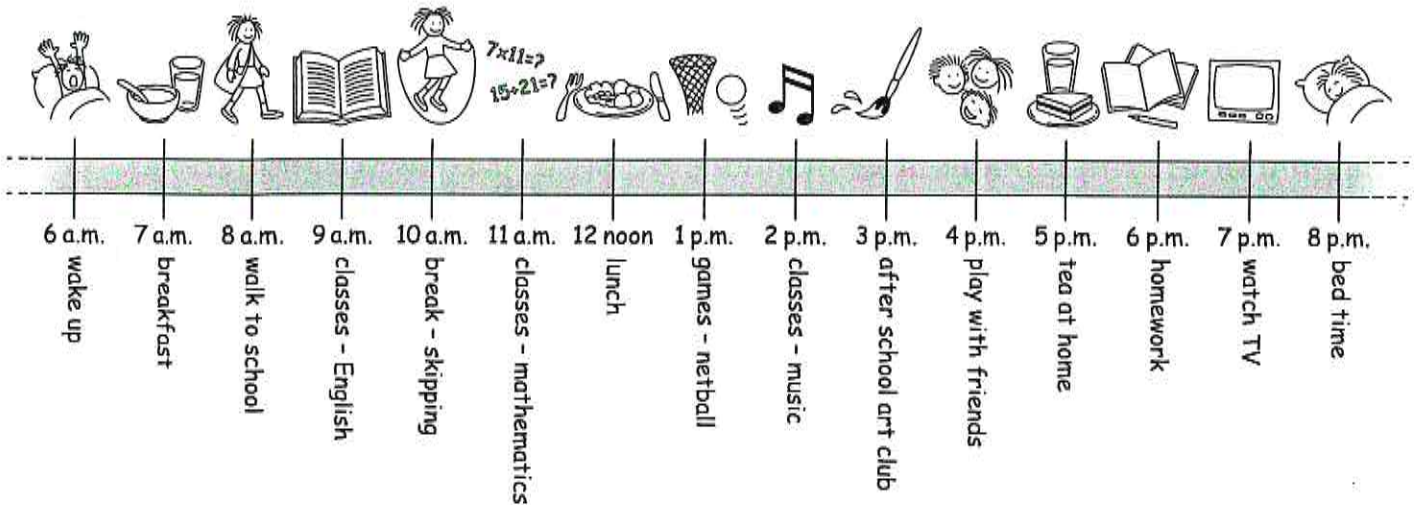
- 1 A period of ten years is called a \_\_\_\_\_.
- 2 We use the \_\_\_\_\_ calendar.
- 3 Our calendar uses the birth of \_\_\_\_\_ as the starting point to count \_\_\_\_\_.
- 4 Dates before the birth of Jesus are shown using the letters \_\_\_\_\_.
- 5 The letters \_\_\_\_\_ show dates after the birth of \_\_\_\_\_.
- 6 A period of one hundred years is called a \_\_\_\_\_.
- 7 The 18th century began in \_\_\_\_\_.
- 8 The century that began in 1500 is called the \_\_\_\_\_ century.
- 9 We are living in the year \_\_\_\_\_.
- 10 We are living in the century called the \_\_\_\_\_.



# Reading a time line

We can use time lines to show different units of time, from hours and minutes to decades and centuries. A time line helps us to put events in order or sequence. We call the period between two different times on the line a unit.

This time line shows how Ellie spent her day.



- 1 How many units are shown on Ellie's time line? \_\_\_\_\_
- 2 How much time does each unit show? \_\_\_\_\_
- 3 At what time did Ellie have breakfast? \_\_\_\_\_
- 4 How long did Ellie spend on her homework? \_\_\_\_\_
- 5 What did Ellie do after school and before her homework? \_\_\_\_\_
- 6 If Ellie goes to bed and gets up at the same time each day how much sleep does she usually get? \_\_\_\_\_

## Activity

Draw a time line to show your day. You could add small pictures to illustrate it. Or you could draw your time line using a computer.

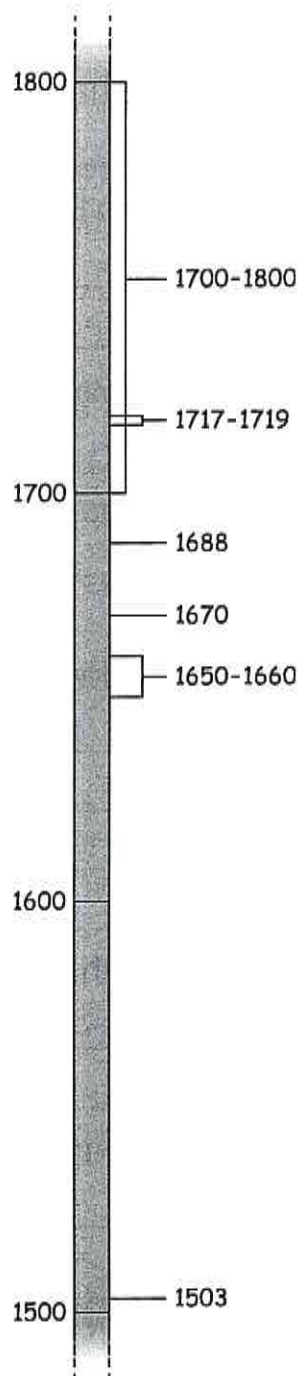
My time line



# Important dates

Read pages 24 to 31 of your textbook.

The time line below shows important dates in the Cayman Islands from the 16th century to the 18th century. Draw pictures to show what happened at those times. Give each of your pictures a title.



Find out what a millennium is.

## Seafarers, pirates and settlers

Read pages 26 to 31 of your textbook and answer these questions.

1 Why did the seafarers from Europe visit the Cayman Islands in the 16th century?

\_\_\_\_\_

2 What three things did the seafarers take from the Cayman Islands?

\_\_\_\_\_ and \_\_\_\_\_

3 How did the pirates help the British in the 17th century?

\_\_\_\_\_

4 What did the British call the pirates who helped them? \_\_\_\_\_

5 Name two famous pirates. \_\_\_\_\_ and \_\_\_\_\_

6 Who was 'Blackbeard'? \_\_\_\_\_

7 Which pirate was made Lieutenant-Governor of Jamaica? \_\_\_\_\_

8 Where did the first settlers come from? \_\_\_\_\_

9 Who attacked the Little Cayman settlement in April 1670? \_\_\_\_\_

Study the map of Grand Cayman on pages 30 and 31. It was drawn in 1733 for the British Admiralty.

List the place names that are still used today.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Find and name two settlements. \_\_\_\_\_ and \_\_\_\_\_

Find two paths or tracks. Describe where the paths lead.

\_\_\_\_\_  
\_\_\_\_\_

Who do you think would have used the map?

\_\_\_\_\_

### Activity

Use a magnifying glass and see whether you can read any of the text underneath the map.



Find out more about Cayman surnames and where they come from.

## The slave trade

The slave trade brought people from Africa to work in the Caribbean. They were taken from their homelands by force and brought to the Caribbean on ships. They were treated very badly and many died on the way. Slaves were sold to Europeans. Many worked on plantations growing sugar cane. This picture shows the conditions on a slave ship.



- 1 Find out more about the slave trade and the way slaves were treated in the Caribbean.
- 2 Find West Africa on a map of the world in your atlas. Which modern countries are in West Africa?

### Activity

Read pages 32 and 33 of your textbook and look at the picture above. Use this information to help you imagine you were a child brought from a village in West Africa to Jamaica and then to the Cayman Islands. Write the story of your journey and how you felt when you arrived.

