

CAYMAN

Primary Social Studies

OUR CARIBBEAN FRIENDS AND NEIGHBOURS



WORKBOOK

5

Cayman Islands
Primary Social Studies

WORKBOOK 5



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1

Our Caribbean Neighbours



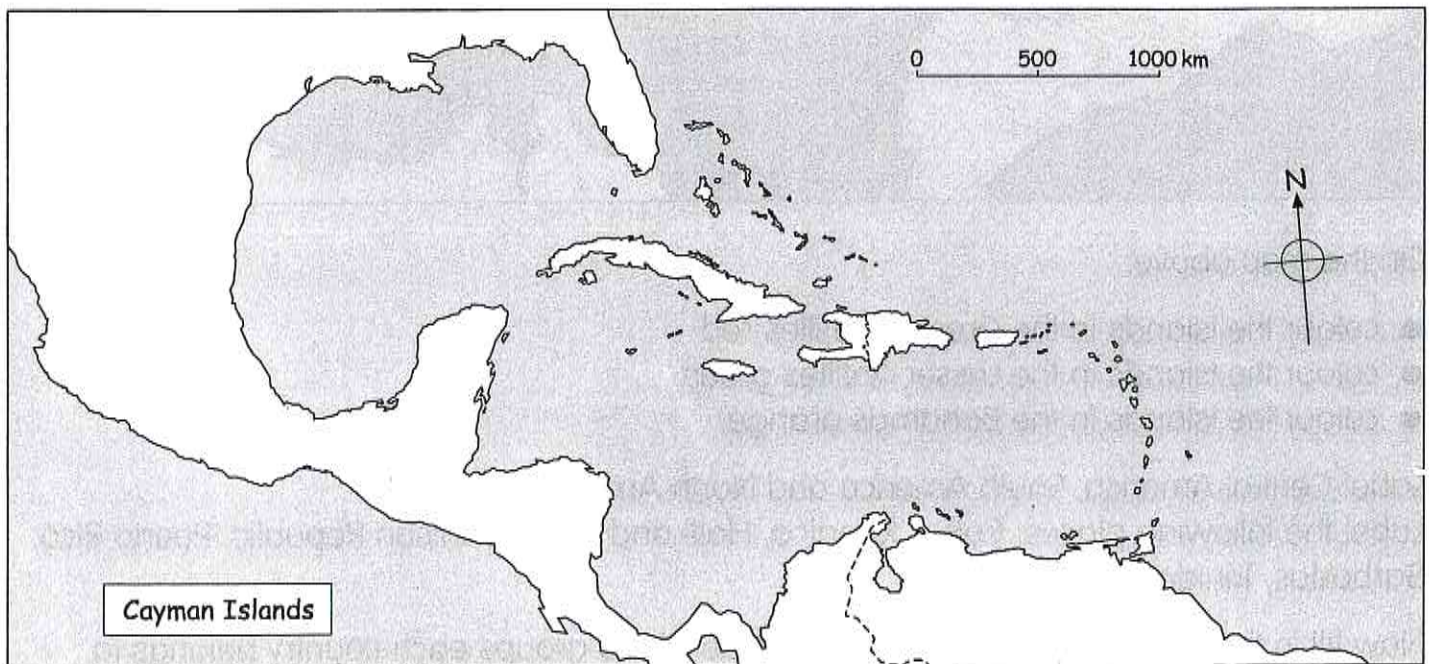
Where is the Caribbean?

On the map below, colour the land that makes up the Caribbean green.

Colour the Caribbean Sea blue.

Label the Cayman Islands by drawing an arrow from the box.

Label North America and South America.



Name one way in which countries in the Caribbean area are similar.

Name two ways in which countries in the Caribbean are different.

and

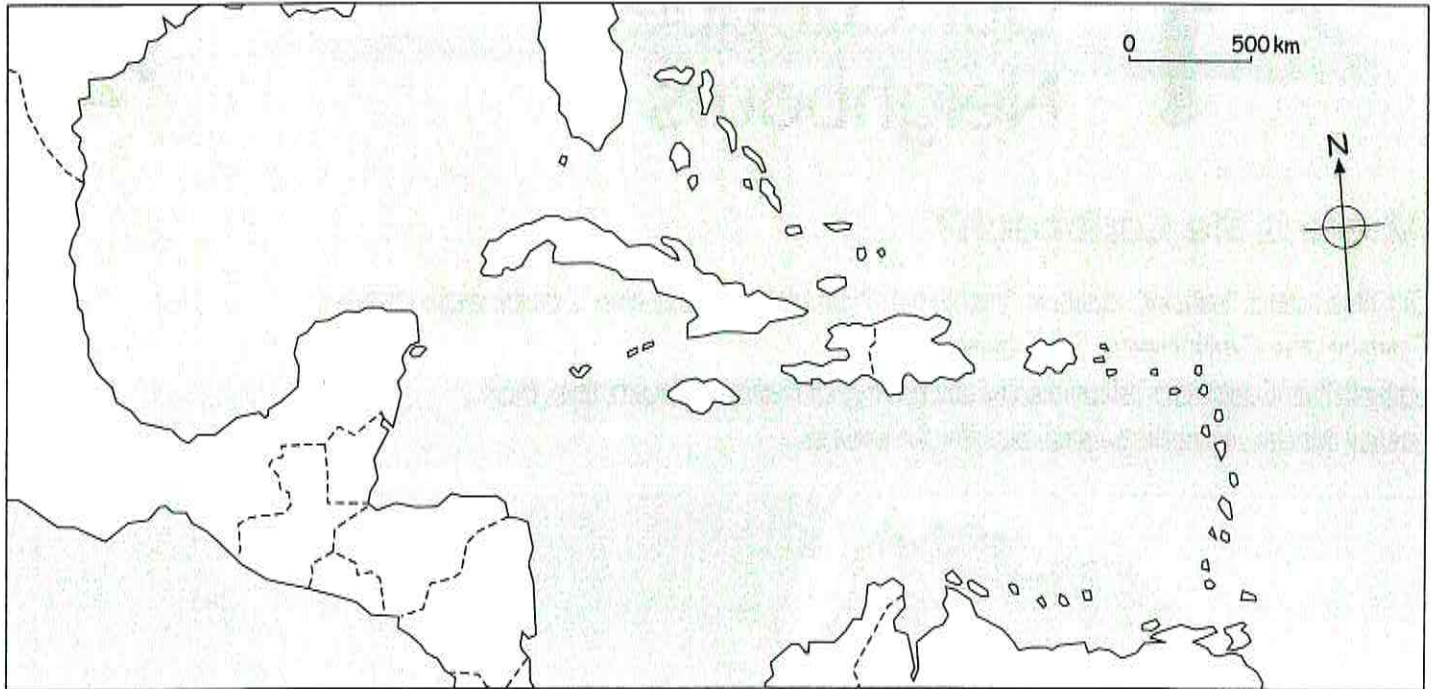
Find the Caribbean on a world map in your atlas.

Find the Cayman Islands on a Caribbean map in your atlas.

Activity

Make a clay or papier mache model of the Caribbean region. Build up the land masses and islands on a large board.

Finding your way around the Caribbean



On the map above:

- colour the islands in the Greater Antilles red
- colour the islands in the Lesser Antilles green
- colour the islands in the Bahamas orange.

Label Central America, South America and North America.

Label the following places: Cuba, Jamaica, Haiti and the Dominican Republic, Puerto Rico, Barbados, Trinidad and Tobago.

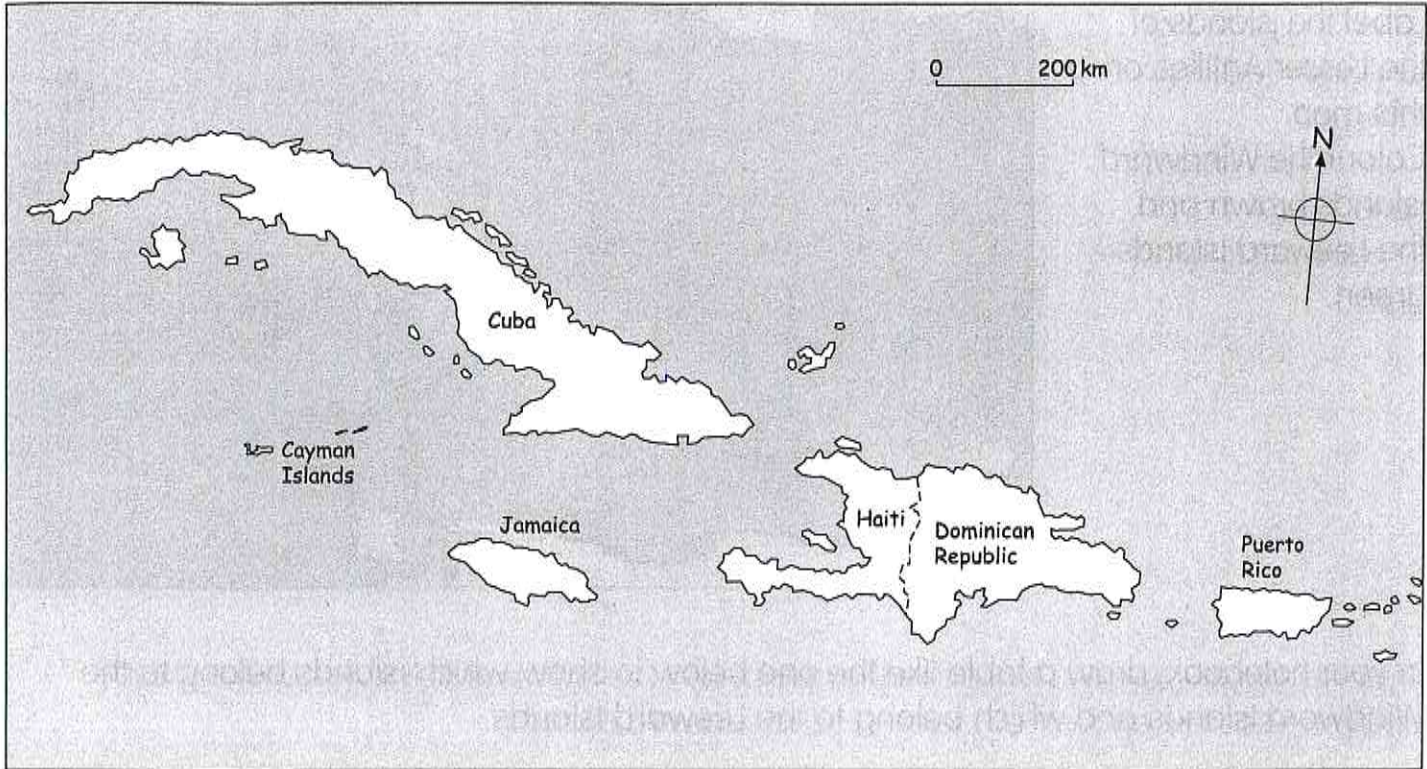
Now fill in this table to show which of the three island groups each country belongs to.

Greater Antilles	Lesser Antilles	Bahamas



Now use a computer to draw your own table showing the three groups of Caribbean Islands, the countries which belong to them and the countries' capitals.

Greater Antilles



Look at pages 8 and 9 of your textbook and answer the questions below.

- 1 In which country is the mountain Pico Duarte? _____
- 2 In which country is Havana? _____
- 3 What is the capital of Haiti? _____
- 4 Approximately how big is the population of the Greater Antilles? _____
- 5 Where is the Mona Passage? _____
- 6 What is the sea called between Haiti and Cuba? _____
- 7 Which islands have their capitals in the north? _____
- 8 Which country produces bauxite? _____
- 9 Which is the largest island in the Caribbean? _____
- 10 What language is spoken in Jamaica? _____

Now make up another ten questions about the Greater Antilles using pages 8 and 9 of your textbook, your atlas and any other information you have. Make sure you know the answers. Write your questions and answers down. Use them to test a friend.

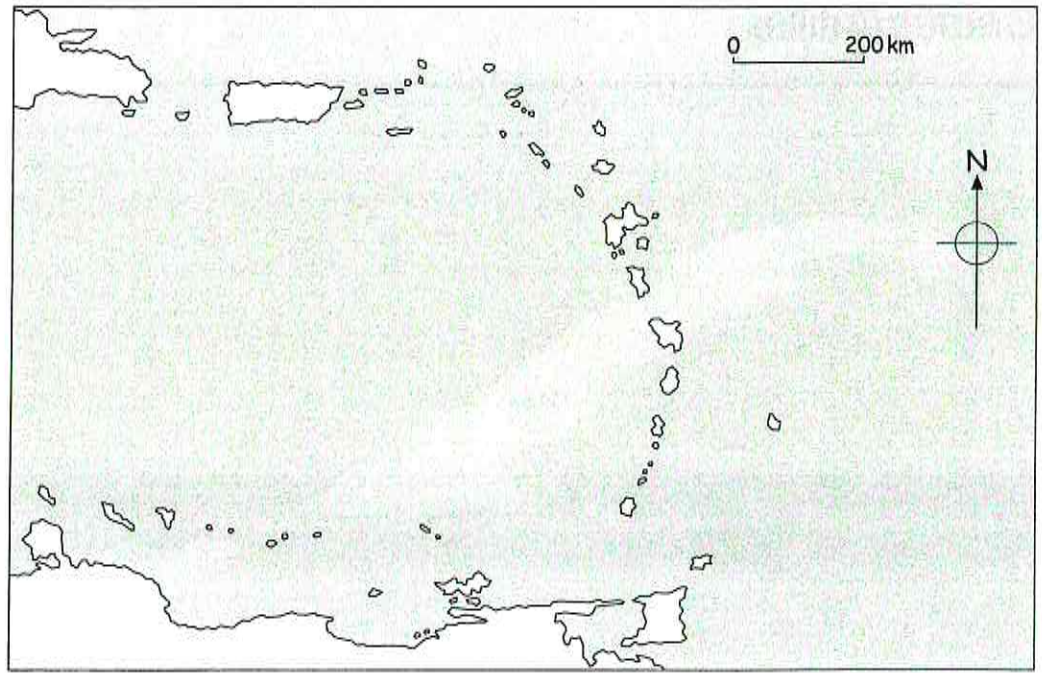


Choose either Puerto Rico or the Dominican Republic. Find out more about the country, draw a map of it and mark important towns and other features.

Lesser Antilles

Label the islands of the Lesser Antilles on this map.

Colour the Windward Islands brown and the Leeward Islands green.



In your notebook, draw a table like the one below to show which islands belong to the Windward Islands and which belong to the Leeward Islands.

Windward Islands	Leeward Islands

Compare the Great Antilles with the Lesser Antilles. Use the following headings:

Size of islands _____

Number of islands _____

Population _____

Products _____

Class project

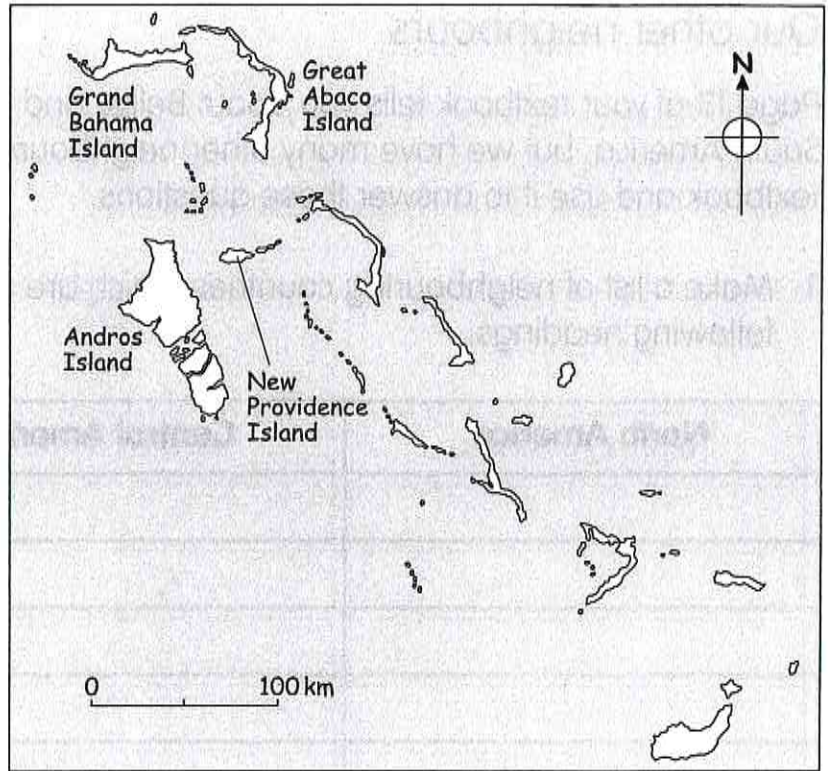


Question 2 on page 9 of your textbook asks you to make your own Fact File about Caribbean countries. Use a computer to make your Fact File into a database with information filed by country and searchable by a variety of headings or key words. Discuss with your classmates what headings or key words to use.



Bahamas

Look at the map on page 12 of your textbook.



1 How many islands can you count on the map?

2 What percentage is that of the total number of islands in the Bahamas?

3 Which is the largest of the Bahaman Islands? _____

4 How long is New Providence Island? _____

5 What do you notice about the island furthest south on the map? Find out what this island is called. _____

6 What island is Nassau found on? _____

7 Which is the largest town in the Bahamas? _____

8 Describe the position of the Bahamas in the Caribbean area. Which countries are its nearest neighbours? (Look back at the map on page 7 of your textbook.)

Activity

1 The Bahamas is a favourite country for tourists to visit. Use the information on page 12 of your textbook, along with other information you can find, to make a small leaflet about the Bahamas for tourists. Visit websites such as www.bahamas.com and www.geographia.com/bahamas for more information.

2 With one or two friends create a song comparing the three groups of islands: the Greater Antilles, the Lesser Antilles and the Bahamas. Write the words down.

Our other neighbours

Page 13 of your textbook tells you about Belize and Guyana, two neighbours in Central and South America, but we have many other neighbours. Look at the map on page 7 of your textbook and use it to answer these questions.