### Project

Find out more about your ancestors, how they came to the Cayman Islands, how they lived and what they did. Choose one of your ancestors and write about their life. Use any facts you have been able to find out and also use your imagination.

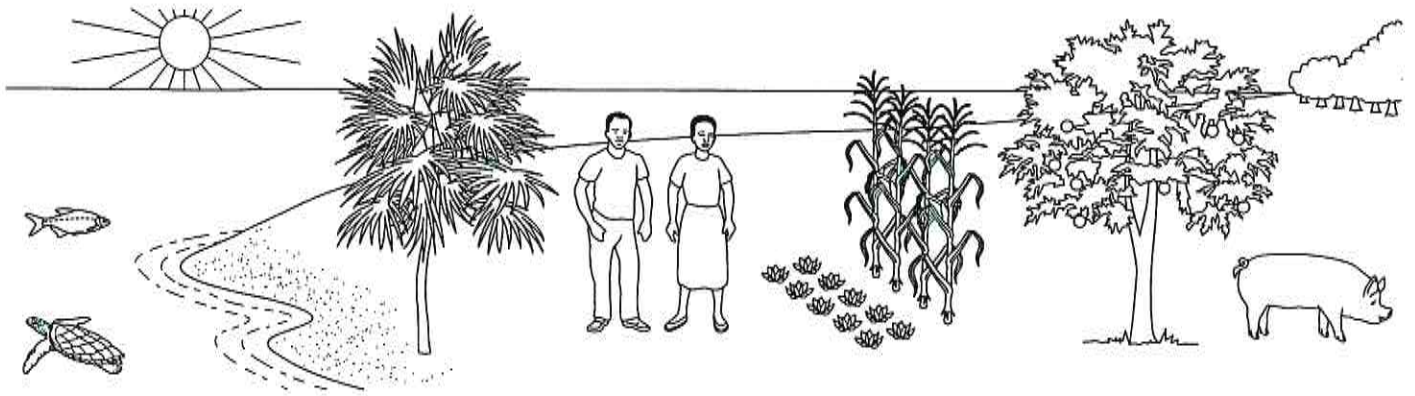


# 3 Our Industries – Past and Present



## Natural resources

Look at the picture below. Circle the natural resources on the picture and list them in your exercise book.



Look around your classroom. Make a table in your exercise book of the natural resources that have been used to make things in your classroom. An example is given:

Natural resource	Used to make
Trees	Paper

Draw pictures to show the natural resources we use to meet our needs for food, water, clothing and shelter. Label each one.

## Activity

Work in small groups. Collect samples of the natural resources around your neighbourhood and make a display.

# Renewable and non-renewable resources

Read page 36 of your textbook.

- 1 Name one renewable resource that we can eat. \_\_\_\_\_
- 2 What kind of resource are fish? \_\_\_\_\_
- 3 What kind of resources are oil and petrol? \_\_\_\_\_
- 4 Name four renewable resources used by the tourist industry.  
\_\_\_\_\_
- 5 When you drink a can of fizzy drink, which parts of the product are renewable and which are non-renewable?  
\_\_\_\_\_
- 6 Name one renewable resource that renews itself quickly. \_\_\_\_\_
- 7 Name one kind of renewable resource that renews itself slowly. \_\_\_\_\_
- 8 What must we do so that we do not run out of resources that renew themselves slowly? \_\_\_\_\_
- 9 What must we do so that we do not run out of non-renewable resources?  
\_\_\_\_\_
- 10 What non-renewable or slowly renewable resources do the Cayman Islands have?  
\_\_\_\_\_

## Activity

Plant some quick-growing seeds, such as beans, watch their progress and record how long it takes before you can harvest something. Plant some slow-growing seeds and watch their progress. How long will it take before you can harvest something from them?



- 1 What kinds of resources are plastics made of?
- 2 Which non-renewable resources do you use every day?
- 3 Many people think that natural resources like the sea and sunshine will always be there. But human beings can pollute the sea and change the climate of the world. Find out about climatic change and global warming. How might it affect the Cayman Islands?



# Human resources

The Cayman Islands are rich in human resources. We are a multi-cultural community. This means that we have people from many different cultures and our ancestors came from many parts of the world. Caymanians have many skills and qualities.

Look at the pictures on page 37 of your textbook. For each of the four workers shown there say what skills you think they need to have.

Barber



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Cashier



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Office worker



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Radio DJ



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What career or job do you want to have when you leave school?

What skills or qualities do you need for this job?

Talk to a friend about how we can develop and improve our human resources.



## Turtle farming

The Cayman Islands Turtle Farm is part of our tourism industry. What does it do?

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How does the Turtle Farm make money?

---

Draw pictures of the three types of turtles that live near the Cayman Islands. Label them to show the differences between them.

Green Sea Turtle



Hawksbill Turtle



Loggerhead Turtle



What things do turtles need to live and breed successfully?

---

---

### Activity

After you have visited the Turtle Farm draw five pictures and write about the different stages in farming turtles in your exercise book. Use these headings:

- 1 How the farm gets the turtle eggs
- 2 How the eggs are looked after
- 3 What happens after hatching
- 4 How the farm looks after the young turtles
- 5 How the young turtles are released

## Turtling and fishing

Read pages 40 and 41 in your textbook and look carefully at the photograph on page 40.

1 Why is the photograph in black and white?

---

2 List the differences you can see between when the photo was taken and today.

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3 What are the men doing?

---

4 Explain why the turtling industry had to stop.

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5 What is meant by 'overfishing'?

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6 Where do hotels and restaurants get their fish from today?

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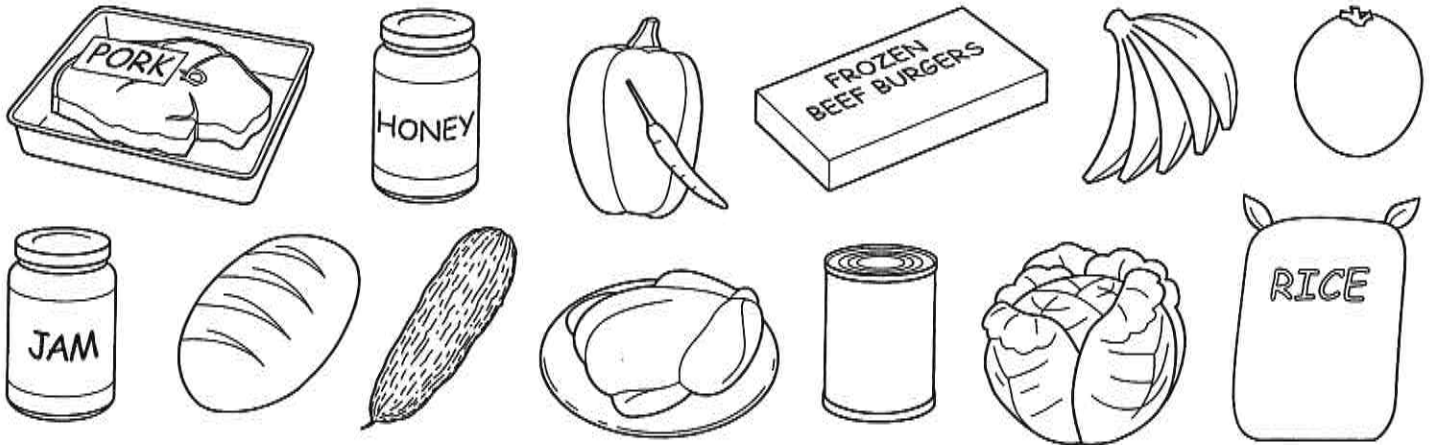
Find out about some of the fish that can be caught off the Cayman Islands. Draw pictures of them in your exercise book.

### Activity

In your exercise book, write a story about a fishing trip. Draw a picture to illustrate your story.

# Farming

Read pages 42 and 43 of your textbook carefully.



- 1 Circle those foods that are grown or made in the Cayman Islands.
- 2 List three other foods that are grown or made in the Cayman Islands.

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- 3 Name two farms in the Cayman Islands.

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- 4 Farmers grow crops and keep livestock. Name two crops grown by Mr Willie Ebanks. \_\_\_\_\_ and \_\_\_\_\_

- 5 What kind of livestock does Mr Willie Ebanks keep? \_\_\_\_\_



Do any farmers in the Cayman Islands keep other livestock apart from pigs?

## Activity

- 1 Visit the local supermarket. Make a list of foods imported from other countries. Look at the packets to see where the different foods come from. Count the number of different foods you find from each country. Draw a bar chart to show which countries our imported foods come from. Each bar should show a different country.
- 2 Talk about why the Cayman Islands only produce a small amount of crops and livestock.



## Thatching, rope making and boat building

The two most common palms found in the Cayman Islands are the Silver Thatch Palm and the Bull Thatch Palm.



Find out the differences between them.  
Draw a labelled picture of each in the space below.

1 What was the thatch palm used for by people in the past?

---

2 Why was the thatch palm so important?

---

### Activity

Record the stories of older people about cutting thatch palm and thatching days.

### Activity

Choose one ship or boat that you are interested in. Find out as much as you can about her. Make a dossier about her. (A dossier is a collection of information including pictures.)



Find out how sails work to move sailing boats through the water.

# Banking

Read pages 46 and 47 of your textbook. Fill in the blanks using words from the box below. Use each word only once.

The Cayman Islands are an important centre for \_\_\_\_\_ banking. Many companies from different countries have their bank \_\_\_\_\_ here. This is because the Cayman Islands are a \_\_\_\_\_ \_\_\_\_\_, with favourable tax laws. Foreign companies bring money from their countries to the Cayman Islands. We call this \_\_\_\_\_ \_\_\_\_\_. C \_\_\_\_\_ banks earn money by providing services to their customers. They provide a safe place for customers to \_\_\_\_\_ money. They can also provide loans. When banks lend people money they ask them to pay interest.

accounts  
offshore

tax haven  
foreign exchange

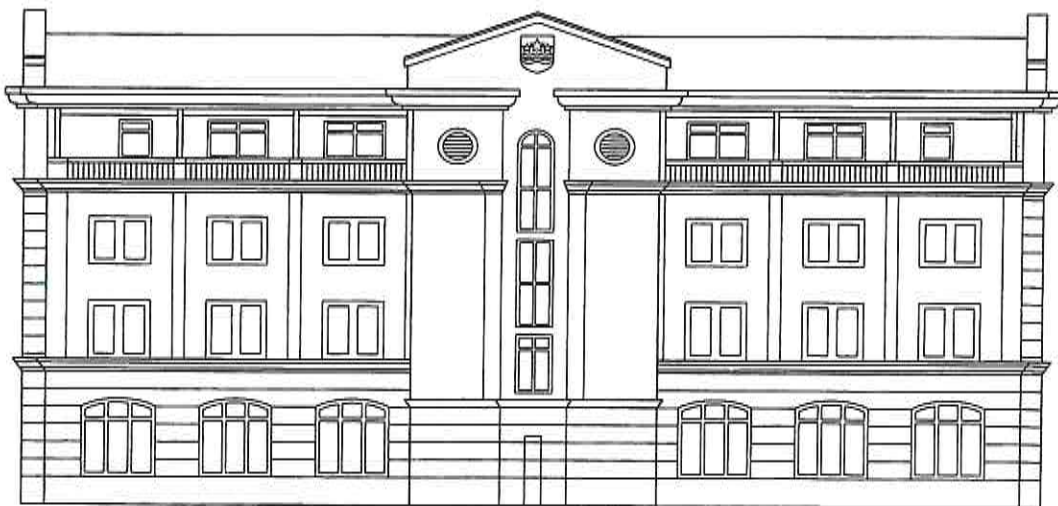
commercial  
deposit



Find out about the interest that people pay when they borrow money from a bank. How is it worked out?

## Activity

Imagine that you want to borrow some money from the bank. This could be to buy something large or to start a small business. Decide what you want the money for. Think about how you could persuade the bank to lend it to you. In your exercise book, write down a list of reasons.



# Tourism

Read pages 48 and 49 of your textbook. Then answer these questions.

1 What is a tourist?

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2 Why do visitors come to your local area?

---

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3 What would you like a visitor to your area to see?

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4 What effects do visitors have on your local area?

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5 Write down your ideas on ways visitors to your area should behave.

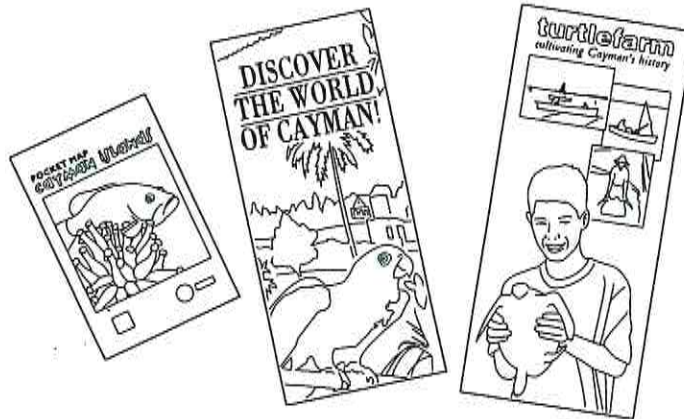
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Compare your answers with those of a friend. How are your answers different?  
How are they the same?



Collect some tourist leaflets and guide books. What information do they contain? How is this information presented?



## Activity

Choose one place or part of your area (such as a church, farm, shopping mall or beach). Make a short guide or leaflet for tourists about it. Include pictures with your writing. If possible, use a computer to create your guide.



# Imports and exports

Read pages 50 and 51 of your textbook. Study the pictures on page 50. Then answer these questions.

1 What can you see in the photographs on page 50?

---

2 What are the cranes used for?

---

3 What is a container?

---

Study the diagram on page 51.

4 What do the blue arrows show?

---

5 Name the country to which we export goods. \_\_\_\_\_

6 What name do we use for all the countries from which we import and to which we export goods? \_\_\_\_\_

7 Why do we have to import most of our food?

---

8 What else do we import?

---

9 What goods do we sell to the USA?

---

## Activity

In your exercise book, draw a table with the headings 'Country', 'Goods imported' and 'Distance travelled'. Use the diagram on page 51 of your textbook and a world atlas to help you fill in this table.

# Currency and foreign exchange

Different countries have different currencies.

## Activity

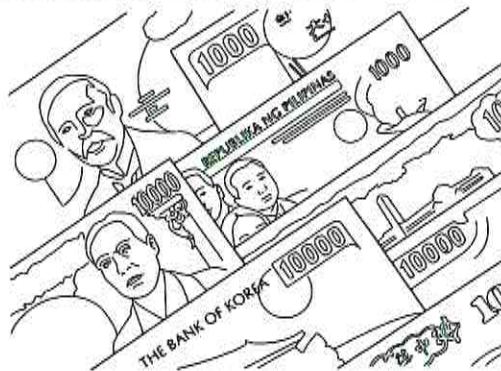
- 1 Collect some Cayman and US coins. Also collect at least two foreign coins.
- 2 In your exercise book, draw pictures of some notes and coins from other countries.