- 1 Make a list of neighbouring countries which are not Caribbean islands, under the following headings:

North America	Central America	South America

- 2 Circle those eight countries which are closest to the Cayman Islands.
- 3 a) Which of these countries is nearest to the Cayman Islands? _____
b) Use the scale on the map to find out how far the nearest of these countries is from the Cayman Islands. _____
- 4 a) Which of these countries is furthest from the Cayman Islands? _____
b) Use the scale on the map to find out how far the furthest of these countries is from the Cayman Islands. _____



Choose two countries, one from Central America and one from South America, to find out more about. Do not choose Belize or Guyana. Use your atlas. Draw a map of each country you have chosen. Mark high land (over 2,000 m) on your map. Mark and label the capital city.

- Project** ▲ The Cayman Islands has many neighbours. Build a display to celebrate the similarities and differences of our neighbours.

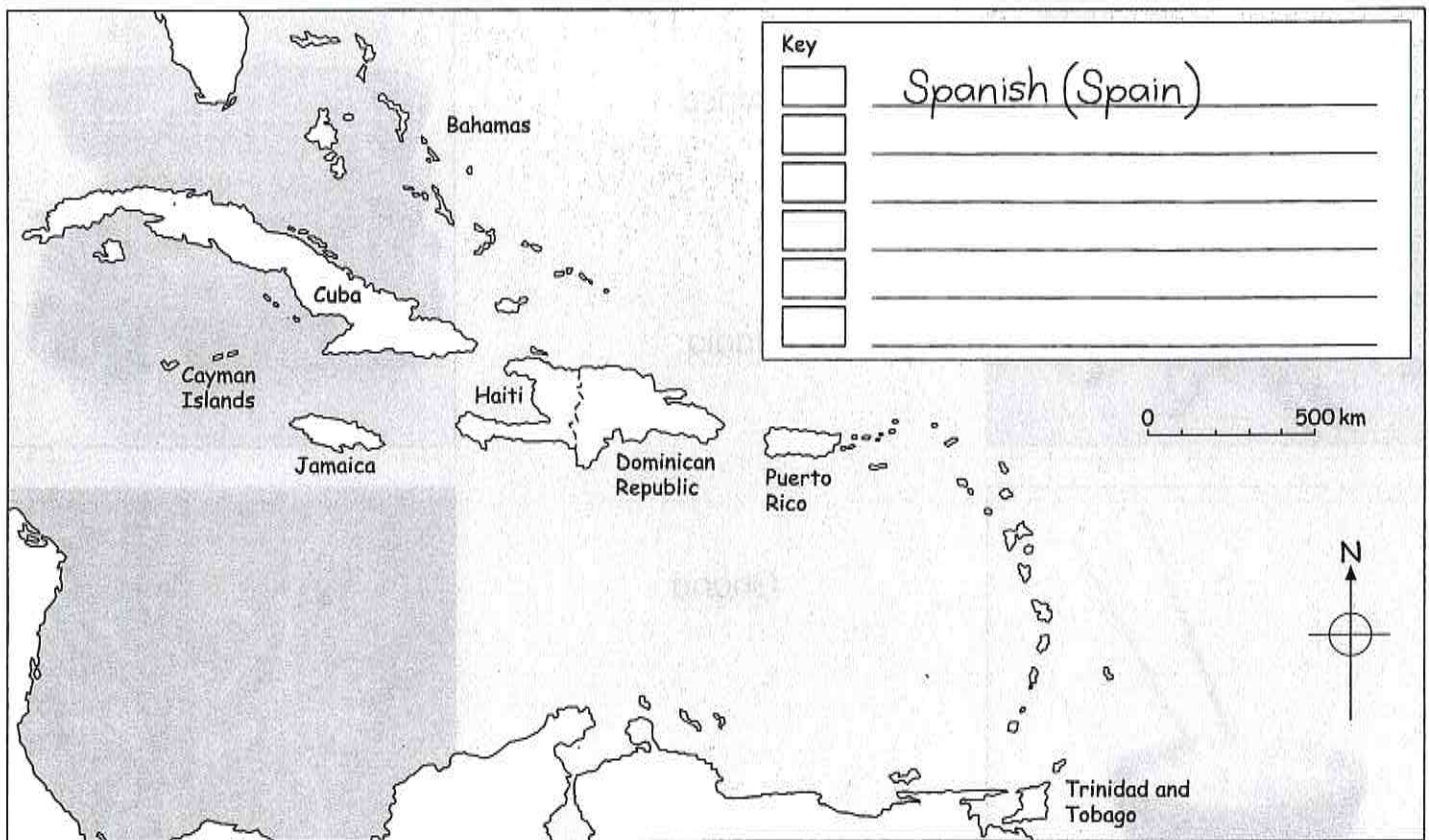
2 Our Ancestors



The people who live in the Caribbean are a mixture of people from many countries, so different languages are spoken.

What languages do your parents and grandparents speak? _____

Find out which languages are spoken in different countries of the Caribbean. Choose a different colour for each language. Colour the map key and label each colour with a language name. Then shade the countries which speak each language.



Find out the original country of each language and write it next to the language name in the key.

Find each of the original countries on a world map in your atlas.

Activity

Learn some words from another of the languages spoken in the Caribbean.

Influences from other parts of the world

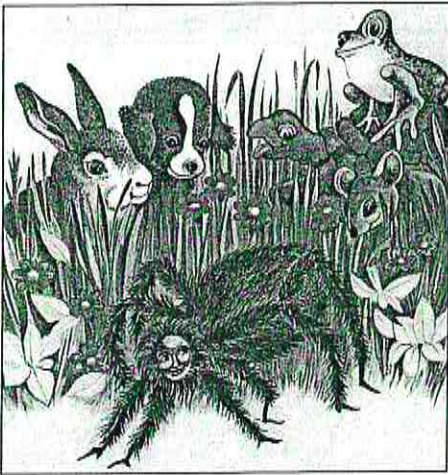
Match each of the pictures showing things in the Caribbean with the place they come from.



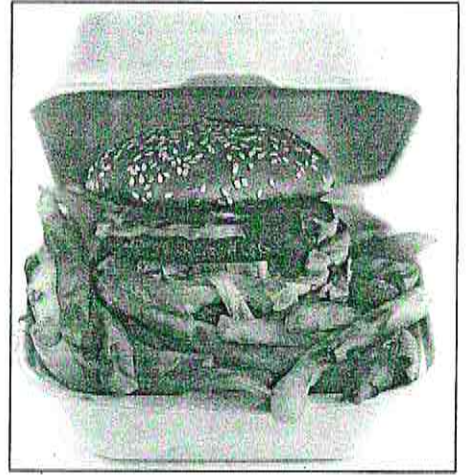
Britain



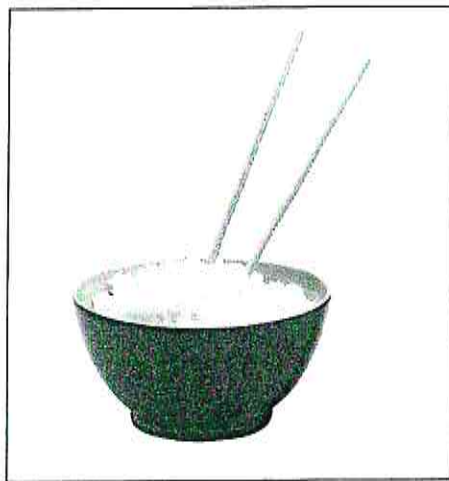
China



Africa



India



Ghana

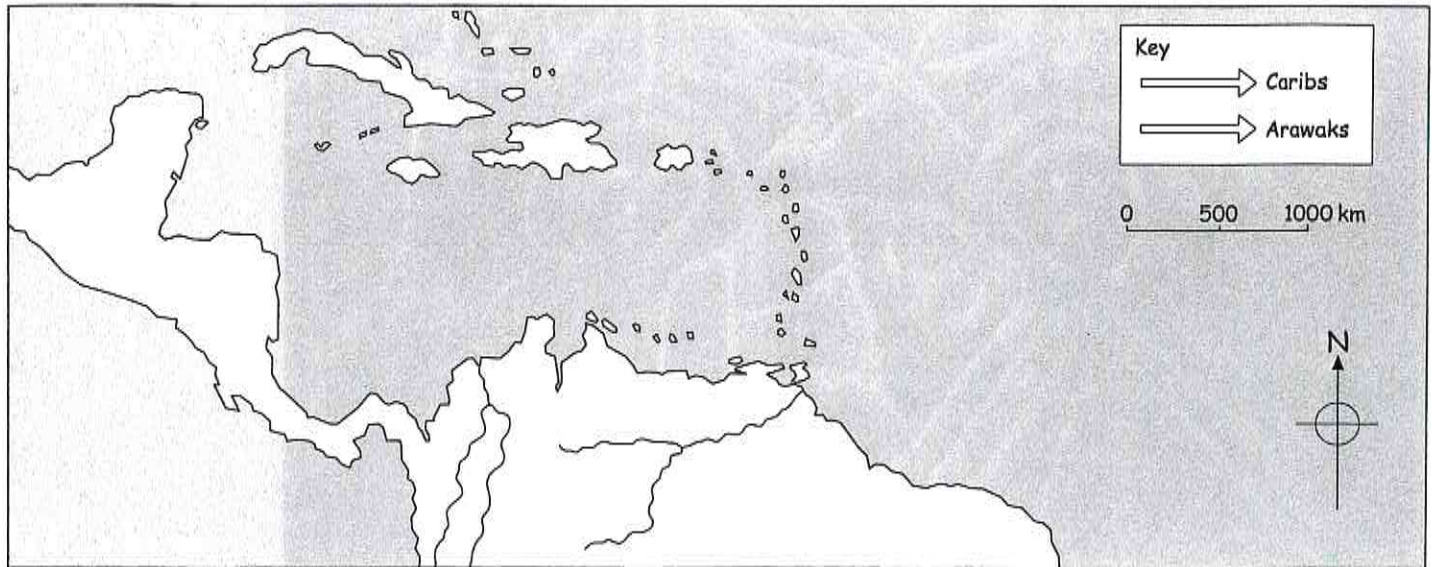


USA



Choose one part of our Caribbean culture, such as food, dance or sport. Find out more about where different foods, dances or sports have come from. Collect or draw pictures to make a collage about your subject.

Arawaks and Caribs



How the Arawaks and Caribs came to the Caribbean

- 1 Choose one colour for the Caribs and another colour for the Arawaks. Colour the arrows in the key. Then draw coloured arrows on your map to show how the Caribs and Arawaks moved from South America through the Caribbean.
- 2 Colour the islands where the Arawaks and Caribs both lived with stripes of both colours.
- 3 Colour the islands where only the Arawaks lived the same colour as their arrows.
- 4 Label the Bahamas, the Greater Antilles and the Lesser Antilles.
- 5 Label the Caribbean Sea and the Orinoco River.
- 6 Label South America.
- 7 Label the Cayman Islands.



Look in your atlas. Which countries of South America did the Arawaks come from?

Which countries of South America did the Caribs come from?

Where did the Arawaks and Caribs come from before they lived in South America?

What do we call people who move from one place to live in another?



Look carefully at the picture above.

- 1** How do you think the Arawaks and Caribs made their cave drawings? What materials or tools did they use?

- 2** What else can you say about the Arawaks and Caribs from looking at the picture above?

Activity

- 1** Try making a pot from clay, or do a drawing on a stone.
- 2 a)** The Arawaks played a game similar to football with a rubber ball. Players could toss it with their head, shoulder, elbow or knee. Try playing a game like that with a soft ball. Make up some rules and try them out.
- b)** What other kinds of games do you think Arawak and Carib children played?



- 3 a)** Visit www.geocities.com/TheTropics/Shores/9253/legends3.html to find out about Carib legends.
- b)** Visit www.centrelink.org/fntt/default.html to see slides of the traditional Carib way of making cassava bread

Comparing Arawaks and Caribs

Read pages 18 to 21 of your textbook. Fill in the table below to compare the way of life of Arawaks and Caribs. Add something else of your own at the end.

	Arawaks	Caribs
Houses: shape		
materials		
beds		
Food		
Skills		
Tools		
Transport		
Villages/settlements		
Men's work		
Women's work		
Children's work and play		

Christopher Columbus

- 1 In a journal or logbook, make notes on what you already know about Christopher Columbus from Years 3 and 4.



- 2 What else would you like to know about Christopher Columbus?
Write down four questions you would like to know the answers to.



- 3 Read page 22 of your textbook. Look in any other history books you have. Use the world wide web to find out the answers to your questions. Try www.minn.net/~keithp/cctl.htm or <http://library.thinkquest.org/Joo2678F/columbus.htm> or try searching for Christopher Columbus using a search engine.

- 4 What have I learned? Write down the answers to your questions.

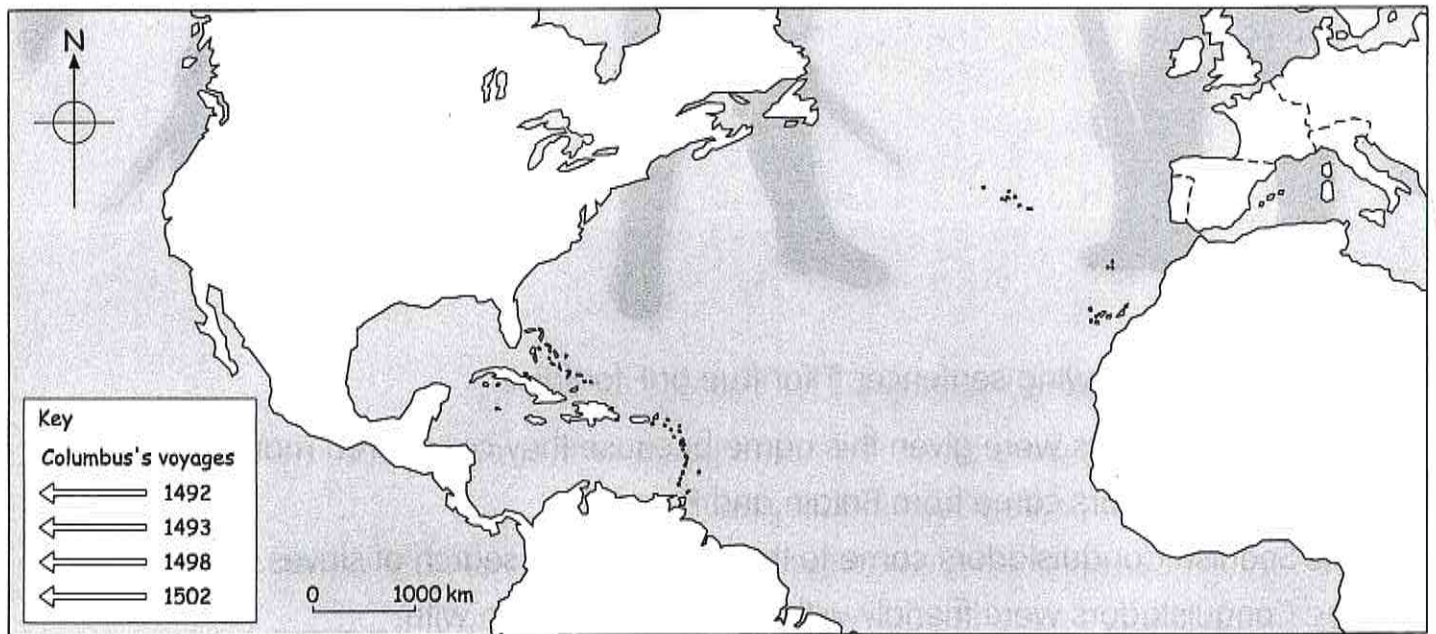
- 5 Present your questions and answers to the class.

- 6 Write two new questions that you would like to find the answers to.

Columbus's voyages

Columbus made four voyages. Write the date of each voyage below. Find out the places he 'discovered' on each voyage. List them in the table below.

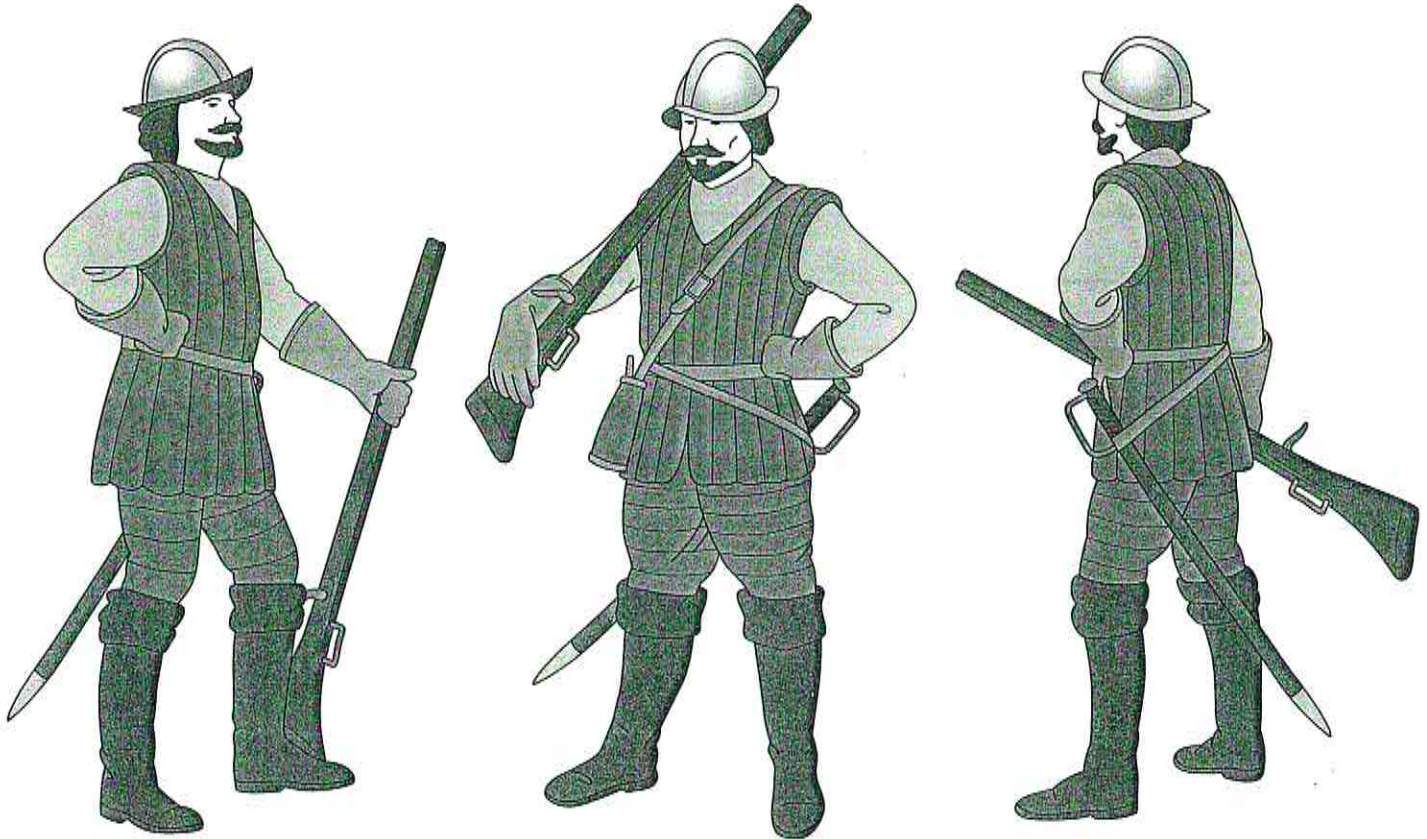
	Date	Places visited
Voyage 1		
Voyage 2		
Voyage 3		
Voyage 4		



On the map key above, choose a different colour of pencil or pen for each voyage. Draw the routes of Columbus's voyages from Spain to the Caribbean region.