- 1 What is Cayman currency called? \_\_\_\_\_
- 2 What is USA currency called? \_\_\_\_\_



Find out the names of other countries' currency. Display them in a table like this in your exercise book:

Country	Currency
Europe	Euros and cents



In your class, discuss foreign exchange and what it is used for.



What are other currencies worth in Cayman Islands Dollars? Make a list in your exercise book.

Tourism and banking are called 'invisible exports' because you cannot see anything being exported. Which industry earns most of the Cayman Islands' invisible earnings?

---

## Project



Choose one industry you would like to work in when you grow up. Find out more about it and the kinds of jobs within it. Choose one job you would like to find out more about. Find out what it involves and what qualifications you would need for it.

# 4

## Governing the Cayman Islands



### Rules

Write down two rules that you have to obey at home.

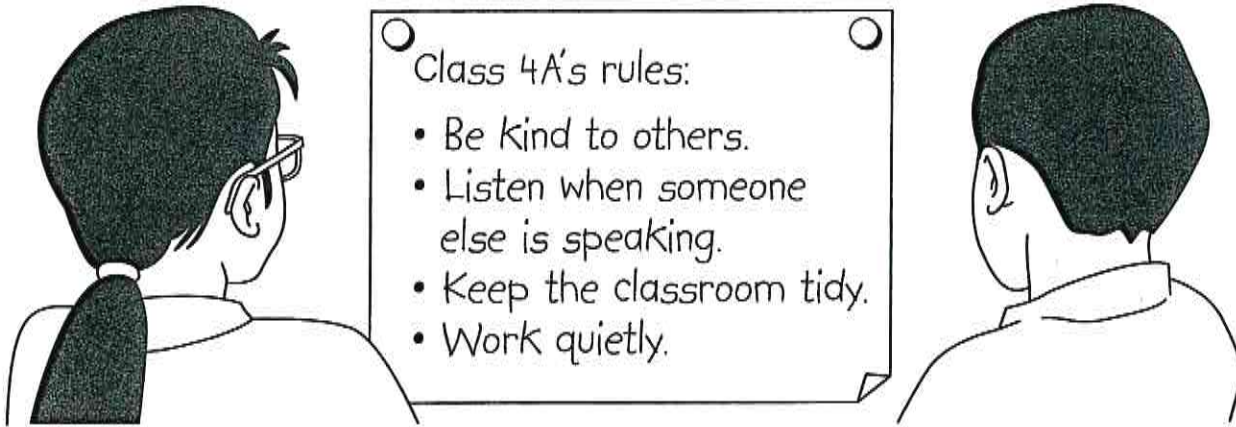
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What happens if you break these or other rules at home?

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Class 4A decided on some rules for their classroom.



Discuss these rules with a friend. Do you think these are good rules? Why or why not?

Write your class or school rules in your exercise book. If you could add one more rule of your own, what would it be?

---

Why are rules important at school?

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Discuss what happens when people break the rules. What do you think should happen? Talk about whether rewards or punishments are more effective in encouraging people to obey rules.



# Laws

Laws are the country's rules. Write down three laws that you know about.

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Choose one of these laws. Write a paragraph in your exercise book on what you think should happen to anyone who breaks this law.



- 1 Now find out what happens to people who break the law you have chosen.
- 2 Find out what happens in a court of law. What do each of the following people do? Write notes in your exercise book.



The judge



A barrister



The clerk of the court



The defence lawyer



The prosecution lawyer



A witness



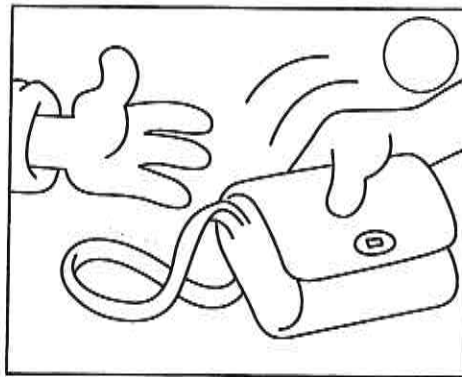
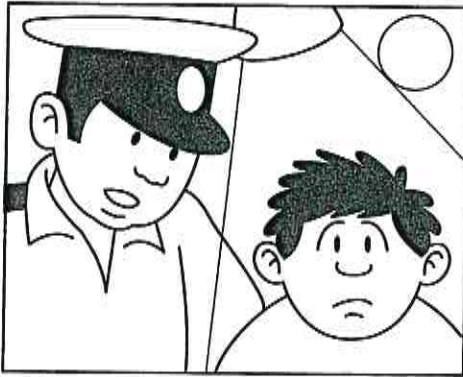
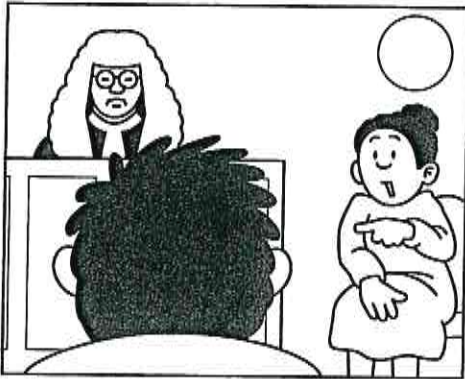
The defendant

## Activity

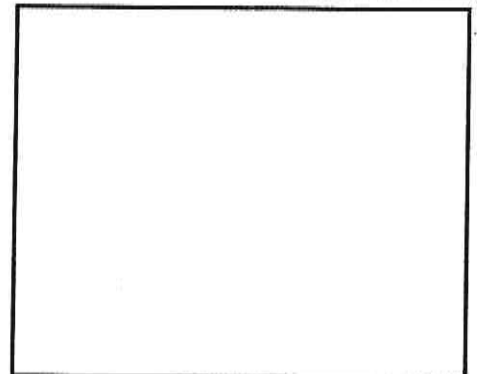
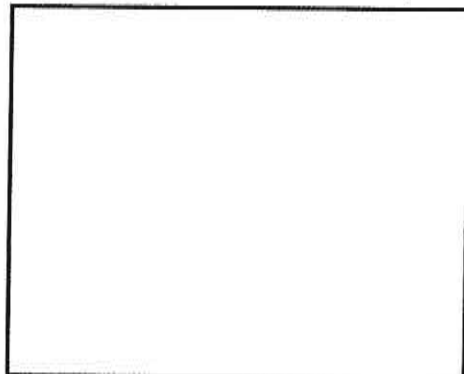
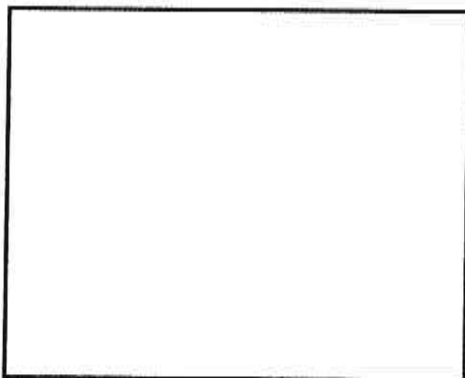
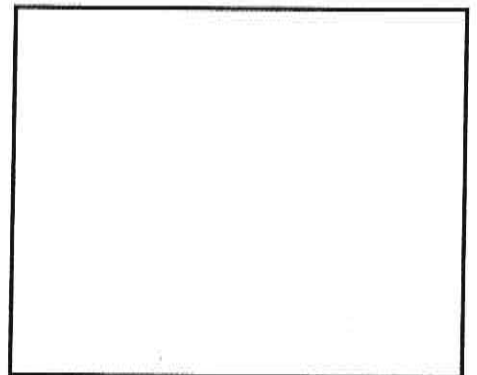
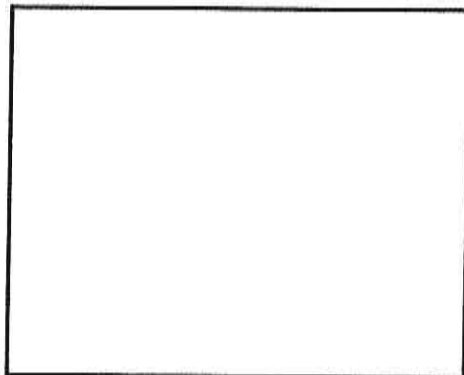
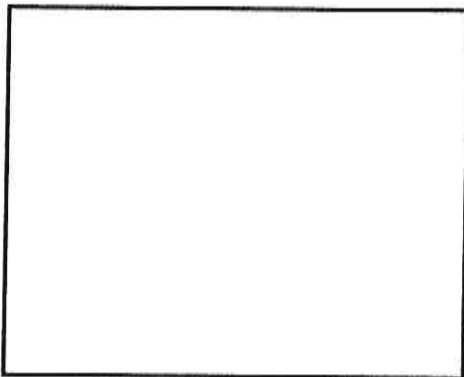
In a group, choose a crime and make up a story about what happened. Each of you can take one of the roles listed above and act out what happens in a court. You may need more than one witness.

Look at these pictures. They are in the wrong order. Decide what order they should be in and number them 1 to 6.

Then write the story of the pictures. Add your own ideas.

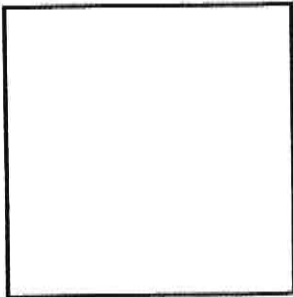


Draw your own picture story about a crime.



# Our Government

Draw a picture of each of the following and say what each does.

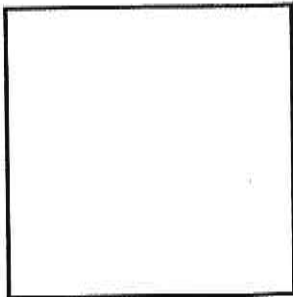


The Queen

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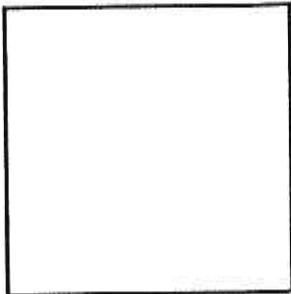


The Governor of the Cayman Islands

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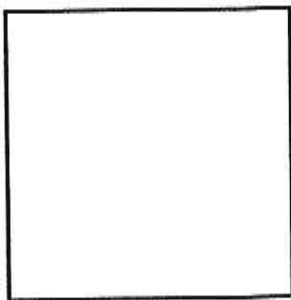


The Speaker of the Legislative Assembly

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The Chief Justice

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What does the picture on page 57 of your textbook show? Describe what you can see.

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How does the Legislative Assembly make laws?



## Our government in the past

Read pages 58 and 59 of your textbook. Put a tick against the true statements below. Put an X against the false statements.

- 1** The early settlers elected a Governor.
- 2** From 1670 the Cayman Islands belonged to Jamaica.
- 3** The Cayman Islands was recognised as British from 1670.
- 4** The Governor of Jamaica chose Justices of the Peace to govern the Cayman Islands.
- 5** From 1898 the British decided to have a Commissioner to lead the government and a Chief Justice to lead the judges.
- 6** From 1898 a Commissioner was appointed by the Governor of Jamaica.
- 7** In 1957 the Cayman Islands became part of the Federation of the West Indies.
- 8** In 1959 the Cayman Islands became a separate British colony.
- 9** In 1959 the first Constitution for the Cayman Islands was published.
- 10** Jamaica became independent from Britain in 1963.
- 11** From 1962 onwards the British Government chose and appointed the Governor of the Cayman Islands directly.
- 12** Athelston Long was the last Commissioner and first Administrator of the Cayman Islands.

Write four more statements about our government in the past, two true and two false.

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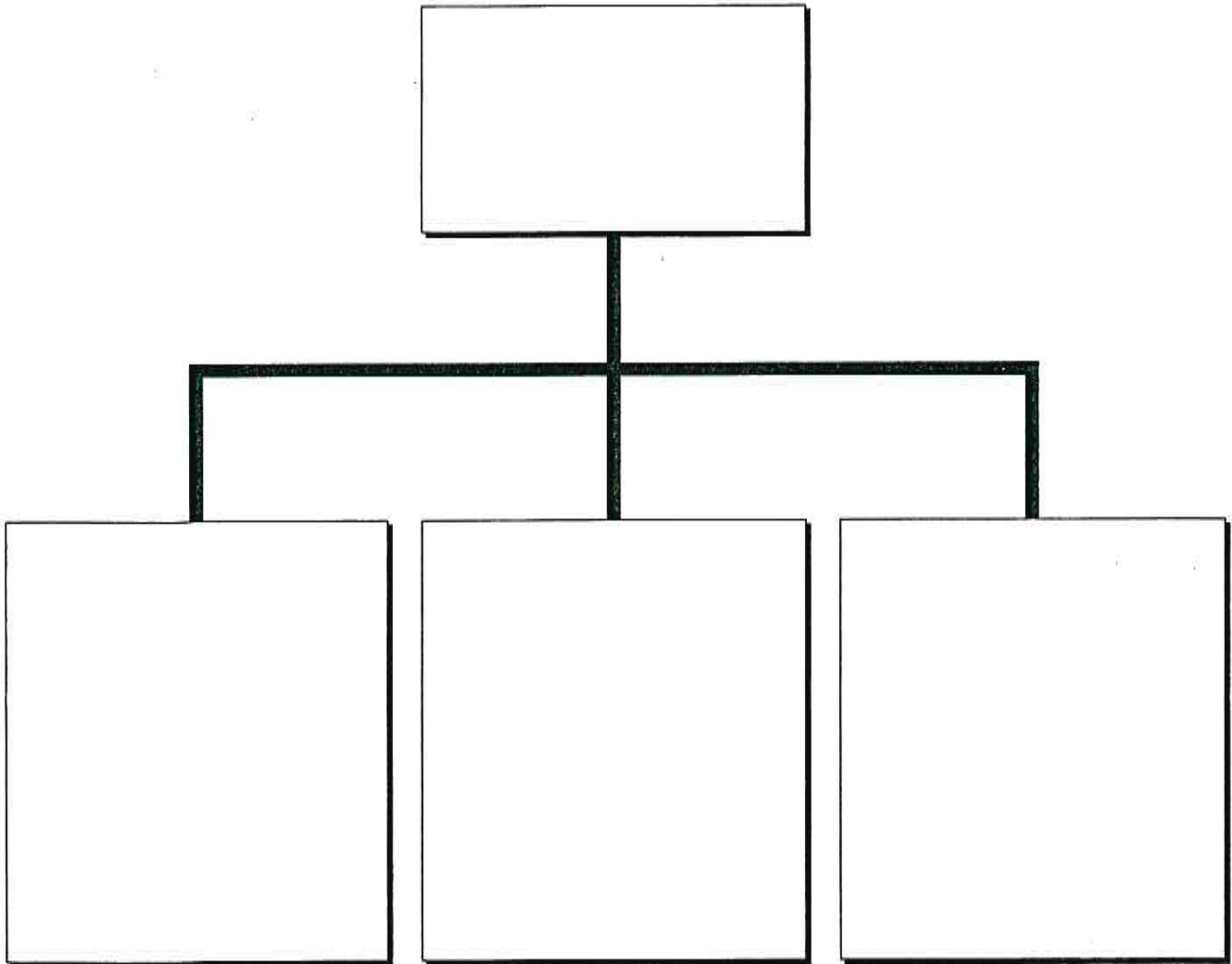
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Ask a friend to mark which statements are true and which are false.