What problems do you think Columbus and his crew experienced on their voyages?

Spanish Conquistadors and other European settlers



Mark each of the following sentences T for true or F for false.

- 1 The Conquistadors were given this name because they conquered many lands. _____
- 2 The Conquistadors came from Britain and France. _____
- 3 The Spanish Conquistadors came to the Caribbean in search of slaves. _____
- 4 The Conquistadors were friendly with the Caribs to begin with. _____
- 5 The Arawaks and Caribs were killed in battles with the Spanish. _____
- 6 The Arawaks and Caribs were killed by smallpox. _____
- 7 The Arawaks and Caribs did not fight against the Spanish. _____
- 8 There were only three colonial countries in the Caribbean: Britain, Holland and France.

- 9 Arawaks and Caribs were sent to Spain as slaves. _____
- 10 Most Caribbean countries have broken all ties with their old colonial rulers. _____

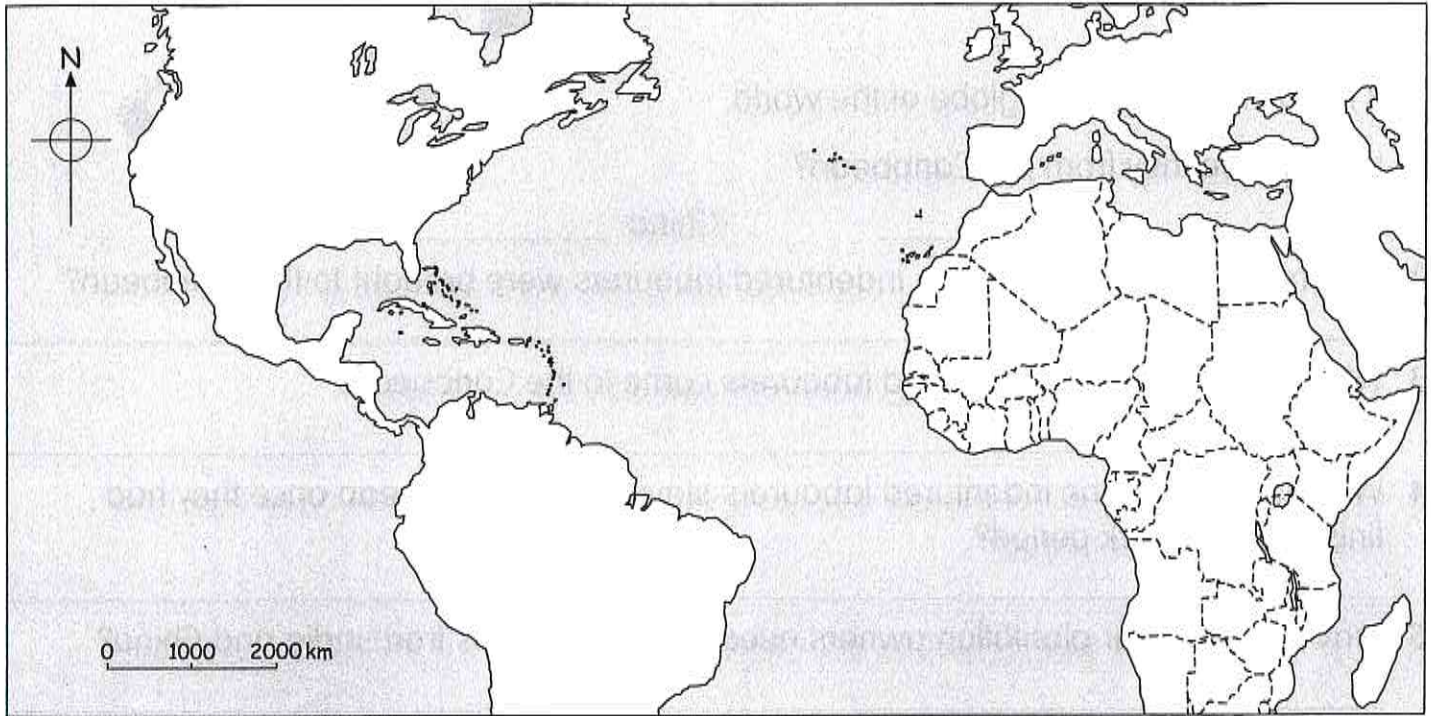
Activity

Write a story about a battle between Spanish Conquistadors and Caribs. Write from the point of view of either a Conquistador or a Carib.

Draw a picture to illustrate your story.

The African connection

Look at the map of the Slave Trade Triangle in your atlas. List the countries from which African slaves were taken and brought to the Caribbean (not South America).



- 1 On the map above:
 - a) Colour red those African countries from which slaves were brought to the Caribbean.
 - b) Draw a red arrow to show the route slaves were taken from Africa to the Caribbean.
 - c) Draw a green arrow to show the route for sugar molasses and rum from the Caribbean to Europe.
 - d) Draw an orange arrow to show the route for manufactured goods and textiles from Europe to Africa.
- 2 When were the first African slaves taken to the Caribbean? _____
- 3 When were all the slaves in British colonies in the Caribbean freed? _____
- 4 How many years did slavery continue for in the Caribbean? _____
- 5 Use the scale on your atlas map to work out how many miles Africans were brought from Africa to the Caribbean. _____

Activity

Write a poem or song about slavery or emancipation.

The Indian and Chinese connections



Find India and China on a globe of the world.

1 How far are they from the Caribbean?

India: _____ China: _____

2 By what route do you think the indentured labourers were brought to the Caribbean?

3 Why do you think the indentured labourers came to the Caribbean?

4 Why do you think the indentured labourers stayed in the Caribbean once they had finished their work period?

5 Why did the sugar plantation owners need to bring workers from India and China?

6 Write a diary for an indentured worker for one day.

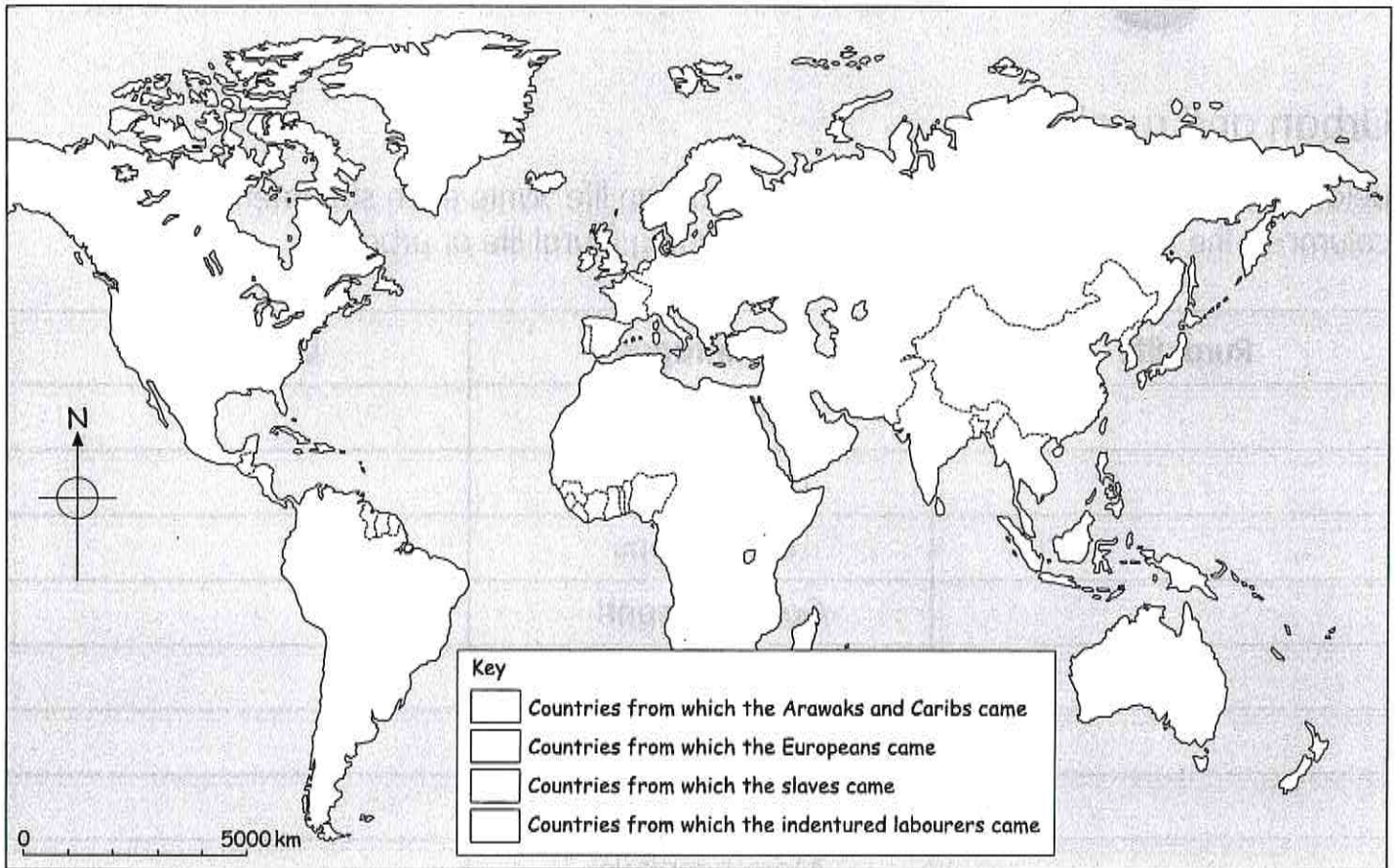
	<i>Tuesday 10th September</i>



Find out more about either Hinduism or Islam. Share your findings with your class.

Where our ancestors came from

As we have seen, the people who live in the Caribbean today have ancestors who were immigrants from many countries of the world.



- 1 On the map above:
 - a) colour each box in the key a different colour, then colour the correct countries on the map to show where each group of people came from
 - b) label India, China, Europe, Africa, Spain, Britain, France, Holland.
 - 2 What countries did your parents and grandparents come from?
-
-



Do some research to trace your own ancestors back as far as you can, i.e. where did your great-great-great grandfather/mother come from? Find out about their journeys to the Caribbean. When did they arrive? What did they do?

Project



Find out more about one of the countries from which our ancestors came. Present your findings to the class.

3

Living in the Caribbean



Urban and rural life

Below is a list of advantages of rural life and urban life. Write each statement from the column in the middle beneath the correct heading: Rural life or urban life.

Rural life	Advantages	Urban life
	More jobs	
	Not crowded	
	Lots of shops	
	Good transport	
	Empty roads	
	Sports facilities	
	More schools	
	More hospitals	
	Clean air	
	Plenty of space	
	Attractive environment	

Would you prefer to live in the country or the city? _____

Explain why _____

Activity

Draw a picture of the kind of place you would most like to live in. Label the things you like about it.

Living in a community

Whether we live in a village in the countryside, or in a town or a city, we all live in communities. The community is the group of people we live with. Communities share things.



A school is a community.

- 1 What is the name of your school? _____
- 2 What things do people in your school share? _____

The village or neighbourhood in which we live is also a community.

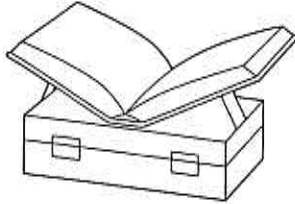
- 3 What is the name of your village or neighbourhood community? _____
- 4 Is your community an urban or rural one? _____
- 5 List some of the things which your community shares.

- 6 Write a few sentences about living in a community, using each of the following words. If you need more space, write in your notebook instead.

city rural town countryside village community urban

Religions

Match these religious symbols and objects with the correct religion.



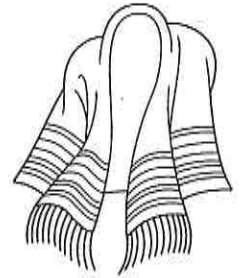
Christianity



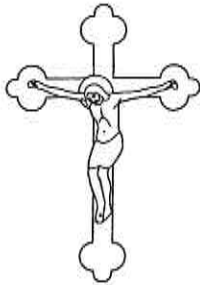
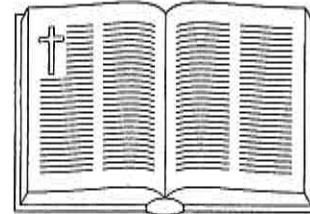
Islam



Judaism



Hinduism



Write your answers to the following questions in your notebook.

- 1 For each of the religions above, list the religious festivals and holidays celebrated in the Caribbean.
- 2 Choose one of these festivals that you have been to. Write about it. Imagine you are writing for someone of a different religion and explain the importance of what happens.



Find out more about the festivals of a religion which is not your own. Share your findings with the class.



As a class, make a database of festivals in the Caribbean. Include religious and non-religious festivals. Decide what key words your database should be searchable by.

Activity

As a class or a group, celebrate a festival from a religion other than your own.

Customs

Customs are traditional ways of doing things. Talk to members of your family about your family customs, for example how you celebrate birthdays. Write down some examples below.

Does your school have any customs? For example, what happens at the end of term or first thing every morning? Write one example below.



Find out more about customs around the world. Compare customs in other countries with those in the Cayman Islands.

- 1 How people greet each other: in France, in Maori traditions (New Zealand), Inuit people in Greenland, in Malaysia.
- 2 How people eat their food: in China, in Japan, in Arab countries, in the USA.
- 3 How people worship God: Christians in Brazil, Christians in Russia, Hindus in India, Muslims in Saudi Arabia.

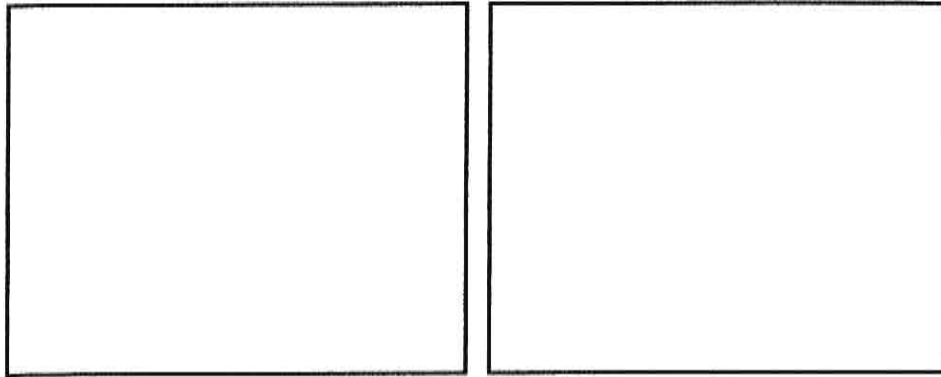
Write in your notebook the similarities and differences in the way we do things in the Cayman Islands. Divide the page into two columns showing similarities and differences.

Activity

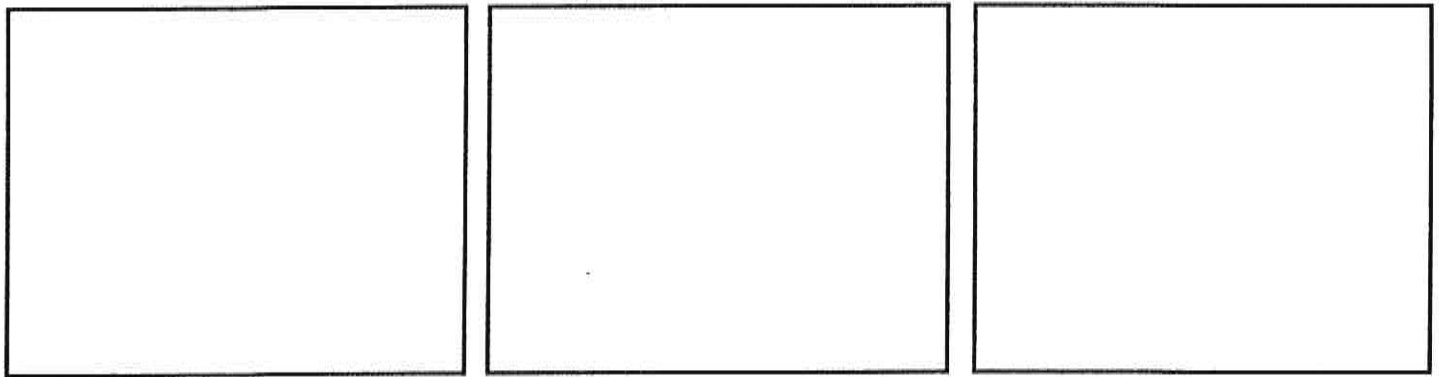
- 1 Interview an older person you know and ask them about Caymanian customs. You could record this interview with a cassette recorder or make notes.
- 2 Draw a picture to show your favourite Caymanian custom.

Culture

Look at the examples of culture shown in the pictures on pages 32 and 33 of your textbook. For each one, draw a picture of a similar part of Cayman culture. Give each of your pictures a title.



Two empty rectangular boxes side-by-side, intended for drawing a picture of a similar part of Cayman culture.



Three empty rectangular boxes side-by-side, intended for drawing a picture of a similar part of Cayman culture.

Describe the part or parts of Cayman culture that you most enjoy taking part in.

Individual project



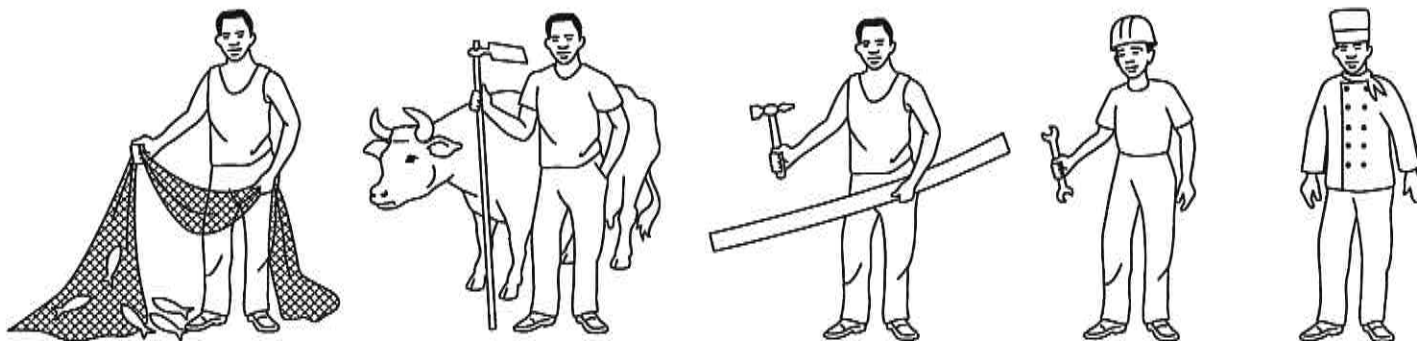
Choose a Caribbean island. Find out about its culture. Design a brochure with information and pictures to show what you have found out. Produce something which you think would be interesting for tourists to read.

Class project



Collect objects used long ago and make a museum display in the classroom. Make labels to explain what the objects are. Invite other classes to come and look at your display.

Earning a living in the Caribbean



Put the names of the following jobs into the correct column in the table below. If you find this difficult discuss it with a friend.

- fisherman farmer miner mining engineer seed merchant
- boat builder banker lumberjack sawmill manager fish farmer
- fish scientist seamstress oil refinery worker oil engineer chef
- hotel manager food processing worker truck driver.

Fishing	Agriculture	Mining	Manufacturing	Service

Which jobs did you find it difficult to place?

Why? _____

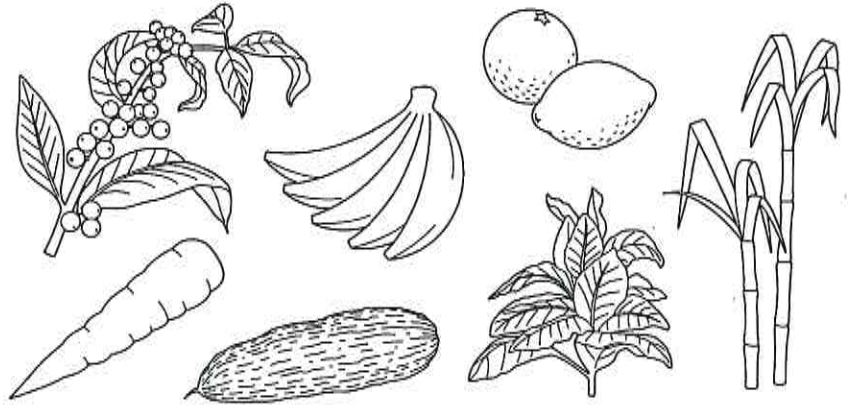
Class project



Conduct a survey to find out the jobs of parents of children in your class. Once you have a list of all the jobs, put them into the categories above. Count the number of workers in each category. Draw a bar chart.

Agriculture

Agriculture is one of the most important industries in the Caribbean. The crops grown are either used locally or exported.



Read pages 38 and 39 of your textbook and answer the following questions.

- 1 What two main kinds of farms are there? _____ and _____
- 2 What crops are grown by small farmers? _____

- 3 What crops are grown on large farms? _____

- 4 Name two countries where bananas are grown _____
and _____
- 5 Name at least three countries which grow sugar _____

- 6 Which country is famous for growing tobacco and making cigars? _____
- 7 Which crops are mostly used locally? _____

- 8 Which crops are mostly exported? _____

- 9 Which livestock are reared on very large farms? _____

- 10 Name four crops grown in the Cayman Islands. _____

Class project



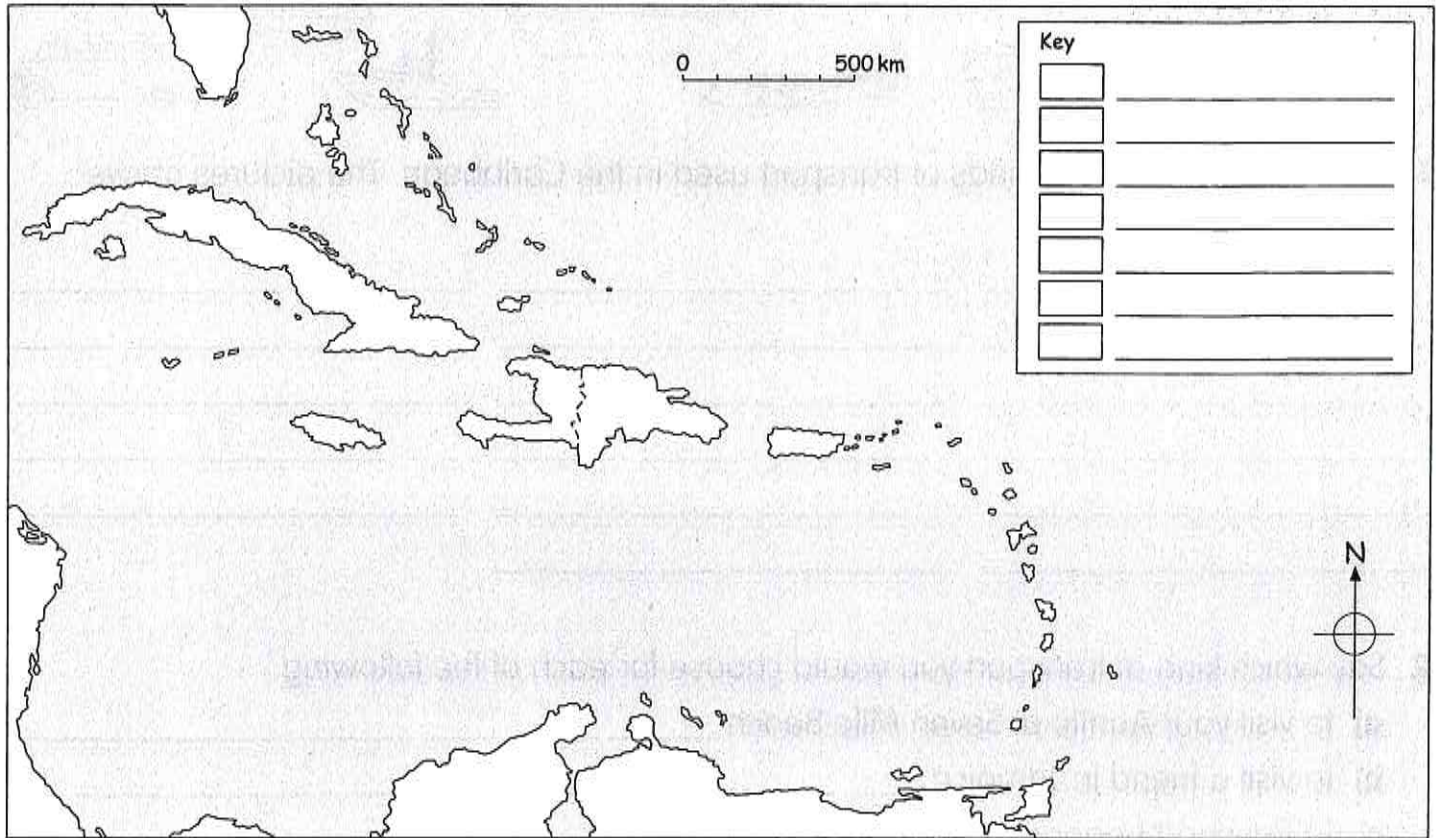
Find out more about farming in the Cayman Islands. Visit a farm and find out about:

- the types of crops grown
- the problems for farmers
- what the farmer has to do to get good crops
- what happens to the crops after harvesting.

Industries in the Caribbean

Read pages 36–37, and 40–43 of your textbook. Look at the map of industry and trade in your atlas.

On the map below, create a key and mark where the following are found: lumbering, sugar, tobacco, bauxite, petroleum oil.



Use other parts of your atlas or other resources to find out where spices are grown and where citrus fruits are grown. Add them to the key and mark them on your map.

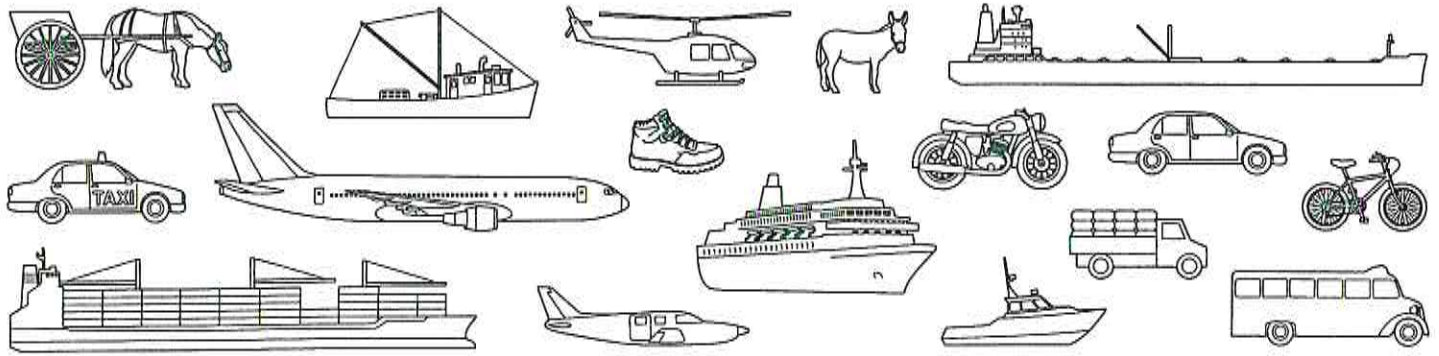
Activity

Use the information on the industry map in your atlas to make a list of the light manufacturing industries in the Caribbean.

Light manufacturing

_____	_____
_____	_____
_____	_____
_____	_____

Transport in the Caribbean



1 Make a list of different kinds of transport used in the Caribbean. The pictures above should help you.

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

2 Say which kind of transport you would choose for each of the following:

a) to visit your Auntie at Seven Mile Beach _____

b) to visit a friend in Jamaica _____

c) to transport bananas to France _____

d) to transport important financial documents from Grand Cayman to Germany

e) to transport tourists from Grand Cayman to Cayman Brac.

3 What are the advantages of travelling by plane?

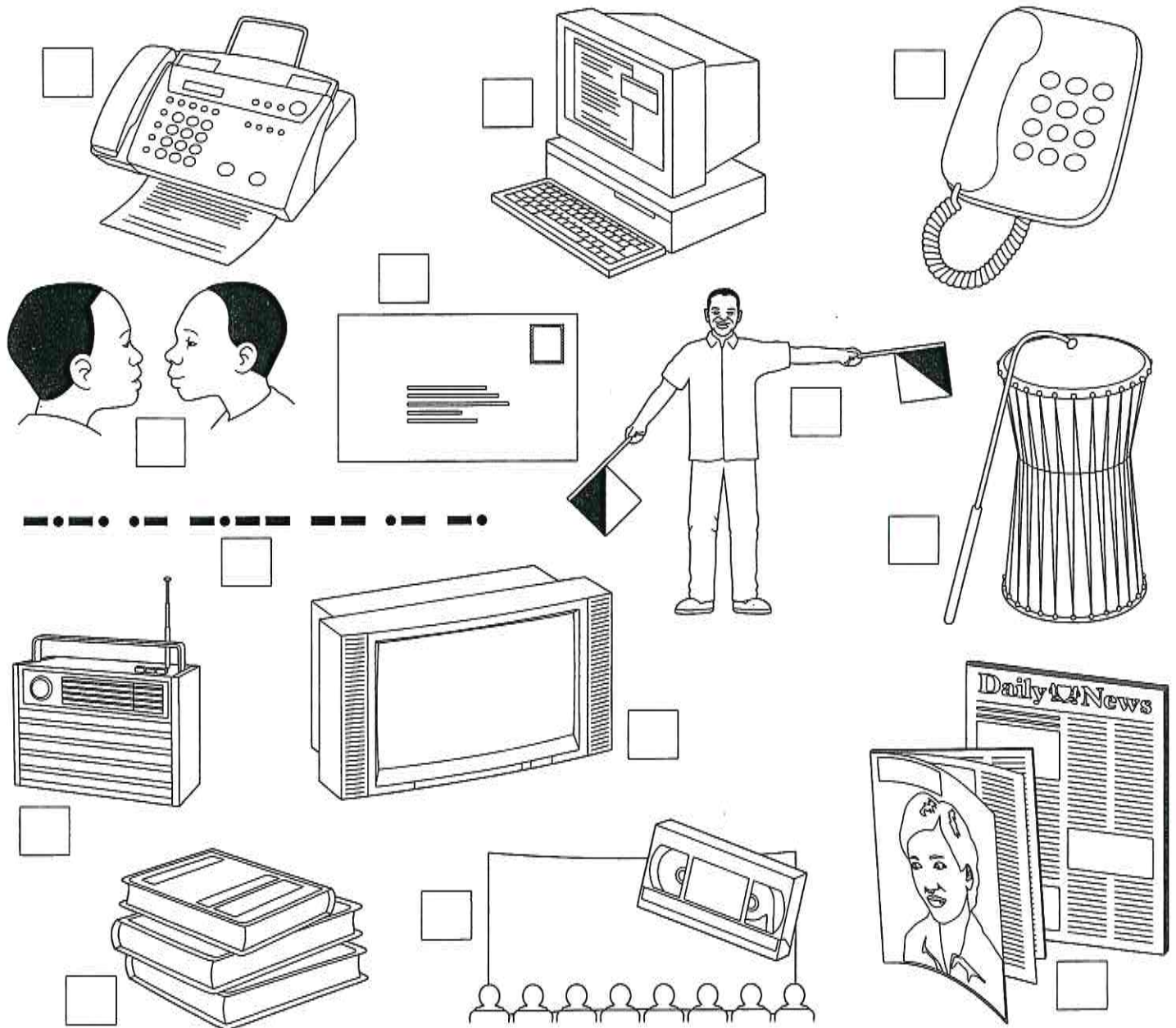
4 What are the advantages of travelling by ship or boat?



Find out when different kinds of transport were invented. Put them in order from the oldest to the newest.

Communications in the Caribbean

Look at the following different kinds of communication. Which ones do you use often?
Tick those you use during the week.

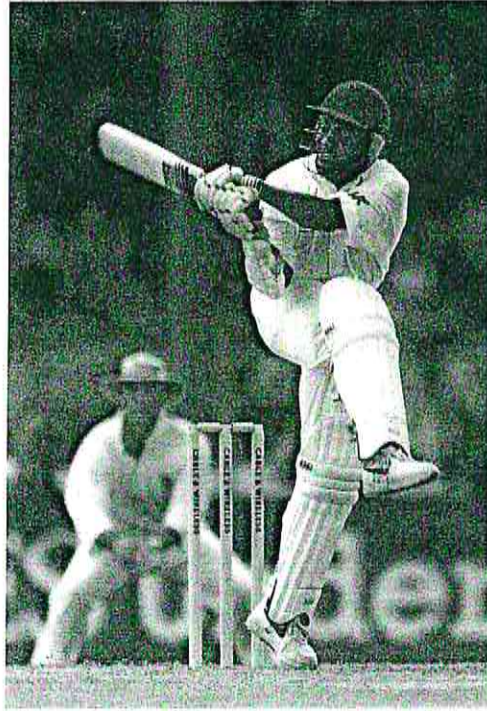


Explain which two kinds of communication you prefer using and why.



Find out about types of communication shown above that you know very little or nothing about. How do they work? Are they old or modern?

Regional co-operation



Read pages 47 and 48 in your textbook and answer the following questions.

1 Why was there little trade between Caribbean countries before the 1950s?

2 What did Caribbean countries want from trade?

3 What factors make it more difficult for Caribbean countries to co-operate?

4 Why is it important for Caribbean countries to co-operate?

5 What does CARICOM do?

6 What does WINBAN do?



Find out more about how Caribbean countries co-operate in either: sport, trade, education or the arts.

Write two paragraphs about this for display in the class.