# Our government today

Read page 60 of your textbook.

- 1 What are the three branches of government called? Who presides over the Executive Council? Label this diagram.



- 2 What does each branch do? Write this in the boxes on your diagram.



Find out all the different areas of government that members of ExCo are responsible for, such as Education, Human Resources and Planning. List them in your exercise book.

## Activity

Imagine you are an elected member of ExCo, a Minister. Which area of government would you like to be responsible for?

In your exercise book, write about the things you would do to improve the Cayman Islands.

# Elections

Read page 61 of your textbook.

1 The Cayman Islands have a democratic constitution. What does this mean?

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2 How often are elections held?

---

3 What is a secret ballot?

---

4 Why is it important to have a secret ballot?

---

5 What is an independent candidate?

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---

Look at the table on page 61 of your textbook.

6 Which team won the election in 1996?

---

7 Which team only got one seat in 1996?

---

8 How many independent candidates were elected?

---



Find out what the different teams stood for in the last elections. What policies did they have? What did they say they would do?

## Activity

Imagine that you are preparing to be a candidate in the next elections. In your exercise book, write down your three main policies.



## Other systems of government

Read pages 62 to 65 of your textbook.

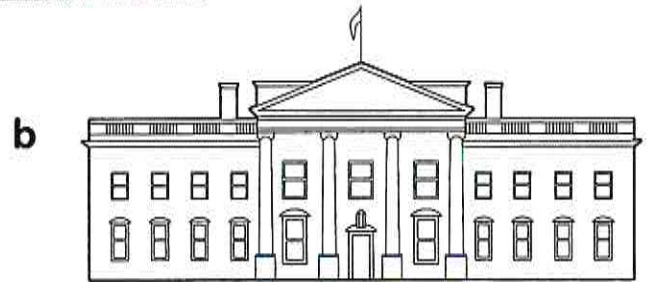
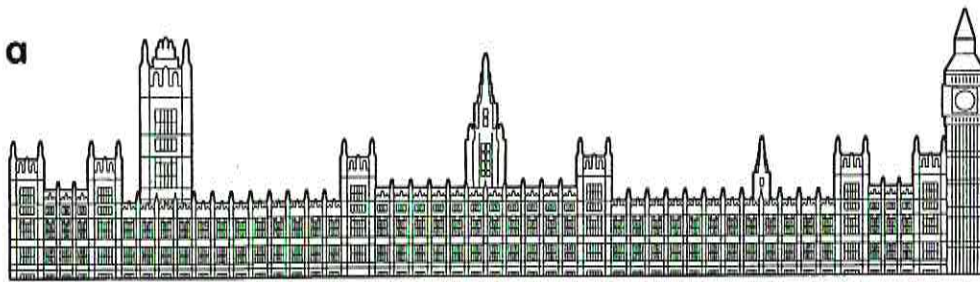
- 1 Name three countries that have democratic systems of government, one in Europe, one in America and one in the Caribbean region.

2 What is the Head of State called in the United States? \_\_\_\_\_

3 Who is the Head of State in the United Kingdom? \_\_\_\_\_

4 What are the main political parties called in the United Kingdom?

5 What are the main political parties called in the United States?



Identify these two buildings. What are they called? Where are they? What are they used for? Write your answers in your exercise book.



- 1 A democratic country is one where the citizens elect the government. Some countries are not democratic. Cuba is an example of a non-democratic country in the Caribbean region. Find out the names of four other countries that are not democratic.
- 2 Work in a small group. Report your findings to the class. Choose one country that is not democratic. Find out how its system of government works. What problems do people in non-democratic countries have?

# Wordsearch

Find 18 words about government in this wordsearch.

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

Use each of these words correctly in a sentence of your own. Write these sentences in your exercise book.

Make up five questions for a class quiz about government.

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**Project**  Choose one part of government to research more about, for example the judiciary or the civil service. Find out more about what it does and how it helps the citizens of the Cayman Islands.

# 5 Our Heritage



List four things that are part of our heritage.

\_\_\_\_\_

\_\_\_\_\_

## National symbols

The letters of the words have been jumbled up. Work out what each one should be.

mpotranrayac \_\_\_\_\_

mraftoacso \_\_\_\_\_

kunocinja \_\_\_\_\_

honabiadrcna \_\_\_\_\_

gmiarnleaf \_\_\_\_\_

tonsanilgoan \_\_\_\_\_

phattalcmh \_\_\_\_\_

enhtma \_\_\_\_\_

Draw and colour our Marine flag and our Land flag in the boxes below.

Explain why we have two versions of our national flag.

\_\_\_\_\_

\_\_\_\_\_



Look up Psalm 24 Verse 2 in a Bible. Do you recognize this passage? What is this passage? Read the entire psalm. Then write the first two verses in your own words in your exercise book.



## Wattle-and-daub houses

Read pages 72 to 75 of your textbook. Look carefully at the picture of the wattle-and-daub house on page 72 and the plan on page 74.

Describe a wattle-and-daub house to someone who has never seen one.

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What materials were used in its construction?

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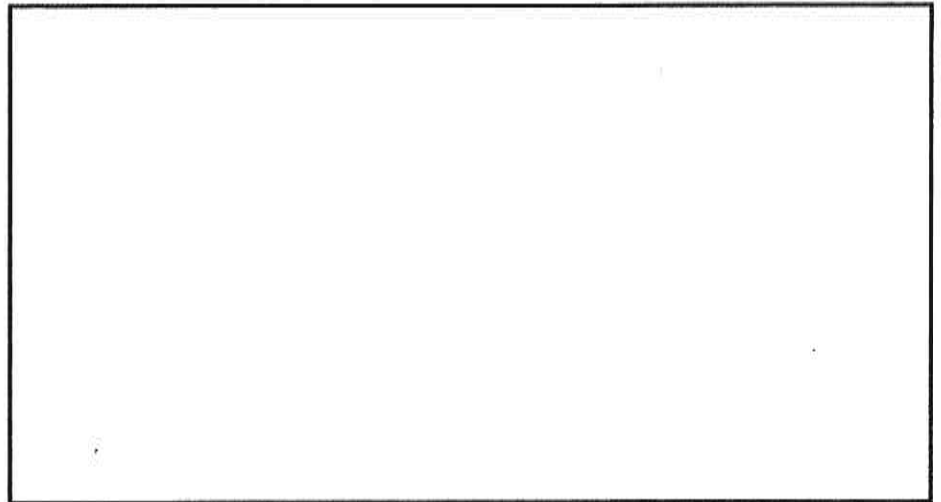
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Where did the materials come from?

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In the box, draw a labelled diagram of a single-story wattle-and-daub house. Label the different parts of the house and the materials used.



In your exercise book, list the similarities between an upstairs house and a single storey house. List the differences between an upstairs house and a single storey house.

### Activity

In your exercise book, draw a labelled diagram of your own house. Label the different parts and the materials used.



Where do house building materials come from today? Visit a building site (get permission first or go with your teacher). Watch how the building is being constructed. Notice the materials used.

## Other countries' symbols

Look carefully at the national symbols on pages 70 and 71 of your textbook.