Project



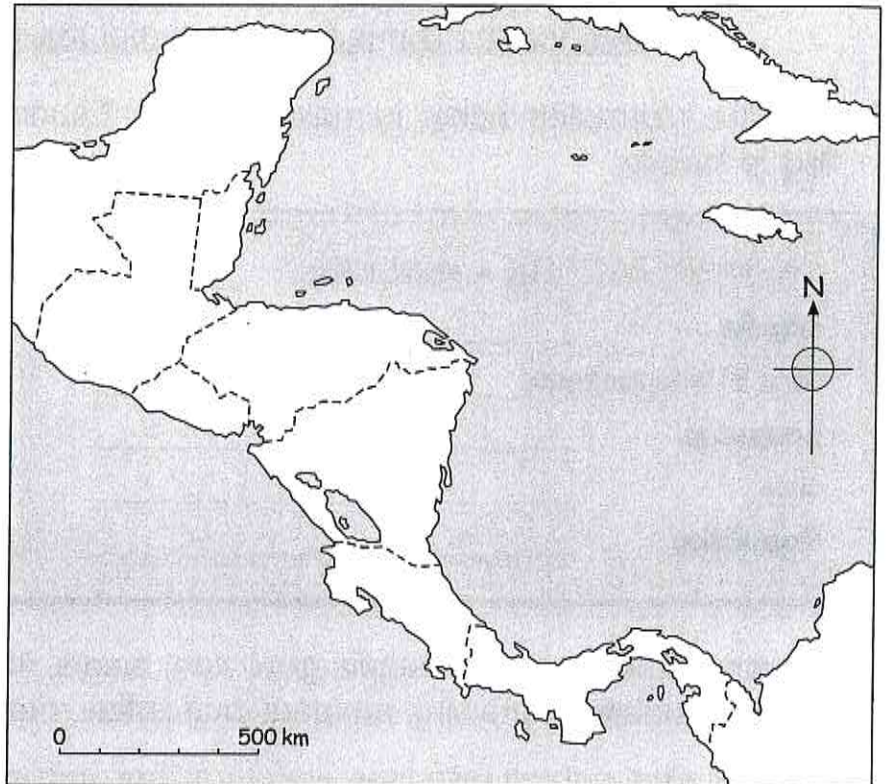
Within your class, try to set up links by e-mail with pen-pals in schools in other Caribbean countries. You can tell each other about life in your own countries and help each other with Social Studies.

4

Our Central American Neighbours



- 1 On the map:
 - a) label the seven countries of Central America
 - b) mark and label the capital cities
 - c) colour and label the Pacific Ocean and the Caribbean Sea
 - d) draw and shade brown the areas of highland above 200 metres
 - e) label Mexico and Columbia and shade them using another colour.



Look at the map on page 51 of your textbook.

- 2 Use the scale to work out the distances from George Town in the Cayman Islands to:
 - a) the nearest point of land in Central America _____
 - b) the nearest capital city in Central America _____
 - c) Kingston, Jamaica. _____
- 3 Which is the most mountainous country of Central America?

- 4 Which country in Central America has more large lakes than any other?



Find out where the Panama Canal is. Mark it on your map above. Why is the Panama Canal important? In your notebook, write a short report on the importance of the Panama Canal.

Honduras

There is information about six of the seven Central American countries in your textbook.



Now find out more about Honduras. You can use books and encyclopaedias, or visit websites such as www.cia.gov/cia/publications/factbook, www.honduras.com, www.hondurasemb.org/about honduras.htm.

- 1 Fill in the information below to make your own Country Fact File. Draw the Honduran flag in the box.

<i>COUNTRY FACT FILE – HONDURAS</i>		
Capital	_____	
Year of independence	_____	
Language	_____	
Size	_____	
Population	_____	

Honduras is a poor country. People grow corn, beans, rice and sugar cane. There are also large plantations growing bananas and coffee; many are owned by US companies.

- 2 Find out what natural resources Honduras has and list them here.

- 3 Name four products that Honduras exports to other countries.

- 4 In your notebook, draw a picture of Honduras' national shield or national flower.

- 5 In October 1998 Honduras was devastated by Hurricane Mitch. Many buildings, roads and other things were destroyed. Do a research project about Hurricane Mitch. Record your findings in your notebook.

Activity

Collect pictures of Honduras or things connected with Honduras and make a collage.

Compare the countries of Central America

- 1 Use the information on pages 52–57 of your textbook, together with what you have found out about Honduras. In your notebook, make a table comparing the countries of Central America. Put the countries across the top. Use the following headings down the side: Capital, Year of independence, Language, Size, Population, Crops grown, Other products.



- 2 List the countries of Central America in order of size, from the largest to the smallest.
-
-
- 3 List the countries of Central America in order of population size, from the largest to the smallest.
-
-
- 4 The population density of a country is the number of people per square kilometre (km^2). Divide the population size by the area in square kilometres. For example, for Belize, divide the population 241,546 by the area 22,965 km^2 to get 10.5, so we say the population density is 10.5 people per km^2 . Work out the population density of each country in Central America and complete the following table.

Country	Population density
Belize	
Guatemala	
Honduras	
El Salvador	
Nicaragua	
Costa Rica	
Panama	

- 5 a) Which country in Central America has the highest population density?
-
- b) Which country in Central America has the lowest population density?
-
- 6 What is the population density of the Cayman Islands?
-

Links between Central America and the Cayman Islands

In the past many people emigrated from the Cayman Islands to Panama, Honduras and Nicaragua. When people emigrate from one country and move to another country usually they are pushed by things in the place they leave and pulled by things in the place they move to. We call these 'push' and 'pull' factors. Push factors include things like not having a job. Pull factors might include work in the place they're going to.

- 1 Read pages 58 and 59 in your textbook. Label the diagram below to show the push and pull factors that caused people to leave the Cayman Islands and move to Central America.

Push factors		Pull factors
_____		_____
_____		_____
_____		_____
_____		_____
_____		_____
_____		_____

- 2 Complete each of the following three sentences correctly using one of these three words:

emigrants migrants immigrants

- a) People who move from one place to another are called _____.
- b) The turtle fishermen who left the Cayman Islands were _____ from the Cayman Islands.
- c) The Caymanians who made their homes in Honduras were _____ to Honduras.

Activity

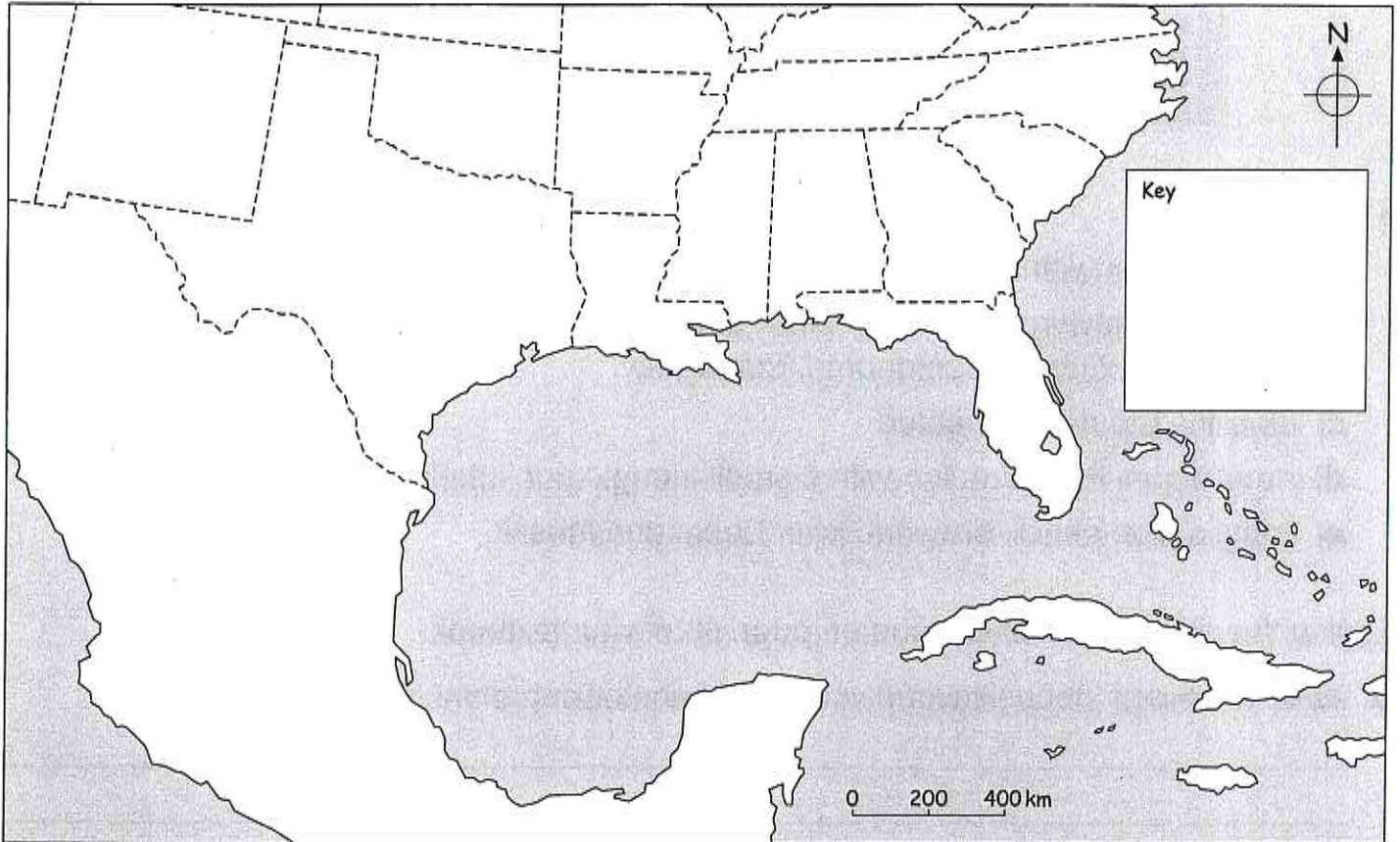
Interview an older Caymanian who worked in Central America. Ask about why they went there, what they did there and their experiences there. Record your interview on cassette or in note form.



Find out which towns and cities Caymanians settled in in Honduras, Panama and Nicaragua. Draw a map of Central America to show these places.

5

Our Neighbours to the North

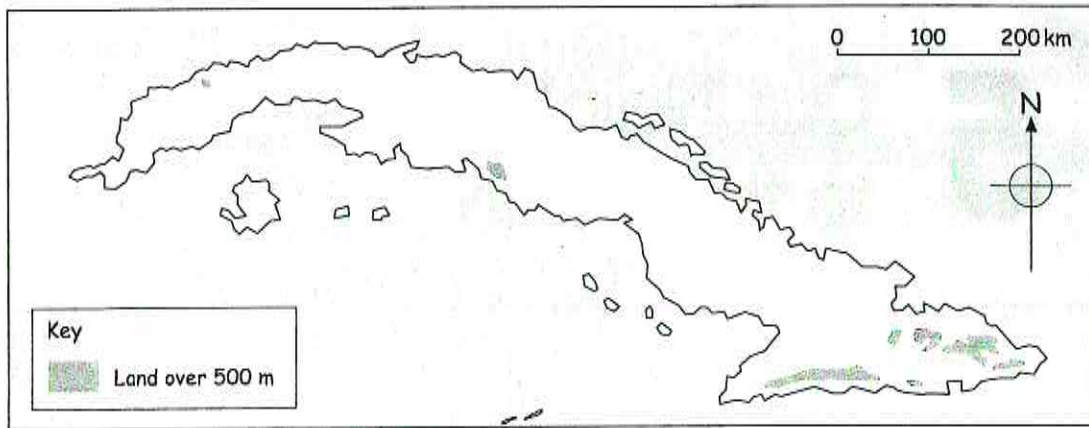


- 1 On the map above:
 - a) colour the United States green, colour Cuba yellow, colour the Cayman Islands purple; then draw a key
 - b) label Mexico and the Bahamas
 - c) label the US states you can see on the map
 - d) mark the following towns with a red dot and label them: Havana, Nassau, Miami, Houston, Mexico City, George Town
 - e) label the Pacific Ocean, the Gulf of Mexico and the Caribbean Sea.

- 2 Measure each of the following distances on the map and work out how far they are on the ground:

George Town to	a) Havana _____	b) Miami _____
	c) Houston _____	d) Mexico City _____

Cuba



- 1 On the map:
 - a) mark Havana with a red dot and label it
 - b) mark the following towns with black dots and label them: Holguin, Santiago de Cuba, Guantanamo, Camaguey
 - c) label the Isla de la Juventud
 - d) mark Mount Pico Turquino with a small triangle and label it
 - e) using a blue pencil, draw the River Cauto and label it.

Look at the photograph of Havana on page 63 of your textbook.

- 2 Write two things about Havana you know from looking at the photograph.

- 3 a) Describe the buildings you can see in Havana. _____

- b) What do you think they are used for? _____

- 4 What kinds of transport can you see in the picture? _____

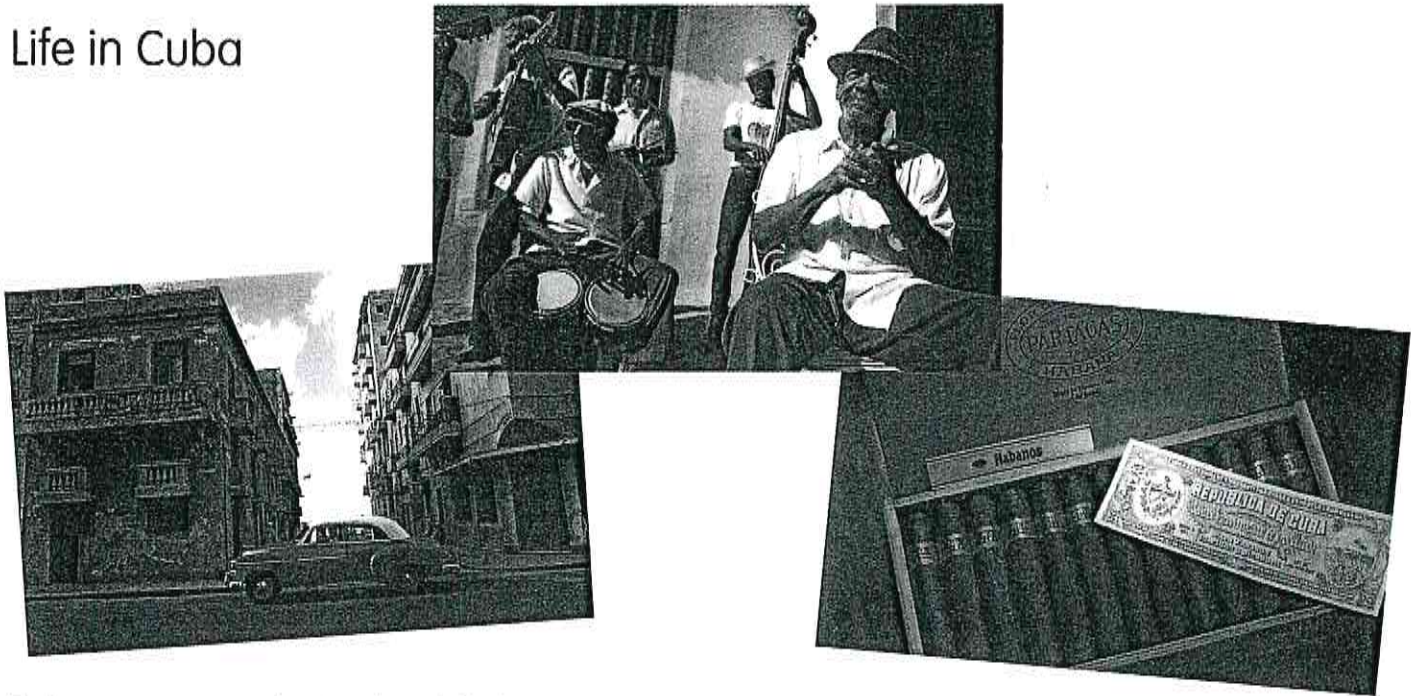
- 5 Havana is on a deep bay. Why is that important? _____

- 6 What time of day was the photograph taken? _____



Find out about the old town of Havana and the UNESCO project to rescue the buildings.

Life in Cuba



Below are some facts about Cuba.

Put a tick against the facts that are pull factors – those you think would attract people to go and live there.

Put a cross against the facts that are push factors – those which would make people want to leave Cuba.

- 1 Cuba is a communist country.
- 2 Health services are free in Cuba.
- 3 Education is free in Cuba.
- 4 Cuba is well known for producing high-quality cigars.
- 5 Cuba has a growing tourist industry.
- 6 Cuba has only one political party.
- 7 In the past there were many jobs in the sugar and citrus fruit industries in Cuba.
- 8 When the USSR collapsed, Cuba lost a major trading partner and many jobs.
- 9 The United States refuses to trade with Cuba so the economy is poor.



Find out more about one aspect of life in Cuba, such as culture, history, government, agriculture, industry or geography.

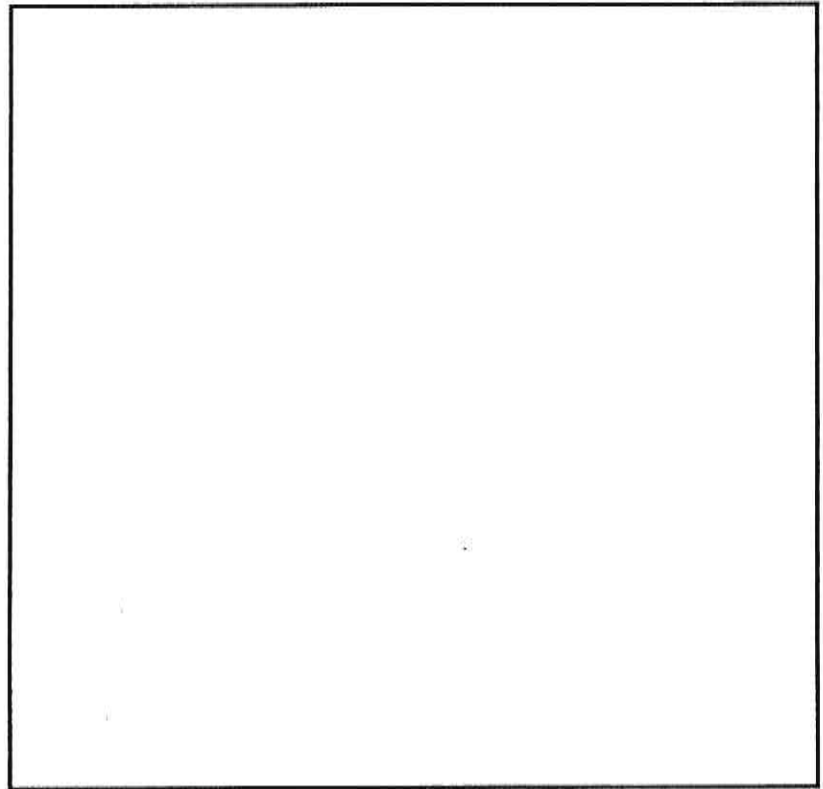
Find out more about Havana. Compare Havana with George Town. What are the similarities? What are the differences?