- 1 How many of the symbols include animals? \_\_\_\_\_
  - 2 How many of the symbols include plants? \_\_\_\_\_
  - 3 Which national flag or coat of arms do you like best and why?
- 
- 



- 1 Choose one of the countries shown on pages 70–71 of your textbook and find out the meaning of their national symbols.
- 2 Use an atlas or the worldwide web to find out about the national symbols of other countries. In your exercise book, draw a collection of national flags or coats of arms for a particular part of the world, such as the Caribbean region, South America or Europe.

### Activity

Design your own new coat of arms or flag for the Cayman Islands.

## How were wattle-and-daub houses built?

Find out more about how wattle-and-daub houses were built. Explain the stages of construction. Use words and pictures to answer these questions.

**1** What did the builders do first?

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**2** How did they build the structure?

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**3** Briefly describe how the walls were built.

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**4** How did they build the windows?

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**5** Briefly describe how the roof was built.

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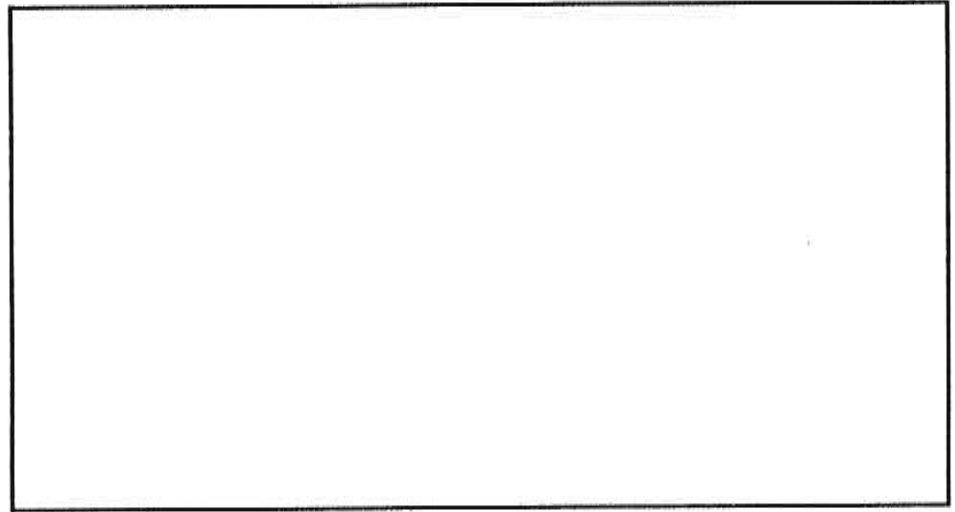
What maintenance did a wattle-and-daub house need? What were the advantages of these houses? What were the disadvantages?



## Lumber houses

Look at the picture of the lumber house on page 76 of your textbook.

Draw a sketch of the house in the picture. Label the parts of the house and the building materials used.



Where did these building materials come from?

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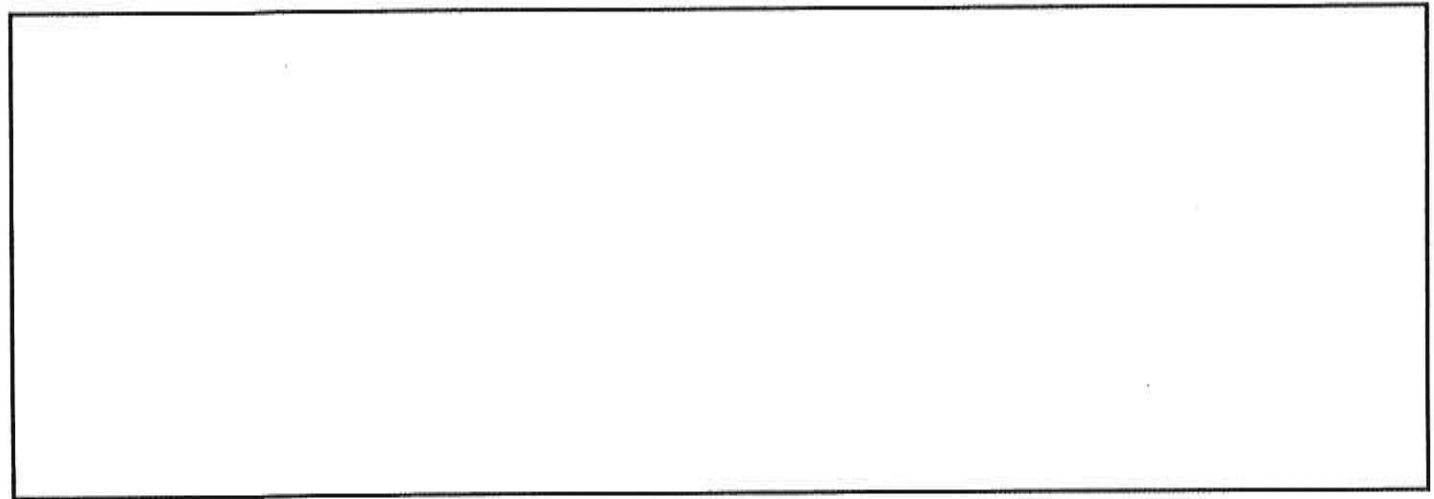
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### Activity

Find pictures of other lumber houses and compare them with this one. Visit a lumber house and draw it in your exercise book.



What kind of furniture did people use inside lumber houses? Draw some pictures of traditional furniture below.



What are the main differences between traditional furniture and modern furniture?

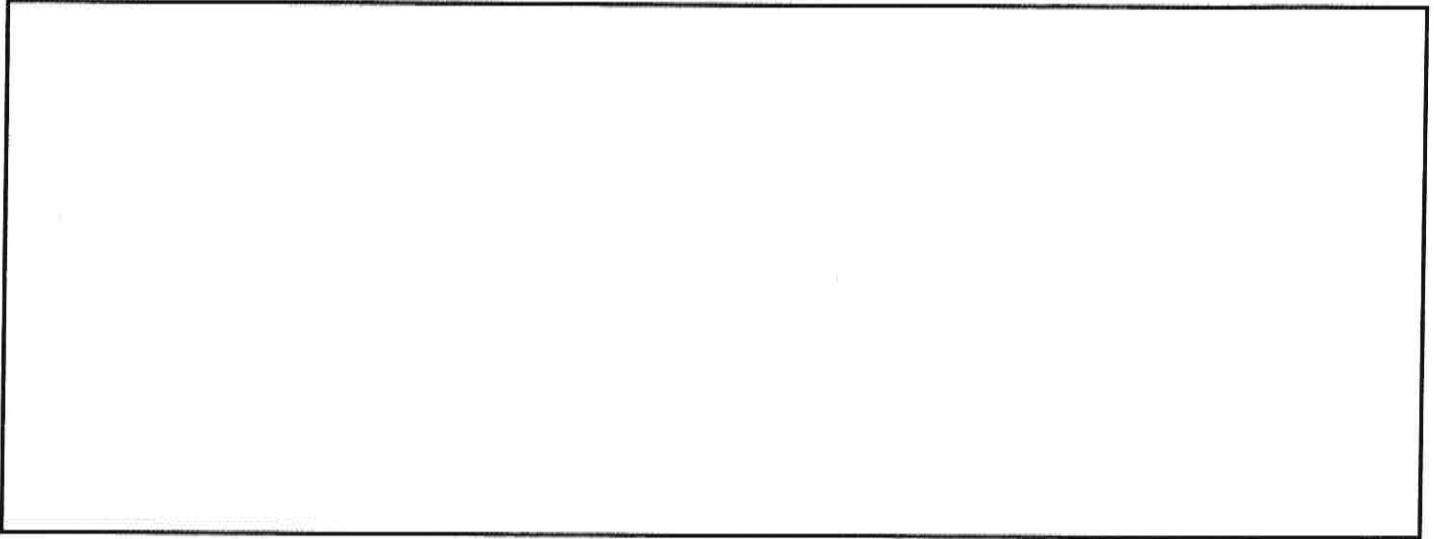
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# The cookrum or kitchen

## Activity

In the space below, draw a labelled picture of your kitchen at home.