The USA

- 1 On the map on page 41:
 - a) colour the Great Lakes blue, number them 1 to 5 and put them in the key
 - b) label Mexico, Canada and Cuba
 - c) label each of the US States – for the small eastern seaboard states, label them with letters A, B, C, etc. and put them in the key
 - d) use an atlas to find the positions of the following cities and mark them on the map with red dots: Ottawa, Mexico City, Havana, New York, Washington DC, Miami, Houston, New Orleans, Los Angeles, San Francisco, Seattle, Chicago, Boston.
 - e) using a blue pencil, draw in the Mississippi River.

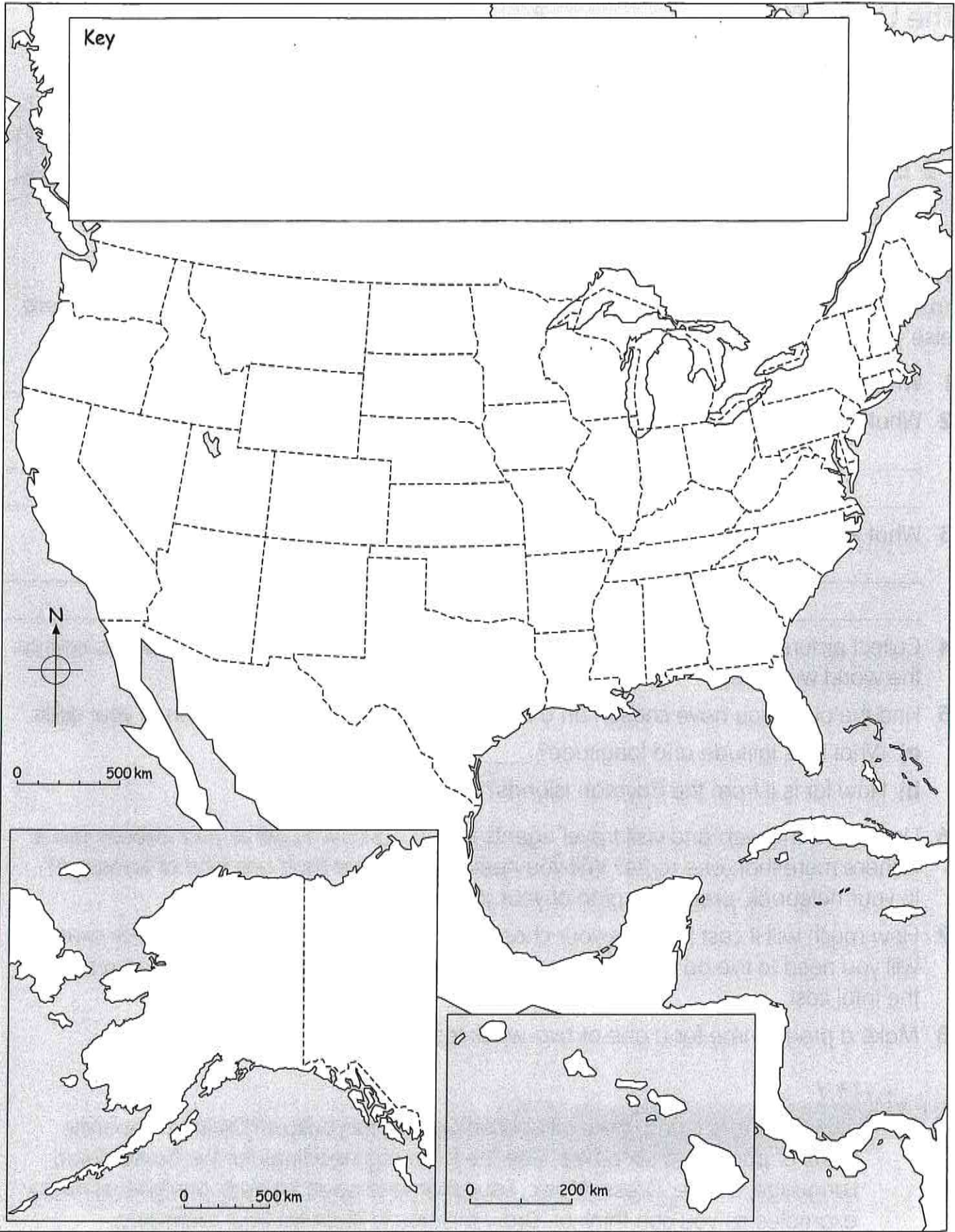
- 2 Use the scale on the map to work out the approximate distance between:
 - a) Seattle and Miami _____
 - b) Seattle and Boston _____
 - c) Miami and Boston _____
 - d) Los Angeles and Miami _____

- 3 Look at a world map in your atlas to find the position of the two states of Alaska and Hawaii in relation to the rest of the USA. Draw a sketch map to show this.

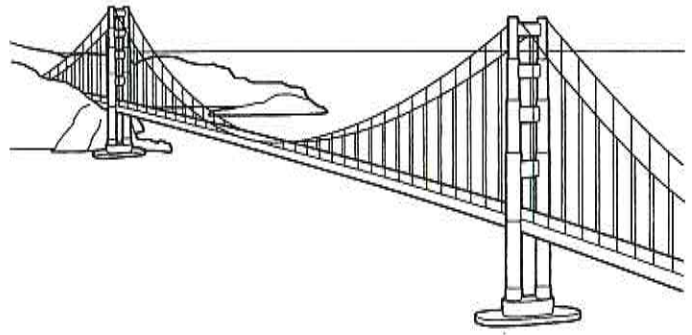


Problem

How many times would the island of Cuba (the biggest island in the Caribbean) fit into the area of the United States? Can you work this out using a ruler to measure the sizes or using squared paper or a paper cut-out?



The United States



Would you like to visit Disney World, Miami, New York, Washington, Los Angeles, the Yosemite National Park or the Grand Canyon? Choose one of these places or somewhere else you know of in the USA and plan a trip.

1 Write the name of the place you have chosen here: _____

2 What do you know about the place already?

3 What else do you want to know about it?

4 Collect pictures and information about the place you want to visit. Look in books and on the world wide web.

5 Find the place you have chosen on a map of the USA and the Caribbean in your atlas.

a) What is its latitude and longitude? _____

b) How far is it from the Cayman Islands? _____

6 Use maps, the web and visit travel agents to find out how to get to your chosen place. Is there more than one route? Will you need to use more than one kind of transport? In your notebook, prepare a plan of your journey.

7 How much will it cost to get to your chosen place and come back? How much money will you need to live on while you are there? Make a budget for your trip and work out the total cost.

8 Make a programme for a one or two-week trip.

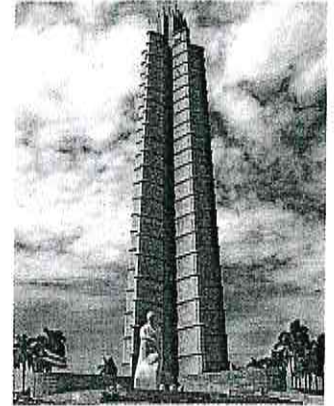
Activity

How has American culture influenced Caymanian culture? Divide a separate sheet of paper into six boxes. Use the following headings for the boxes: Food, Language, Dance, Dress, Music, Education and sport. In each one give as many examples as you can think of. Draw pictures to illustrate your examples.

Government in the USA and Cuba: democracy and communism

Read pages 64 to 67 in your textbook then read the statements below.

Put a tick against those statements you think are true, a cross against those you think are false and a circle against those you are not sure about.



Statement

- 1 There are many communist countries in the world.
- 2 The USSR used to help other communist countries before it collapsed in the 1980s.
- 3 China and the USA are democratic countries.
- 4 In democratic countries people elect their leaders.
- 5 In communist countries everyone shares in owning all the land and property.
- 6 In democratic countries it is difficult to criticise the government.
- 7 In communist countries there is only one political party.
- 8 Fidel Castro is the leader of the USA.
- 9 In communist countries people cannot change the government.
- 10 In democratic countries ordinary people and the newspapers, TV, etc. can criticise the government.
- 11 The US President and Fidel Castro are good friends.
- 12 In communist countries everyone is rich.
- 13 Many people try to leave Cuba and emigrate to the USA to find a better life.
- 14 In democratic countries everyone is rich.
- 15 In democratic countries people can form their own political parties.
- 16 The USA and Cuba do not trust one another.

Use highlighter pens. With one colour highlight true statements about communism. With another colour highlight true statements about democracy.

Activity

Imagine you a Cuban who has left Cuba for the United States or the Cayman Islands. In your notebook, explain why you risked crossing the dangerous sea on a small boat and tell the story of the crossing.

Caymanians emigrating to Cuba and the USA

Read pages 63 and 69 of your textbook.



1 During what period did Caymanians emigrate to Cuba? _____

2 Why did Caymanians emigrate to Cuba? _____

3 Name one place in Cuba where they settled. _____

4 Name the five main places in the United States where Cubans settled in the past.

5 What skills did the Caymanians have which helped them to get jobs?

6 Name four different kinds of companies in which Caymanians worked.

7 Very few Caymanians emigrate to the United States today. Explain why you think this is.



Find out how long it used to take to get to Cuba and the United States from the Cayman Islands by ship. Find out how long it takes today by air.



Choose either Cuba or one state in the USA and make a booklet about it. Include pictures and information about the landscape, industries and culture.

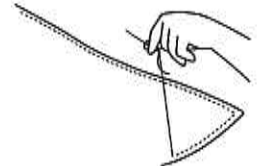
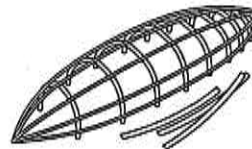
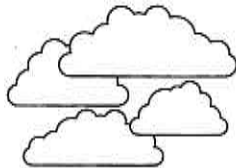
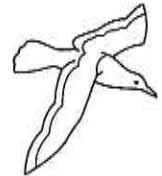
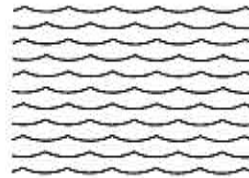
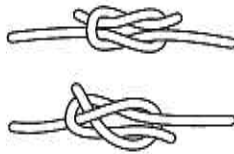
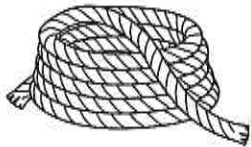
6

Caymanians – Masters of the Sea



Seamanship

1 On page 73 of your textbook different skills of seamanship are mentioned. Each of the pictures below shows one of the skills. Write the correct skill underneath each picture.



2 Today seamen need additional skills. What do you think some of these skills are?

3 What equipment do sailors have today to help them navigate, communicate and sail their vessels?

4 a) Do you have any seamanship skills? If so, what? _____

b) Learn a new seamanship skill, such as how to tie a new knot. In your notebook, draw a picture to show this.



Find out more about one of the old skills of seamanship. Write about it and draw pictures to illustrate your writing.

Class project

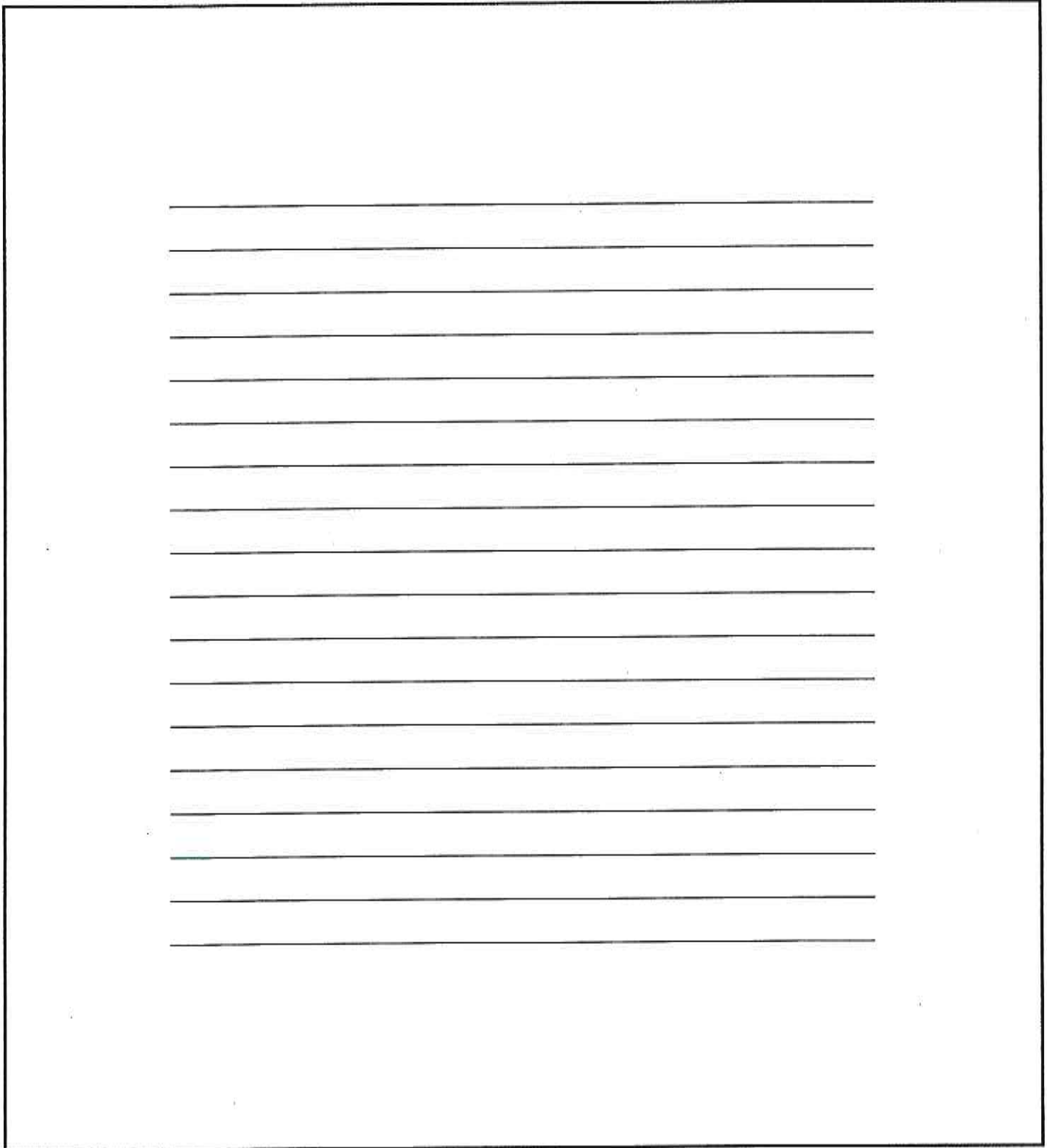


Make a display about seamanship with pictures, writing and articles such as rope or knots.

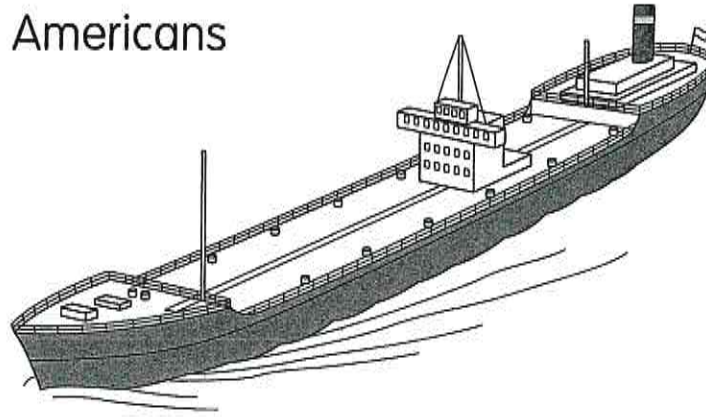
Experiences of the sea

Write a poem to describe your own experiences of the sea. These might be good or bad. Begin by collecting a list of words you might find useful.

Write your poem below and then illustrate it with a suitable border.

A large rectangular box with a black border, intended for writing a poem. Inside the box, there are 20 horizontal lines spaced evenly down the page, providing a guide for the length of the poem.

Working with the Americans



Use the map and information on page 78 of your textbook to answer these questions.

1 Name the main ports from which Caymanian seamen worked.

2 Name the US states where Caymanian seamen settled.

3 Which two things were traded from the Cayman Islands? _____
and _____

4 What was brought to the Cayman Islands in return? _____

5 Why did National Bulk carriers and other American shipping companies want to employ Caymanians? _____

6 How did money earned by the seamen help our country? _____

7 Name two kinds of cargo the bulk carriers carried. _____

8 During which decade was this work most important for Caymanians? _____



Find out more about National Bulk Carriers or the United Fruit Company. Find out the countries and ports which their ships travelled to. Trace a world map from your atlas. Shade the countries they visited and mark the main ports. Ask your teacher to invite a Caymanian seaman to class and have a discussion about his travels. Do a news report on this discussion.

Activity

Imagine your father is a seaman working from New York and visiting other parts of the world. Write a letter to him describing life at home and also ask him about his travels.

7

The Caribbean Climate



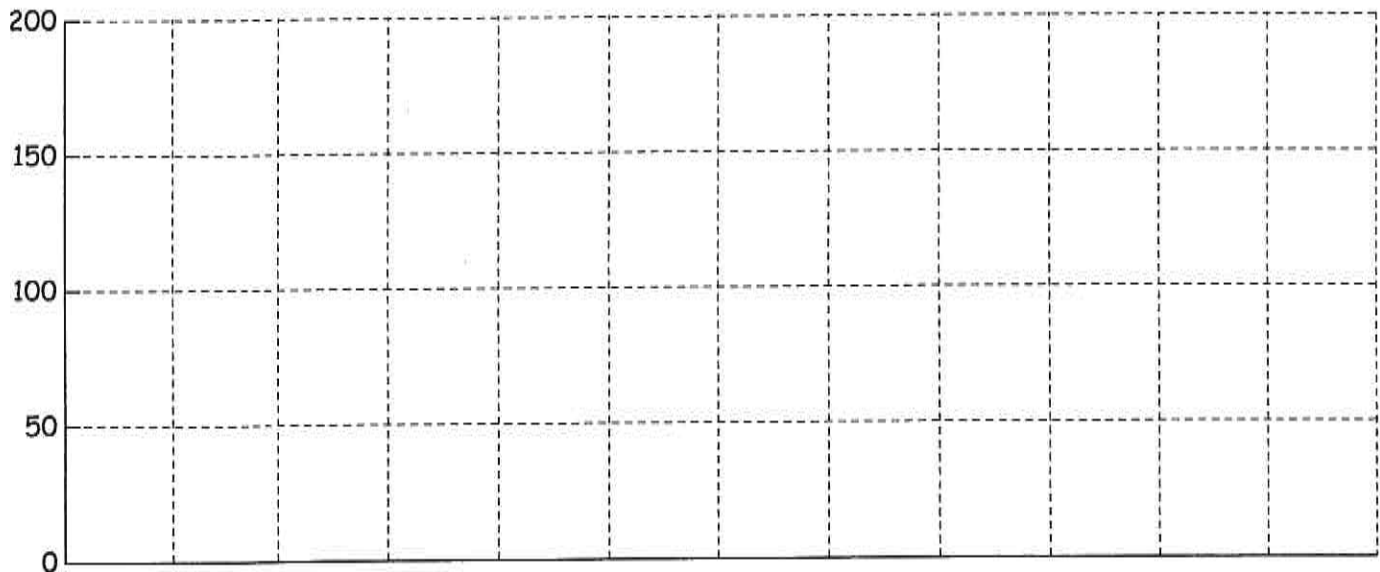
The climate of the Cayman Islands

- 1 Match each of the words listed on the left below with its correct definition on the right, by drawing a line to connect them.

Definitions	
Altitude	The patterns of weather in a particular area over a long period of time.
Humidity	The conditions experienced on a particular day.
Northwester	The amount of moisture in the air.
Climate	The height of the land.
Weather	A wind from the north-west which usually brings storms.

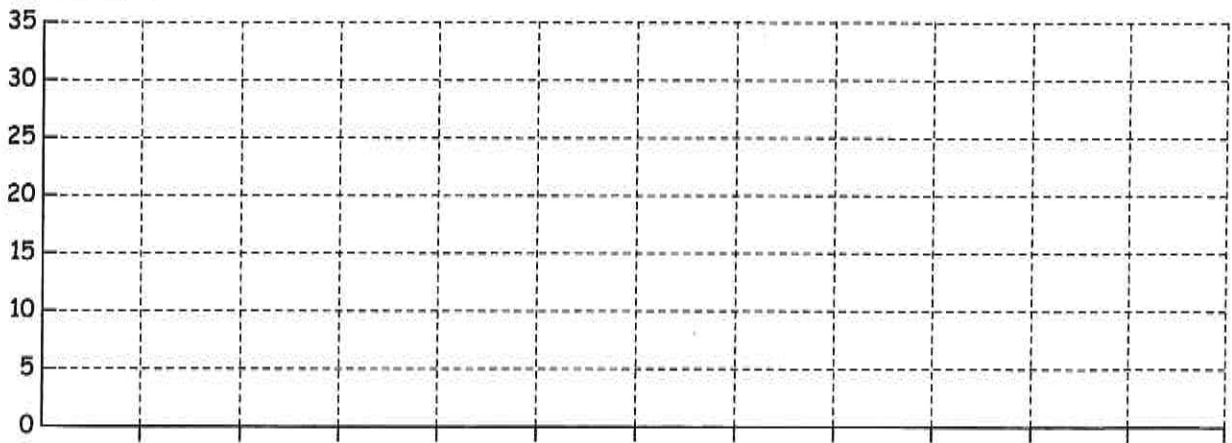
- 2 Draw a bar chart below to show rainfall in the Cayman Islands, using the information in Table 4 on page 83 of your textbook. Colour and label your bar chart and give it a title.

Rainfall (millimetres)



3 Draw a line graph below to show temperature in the Cayman Islands, using the information in Table 4 on page 83 of your textbook. Label your graph and give it a title.

Temperature (°C)



4 Use the graphs you have drawn for questions 2 and 3 to answer these questions.

a) Which months are the rainy season? _____

b) Which month had the highest rainfall? _____

c) Which months are the dry season? _____

e) Which months have the lowest rainfall? _____

f) Which are the hottest months? _____

g) Which are the coolest months? _____

h) What is the difference between the highest temperature and the lowest? _____

Read page 83 of your textbook and answer these questions.

5 What is the difference between the air temperature and the sea temperature

a) during the rainy season _____

b) during the dry season? _____

6 Between which months do we get hurricanes in the Cayman Islands? _____

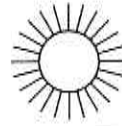
7 What direction do the winds generally come from

a) during the rainy season _____

b) during the dry season? _____

Climate of our neighbouring countries

Here is a Climate Fact File for Barbados.



CLIMATE FACT FILE – BARBADOS

Average temperature 26 °C

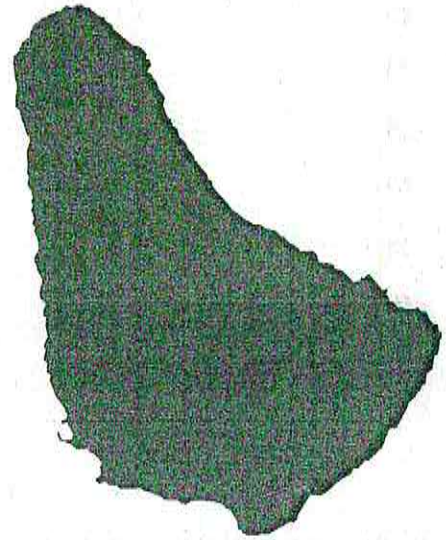
Average rainfall 1,000 mm (40 inches) on the coast and 2,300 (90 inches) on the central high ridge

Humidity High, especially in the rainy season

Rainy season June to November

Winds North-East Trade winds

Ocean currents Warm currents travelling from south-east to north



- 1 Find Barbados on a map of the Caribbean. You will see that it is a long way from the Cayman Islands. Is the climate of Barbados similar to that of the Cayman Islands and our neighbours Cuba, Florida and Honduras? _____
- 2 In your notebook, construct a table to compare the climate of the Cayman Islands, Honduras, Cuba and Barbados. Use the headings used in the Fact Files.
- 3 List the similarities between the climates of Barbados and the Cayman Islands.

- 4 List the differences. _____

- 5 In what ways is the climate of Barbados different from the climates of the other two countries?

- 6 Make a general statement or hypothesis about one or more aspects of all Caribbean climates. _____



Choose two other Caribbean countries. Research their climates and try to complete Climate Fact Files for them. You could try visiting www.un.org or www.worldbank.org

How are they similar to and different from the climate of the Cayman Islands?

Differences in climate

Different places in the world have different climates. Climates are affected by different factors. Look again at pages 84 and 85 of your textbook.

1 a) Name the six different factors which affect climate.

b) In the boxes below, draw six small symbols to help you remember these factors. For example, for cloud cover you could draw a cloud. Label each box.

--	--	--	--	--	--

Now look at the world maps in your atlas.

2 Name three countries which are very hot because they are near the Equator.

3 Name two countries which are very cold because they are near the Poles.

4 Name two countries which have cold places because they are very high.

5 Name somewhere which is far from the sea, cold in winter and hot in summer.

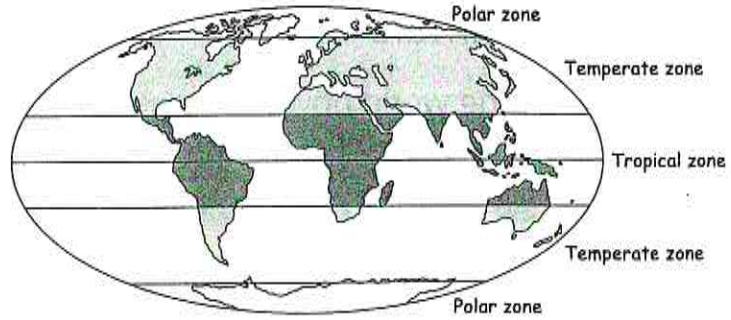
6 Name the winds which affect the Caribbean climate. _____

7 Name the ocean currents which affect the Caribbean climate.

8 Use some of the symbols you have drawn above to draw a star diagram to show the factors which affect the climate of the Cayman Islands. Draw it in your notebook.

Different types of climate

1 Read pages 88 to 92 of your textbook. Then fill in the table below using the information given. The first box has been done for you.



Climate feature	Tropical		Temperate	Polar
	Equatorial	Marine		
Temperatures	high	high		
Temperature variation				
Rainfall amount				
Rainfall type				
Humidity				
Winds				
Seasons				
Ice or snow				

1 Use world climate maps in your atlas to identify countries that have these four climate types. Name two countries for each climate type.

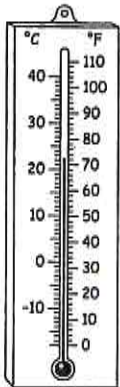
Equatorial	Tropical marine	Temperate	Polar
_____	_____	_____	_____
_____	_____	_____	_____

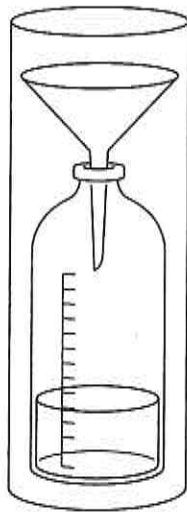


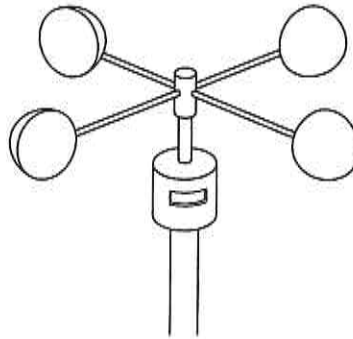
Find out more about another type of climate: a desert climate. Where are the world's deserts? What are the main features of a desert climate?

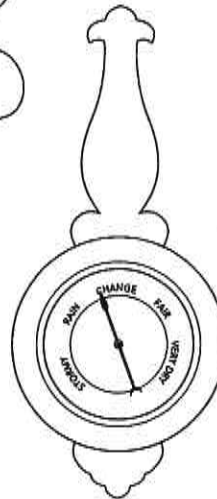
Measuring the weather

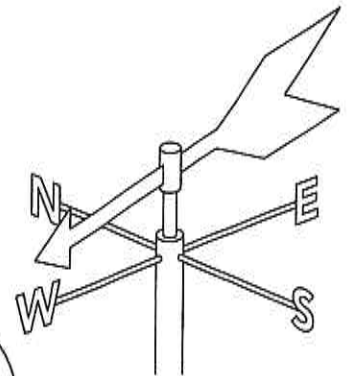
1 Name each weather instrument shown in the pictures below, and say what it measures.











2 Use your own weather instruments or those at school to measure the amount of rainfall, and the speed and direction of the wind over a week. Don't forget to record the direction that the wind is blowing *from*. For example, if the wind is from the north-east write NE in the box.

Record your results in your notebook, in a table like the one below.

	Rainfall in mm	Speed of wind	Direction of wind
Monday			
Tuesday			

3 Continue recording the weather for a month using your own tables. When you have finished measuring and recording draw the following charts.

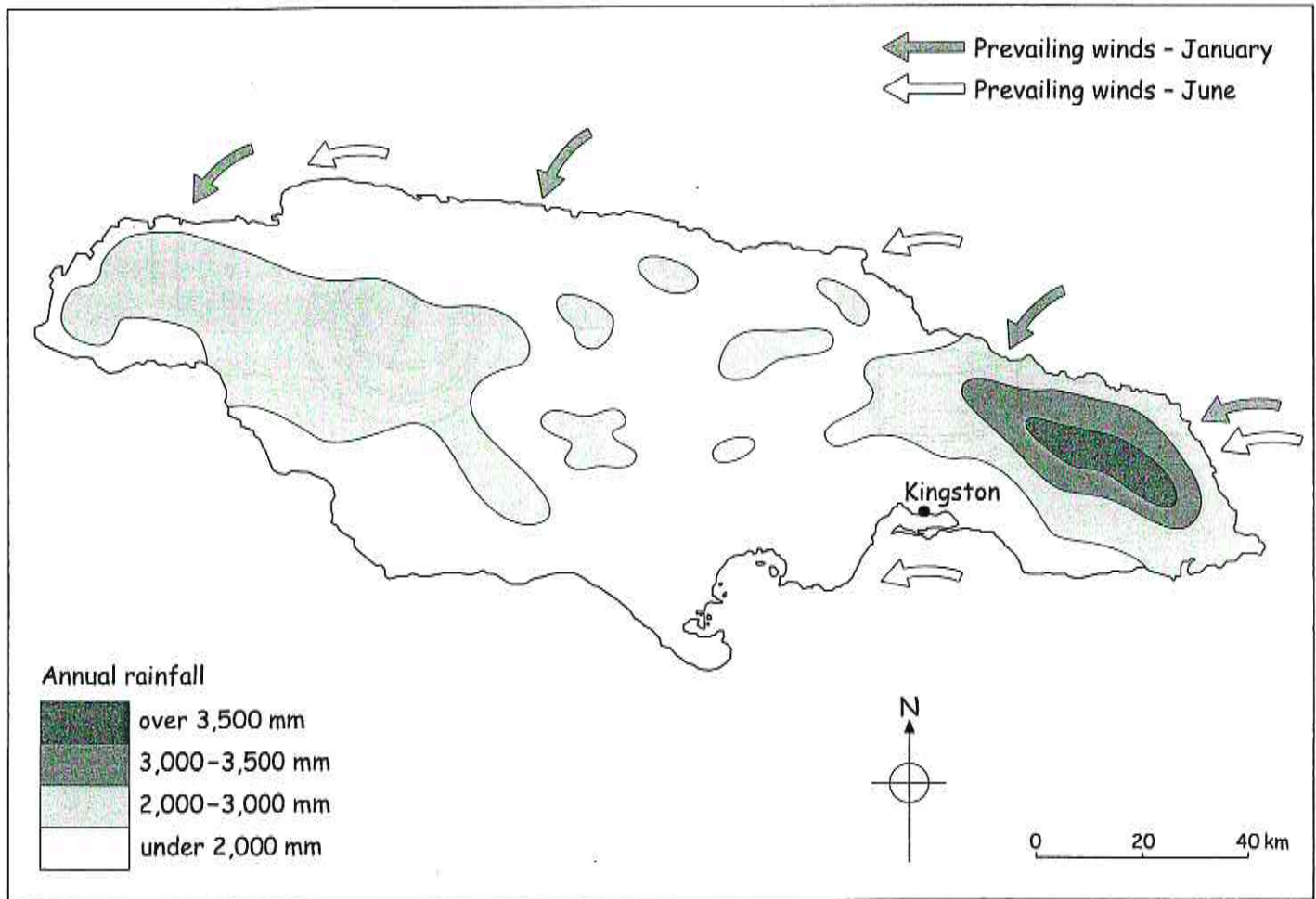
- a) A bar chart to show the rainfall (in mm), either on a daily basis, or the average per week.
- b) A bar chart to show the wind speed, either on a daily basis, or the average per week.
- c) A bar chart to show the frequency of winds from the eight main directions. Count the number of days with wind from each direction.

4 Compare your results with those from the Weather Station. Are there any differences? Why do you think this is?

Graphs and maps showing climate

Study the following map and graph and answer the questions.