List the things on your kitchen that were not found in a traditional Caymanian kitchen or cookrum.

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Find out about the equipment used in a traditional cookrum. List the items and their uses in the table below.

Kitchen item	Used for

## Traditional houses in other countries

### Activity

Collect pictures of traditional houses in other countries. You can find these in books, newspapers and magazines or on the worldwide web. Either cut them out or make drawings from them. Caption each picture with the country in which it is found and the main materials used to build the house.

## Traditional and modern buildings

Look at the pictures of buildings on pages 82 and 83 of your textbook. List the kinds of building materials used in each.

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_

### Activity

Walk around your neighbourhood. Note which houses are traditional and which are modern. List the building materials you can see.

\_\_\_\_\_

\_\_\_\_\_

In your exercise book, draw a sketch map of your neighbourhood, showing the houses. Make a key for the different building materials. Colour the houses on your map to show what materials were used. Colour the lumber houses green, colour the concrete houses blue and colour the thatch houses brown.

### Project



Design your own house. On a large sheet of paper, draw a floor plan to scale. Draw the house from the front and from at least one side. Label the drawings to show the materials you would use. You can use traditional or modern materials or a mixture of both.



# Christmas

Read pages 84 and 85 of your textbook. Also read pages 6–10 and page 42 in the book *The Islands Time Forgot, Stories of the Cayman Islands* by James T. Watler (your teacher will give you this book).

1 Write a list of things a family would have done to prepare for Christmas long ago.

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2 Write a list of things your family does to prepare for Christmas nowadays.

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3 In your exercise book, draw a picture of your family celebrating Christmas.

4 What Christmas traditions does your family follow?

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## Activity

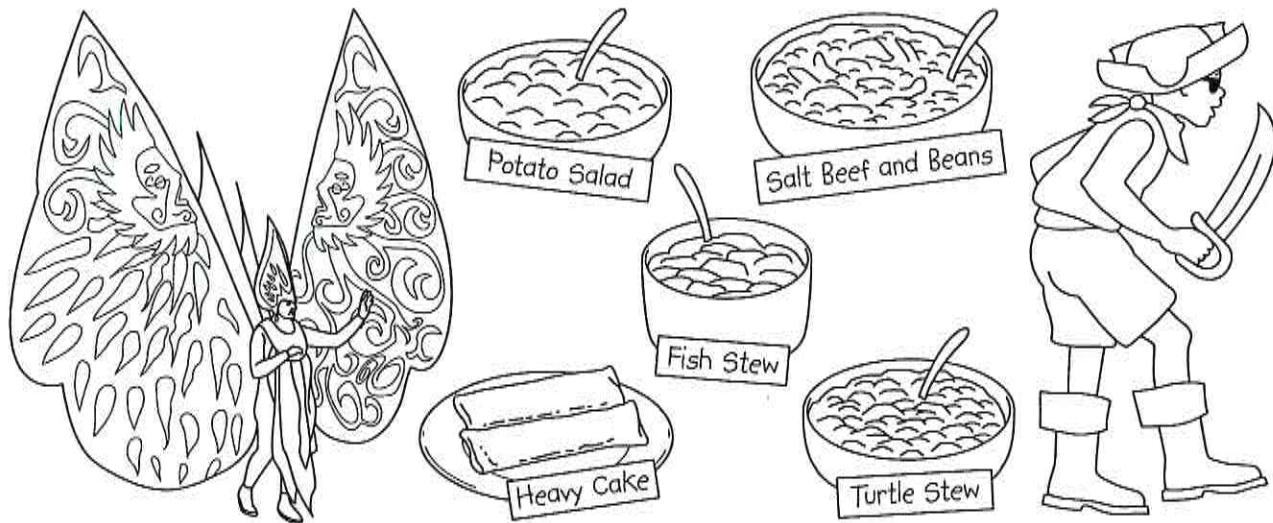
In your exercise book, write and illustrate a story for younger children about Christmas time. Your story can either be about Christmas long ago or nowadays.



Find out how people celebrate Christmas in other parts of the world. You can use books or the worldwide web.

## Other festivals

Festivals are important times when we enjoy ourselves and celebrate our heritage. We do special things, wear special clothes and eat special food.



Read about The Children's National Festival of the Arts, Batabano and Pirates Week in your textbook (pages 86–89). In your exercise book, make a table to compare the festivals using the following headings:

Time of year	How long it lasts	Clothes or costumes worn	Special food
Who takes part	What happens	The purpose of the festival	

What happens on District day in your District?

---

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What is special about your District?

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---

Briefly describe your District.

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---



Find out about one festival in another part of the world. Use the headings above to present your findings. In your exercise book, draw a picture to show what happens.

## Games, dances and songs

### Activity

- 1 Interview your grandparents or other older people about the ways they spent their leisure and the games they played.
- 2 With a friend make a booklet about either: Caymanian ring games, Caymanian songs or Caymanian dances. Include drawings or other pictures and instructions so that people can follow them.



- 1 Find out about toys in the past. What were they made from and how were they used?
- 2 Find out about musical instruments in the past. If possible learn to play a traditional instrument.

- 1 List six different things you like to do in your leisure time.

_____	_____
_____	_____
_____	_____

- 2 What games do you like best?

_____	_____
-------	-------

- 3 Name four traditional Caymanian dances.

_____	_____
_____	_____

### Activity

Work in groups of two or three. Make an instrument of your choice, e.g. a drum, guitar or mouth organ. Find out about the history of the instrument that you have made. In your exercise book, write a paragraph about this instrument and draw a picture of it.

### Project



Much of our heritage is to do with the sea and seafaring. Find out more about this. Collect songs, dances, games and traditions that have a connection with the sea.



## Our national heroes

Read about our two national heroes on pages 92 and 93 of your textbook.

1 Where is Heroes Park? \_\_\_\_\_

2 Whose statue is in Heroes Park? \_\_\_\_\_

3 List three important things achieved by Mr Jim Bodden.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4 List three important achievements of Mrs Sylvia McLaughlin.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



National heroes are nation builders. Find out the names of at least 8 other Cayman nation builders.

In the box below are some personal qualities. Make sure you know the meaning of all the words. Circle the five qualities that you think are most important for national heroes.

bravery      strength      determination      courage      humility  
self-confidence      compassion      self-sacrifice  
leadership      unselfishness      enthusiasm      hard-working

Answer these questions in your exercise book.

5 Explain why you think a person is selected as a national hero.

6 Why is it important for us to have national heroes?



Other countries also have national heroes. Name four national heroes of other countries. Say which country each one is a hero for and what they did.

# CAYMAN

## Primary Social Studies

### THE CAYMAN ISLANDS



Cayman Primary Social Studies Workbooks 1-6 have been written to accompany the Cayman Primary Social Studies Textbooks 1-6 and each Workbook closely follows the scheme of work suggested by the Social Studies Curriculum Guide and its Learning Outcomes for the year.

The Workbooks build on the work in the Textbooks and activities in the Teacher's Guides, allowing practise of skills and revision of knowledge. They can be used by teachers in the classroom or to provide homework tasks for the children.

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