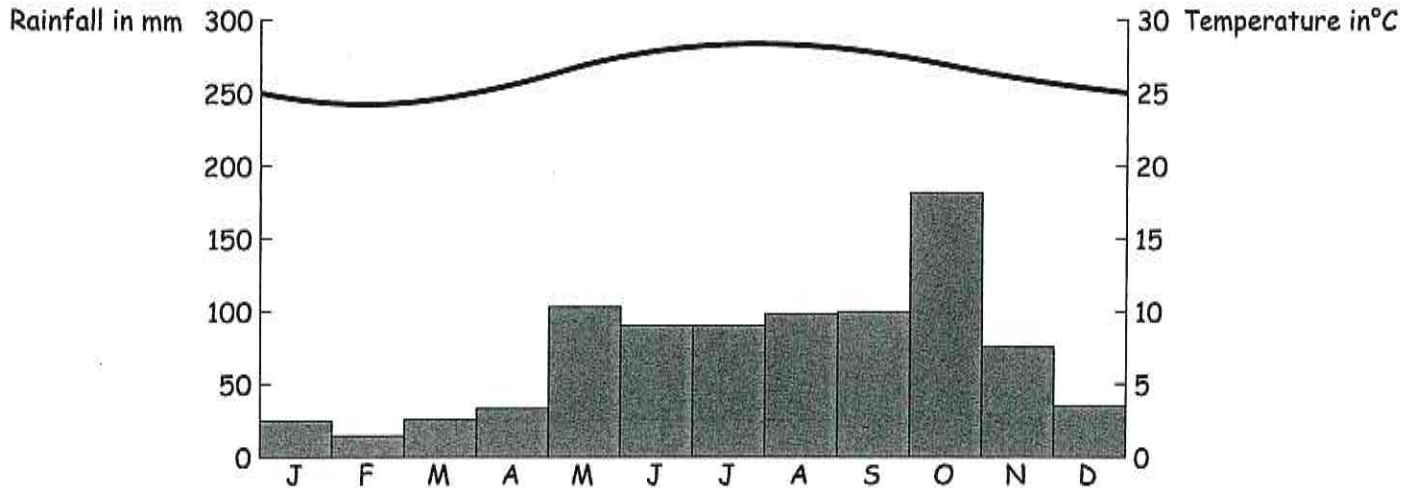
Rainfall in Jamaica



- 1 From which direction do the winds blow in January? _____
- 2 From which direction do the winds blow in July? _____
- 3 Which areas have the lowest rainfall? _____
- 4 **a)** Which areas have the highest rainfall? _____
b) Can you suggest why this is? (If not, look at a physical map of Jamaica in an atlas to help you.) _____

- 5 Which part of the island is hit by the prevailing winds? _____
- 6 How much rainfall does Kingston get each year? _____
- 7 Kingston is fairly dry. Can you suggest why this is? _____

Combined rainfall and temperature graph for Kingston, Jamaica

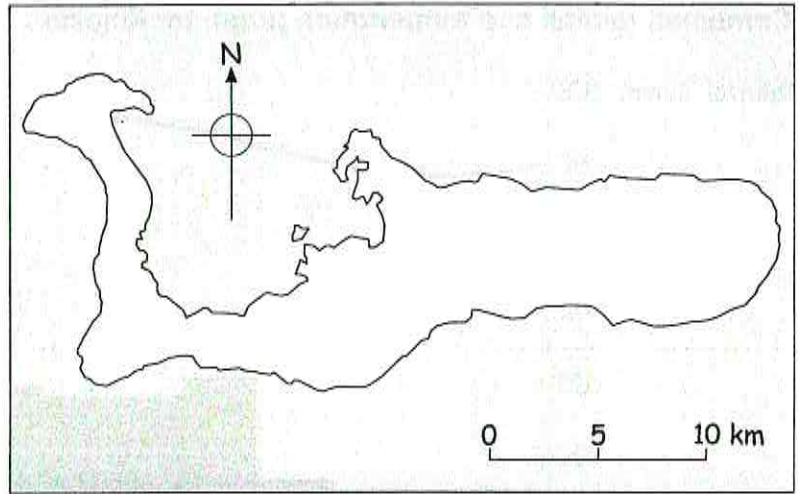


- 1 What does the graph show? _____
- 2 What do the letters along the bottom axis of the graph stand for? _____
- 3 What does the scale on the left-hand side show? _____
- 4 What does the scale on the right-hand side show? _____
- 5 What do the bars show? _____
- 6 What does the continuous graph line show? _____
- 7 Which is the wettest month? _____
- 8 Which months are the rainy season? _____
- 9 Which is the driest month? _____
- 10 How many months have rainfall of more than 100mm? _____
- 11 In each of the following months, what is the rainfall?
 a) October _____ b) January _____ c) July _____
- 12 What is the temperature in each of the following months?
 a) March _____ b) June _____ c) October? _____
- 13 Which is the hottest month? _____
- 14 Which is the coolest month? _____

Activity

Look at a rainfall map and climate graph for Trinidad and Tobago in your atlas. In your notebook, write a paragraph to describe the climate in Trinidad and Tobago. Mention the wettest month, the driest month, the hottest month, the coolest month, etc.

Northwesters and hurricanes



- 1 On the map above:
- a) mark and label George Town
 - b) draw and label two arrows to show the direction from which Northwesters blow
 - c) draw and label two arrows to show the direction from which the prevailing North-East Trade Winds blow
 - d) draw and label one arrow to show the direction from which most hurricanes come
 - e) shade the coastal areas which are not protected from Northwesters
 - f) mark and label any ports from which people have to move their boats.

2 Complete the following sentences.

- a) A Northwester is _____

- b) A Northwester brings weather which is _____

- c) A hurricane is _____

- d) A hurricane can cause damage by _____

- e) We prepare for a hurricane by _____



Find out more about hurricanes we have experienced in the Cayman Islands. Make a time line to show the hurricanes which have affected the Cayman Islands in the twentieth and twenty-first centuries. Invent symbols to show which were the most severe.

Activity

Design a poster to tell people all the things they need to do to prepare for a hurricane.

Climate wordsearch

Find 15 words and phrases about climate in the wordsearch box below. Some words read up the page or from right to left.

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

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

In your notebook, write a sentence using each of these words correctly.

8

Natural Resources in the Caribbean



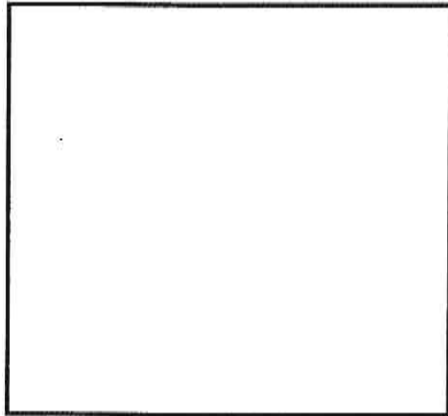
Natural resources in the Cayman Islands

For each of the natural resources of the Cayman Islands (listed below) write two sentences about what they are and how they are useful to us. Draw a picture to illustrate each resource or how it is used.

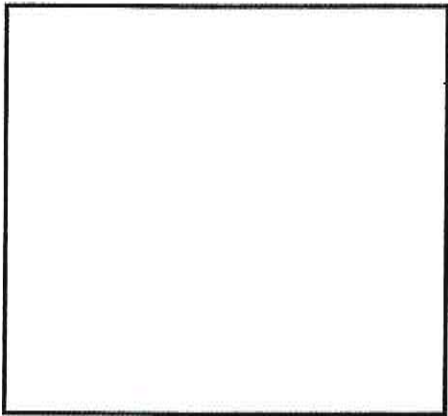
Climate

Rainfall

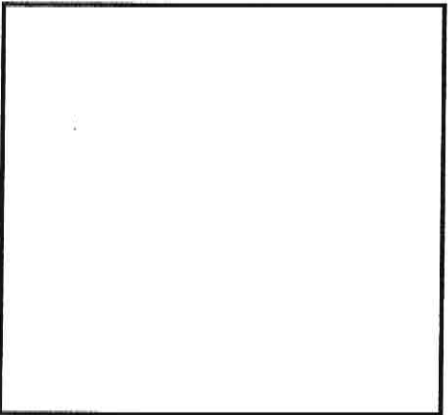
Water supplies



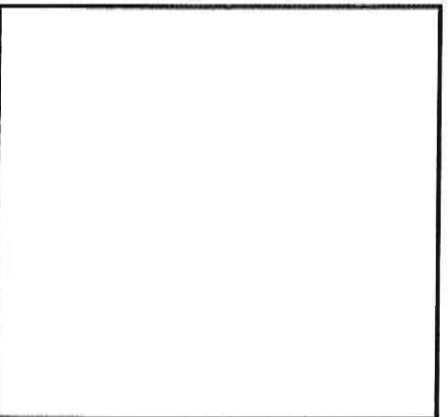
Fertile land



Human resources



Medicinal plants

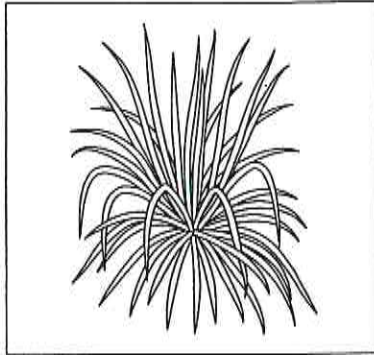


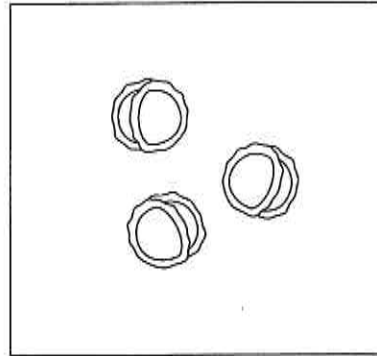
Building materials

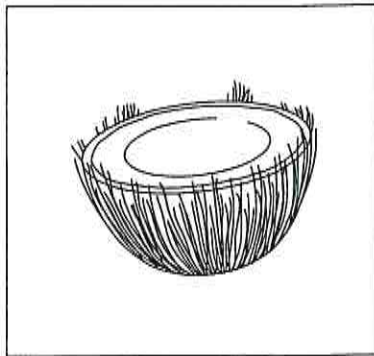
Medicinal plants

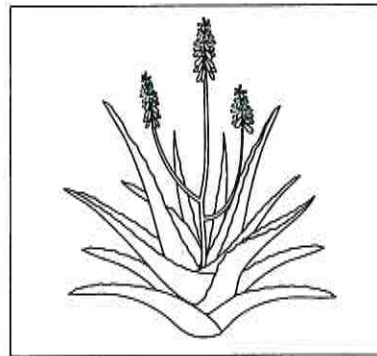
Most medicines we use come from plants, even when we take the medicines as pills. For example, aspirin is made from the willow tree.

1 Name each plant shown below and say what it is used for.









2 In your notebook, draw two more medicinal plants you know. Name them and say what each is used for.

3 Now name four other medicinal plants you know and say what each is used for.

Plant

Use

<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

4 a) Are medicinal plants renewable or non-renewable resources? _____

b) How can we look after them? _____

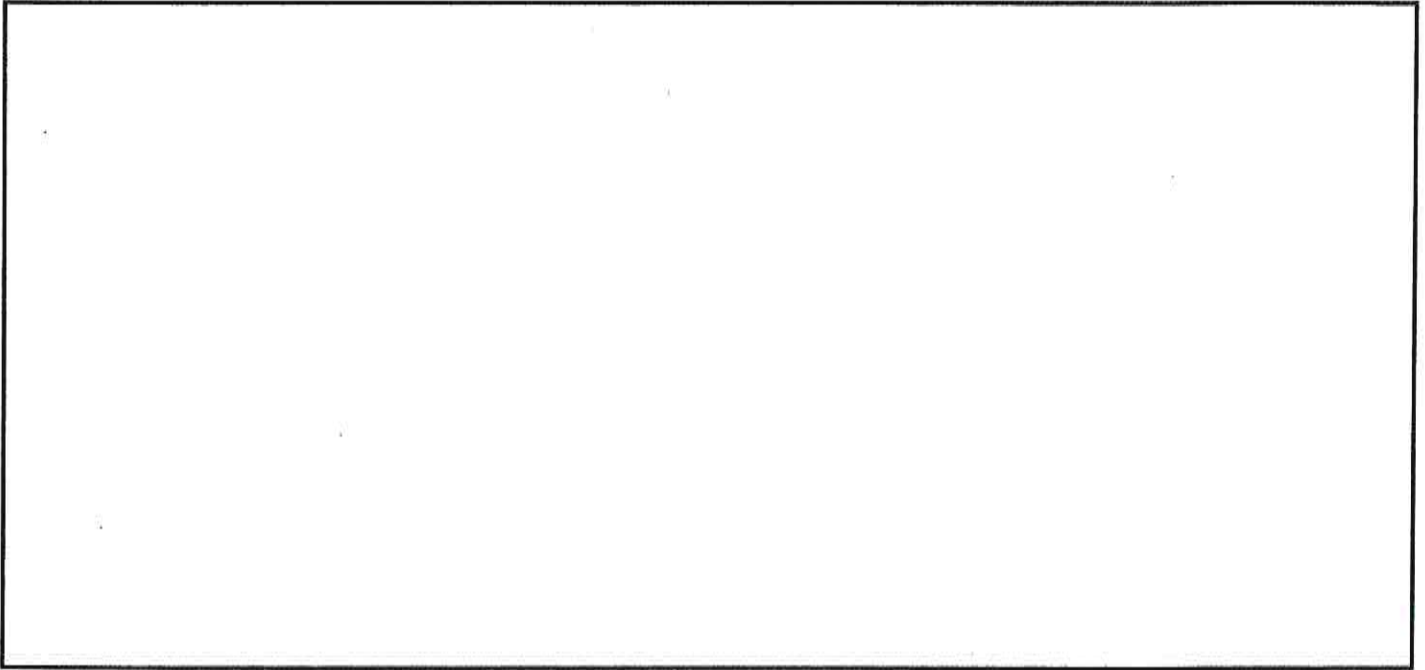


Find out more about medicinal plants used in the Cayman Islands. Interview elderly people to find out what they know about them.

Using natural resources for building and industries

Think back to what you learned about traditional houses in Year 4.

- 1 Draw a picture of one kind of traditional house. Label the materials it is made from.



- 2 List the natural resources used in the following traditional industries:

Boatbuilding

Turtle fishing

Farming

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

- 3 List the natural resources used in the following modern industries:

The tourist industry _____

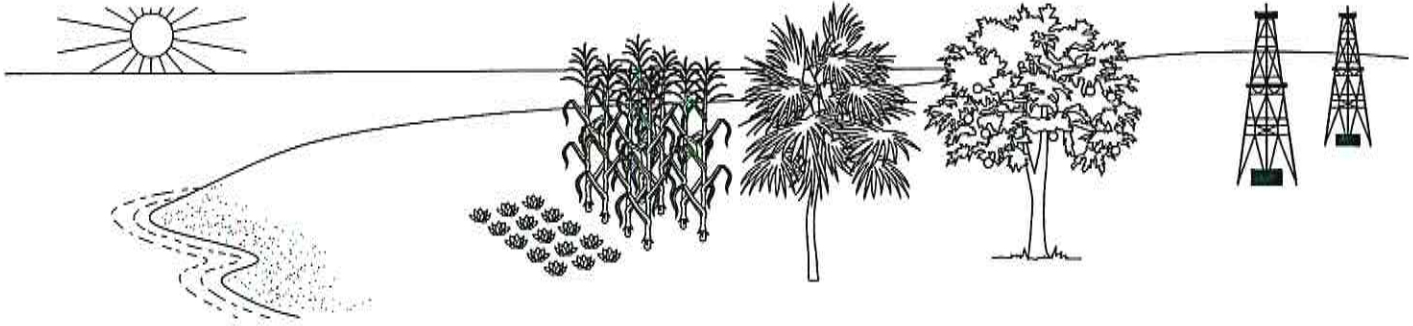
Banking and finance _____

- 4 Circle in green those natural resources above which are renewable.



What resources are used to make modern houses? Which of these are natural and which are man-made? Which of the resources used are renewable and which are non-renewable?

Natural resources in the Caribbean



Read pages 104 to 107 in your textbook. Then see how quickly and accurately you can answer the following questions. Time yourself. Use one-word answers.

- 1 Which country has the largest oil and gas reserves in the Caribbean?

- 2 Name one Caribbean country which has low rainfall even in the wet season.

- 3 Name one Caribbean country which does not have land suitable for agriculture.

- 4 On which island has a reservoir been built in the middle to store water?

- 5 Which island has fertile lowland over three-quarters of it?

- 6 What can bauxite be refined into?

- 7 What resource is located off the north coast of Cuba?

- 8 What resources do Jamaica and Guyana have which few others have?

- 9 Name one important skill that Caymanians have.

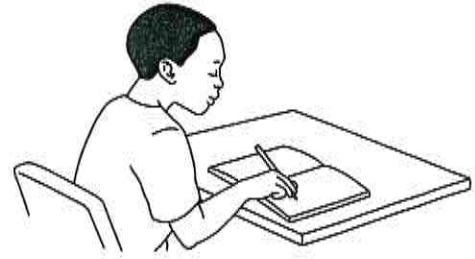
- 10 Name one country which has many rivers and lakes.

Now look at your atlas and look back over the information in your textbook, and use it to write ten questions about natural resources in the Caribbean. Make sure you know the answers. Try the questions out on your friends.

Using natural resources wisely

Keep a resource diary

For one day, keep a diary of all the natural resources you think you use. For example, write down all the food you eat. Try to work out how much water you use. Write down anything else that you use, such as any sheets of paper you throw away, or wrappings from food or other things you buy. Think about any energy you use if you travel in a car or boat with an engine, and any electricity you use.



1 List the different kinds of resources you used here:

_____	_____
_____	_____
_____	_____
_____	_____

2 What renewable resources did you use?

_____	_____
_____	_____
_____	_____

3 What non-renewable resources did you use?

_____	_____
_____	_____
_____	_____

4 Now think about the natural resources your great-grandfather or great-grandmother might have used many years ago.

a) What things do you think might have been the same?

_____	_____
_____	_____

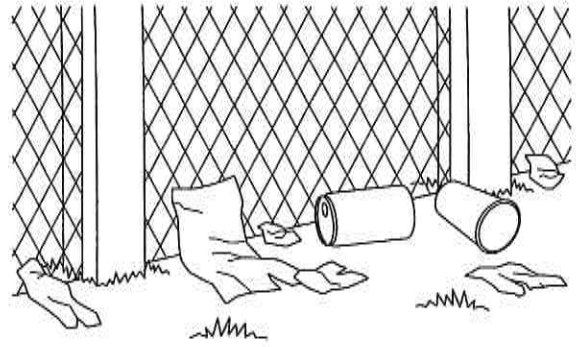
b) What things do you think would be different?

_____	_____
_____	_____

5 Is there any way you could change the resources you use in order to look after the world better? Could you make less use of some resources? Write a few paragraphs about this in your notebook.

Conserving our natural resources

- 1 Take a walk around the area near your school or home. Look out for any areas which are polluted or damaged or which could be improved. Look out for litter, soil erosion, pollution of any kind, over-use of resources, resources in danger. Make a table using these headings:



Place	Problem	How it could be improved

- 2 What do you think are the Cayman Islands' most important natural resources to be conserved? Explain why.



Find out about animals and plants that are in danger in the Cayman Islands. What is being done to conserve them?



Choose one natural resource and find out more about it. Find out how it can be used, any problems there are and how it can be looked after. Draw up an action plan to conserve it.

CAYMAN

Primary Social Studies

OUR CARIBBEAN FRIENDS AND NEIGHBOURS



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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