

# SOCIAL STUDIES PRIMARY SCHOOL CURRICULUM



## UPPER DIVISION

QUALITY ASSURANCE AND DEVELOPMENT SERVICES

(QADS)

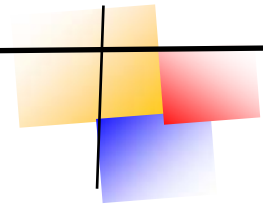
MINISTRY OF EDUCATION, CULTURE, YOUTH AND  
SPORTS

BELIZE

2004







WORLD

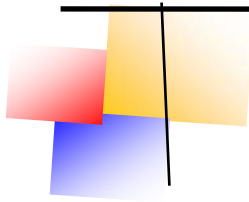
GOVERNMENT & CITIZENSHIP

RIGHTS & RESPONSIBILITIES

EARLY CIVILIZATION

SOCIETY & CULTURE





# WORLD - STANDARD V

## Content Standard # 1

### The Earth

**A.** Develop a mental picture of the distribution of landmasses and water bodies. Recall earth's shape, internal composition and external build and demonstrate understanding of their influence on specific changes. Identify and explain its land and water and the living things which inhabit them.

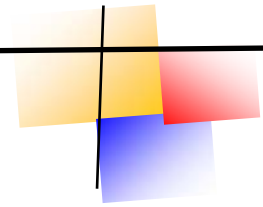
and

### Landforms and Location

**B.** The **acquisition** and **application** of knowledge and skills to: visualize, explore and describe regions, interpret geographic data, make predictions and generally solve problems specific to land forms and location.

Content organized into Manageable Sets	Suggested Teaching Learning Strategies
<p><u>1. Physical environment within Belize: description of layout of the land including names of water features learnt. Location of Belize in the world: - hemisphere, climatic zone, trade wind belt, Maya region, Caribbean region. (Insert on a blank map).</u></p>	<p>Use the previous knowledge acquired in standards 2 through 4 to describe the layout of the country. Students are expected to name the different features in the respective regions e.g. in the northern region they should name the New River with the source in the New River lagoon flowing north and emptying into the Bay of Corozal. Similarly, they should be specific about approximate height of the Yalbac hills in the west and the names of the many lagoons that exist in the low lying areas. Students would also be expected to see Belize's location within the northern hemisphere and explain the climatic implications of this location as well as its location as part of Mesoamerica and the Caribbean.</p>
<p><u>2. Latitude and Longitude: Grid reference-problems requiring knowledge of latitude and longitude for solution. Specification and location of important grid lines: equator tropics, circles, prime and 180° Meridian. Significance and function of International Date Line</u></p>	<p>Using map of Belize let class identify the true grid reference of Belize between 15° 54' and 18° 29' N and 87° 29' and 89° 8' W and its meaning with respect to climate and time. Also recognize the location of the equator, tropics and circles by identifying landmarks on the different continents through which or near to which they pass and practice inserting them on blank maps. Identify location – England, Europe and Africa through which the Prime Meridian passes and north Eastern Asia through which the 180° Meridian passes. Draw attention to the partly super-imposed International Dateline and discuss its function and reason for its zigzagging. Note that the line zigzags to the right both in the north and south and to the left only in the north.</p>
<p><u>3. Earth Movement and Structure: The effect of rotation and revolution on time and world climate respectively. The changes in landforms and water bodies caused by (a) earth movement and structure (b) Location-plate Tectonic Theory details.</u></p>	<p>Use pictures/diagrams/maps. Review revolution as it might be somewhat difficult for some children – review using diagram and having children explain. Review general conditions during the four seasons outside the tropics and note Belize's hottest time while the sun is overhead in the Northern hemisphere and its coolest when it is in the southern hemisphere and the northerners from the northern winter travel southward through the continent of North America. Introduce pictures of scenes from the different seasons to show the effect of earth movement on climate. Discuss what happens based on diagram illustrating revolution dealt with in Std. 4. <u>Revolution causes the four seasons each of which reflects different climatic conditions.</u> Record. Ask about the effect of rotation so that they are reminded that <u>rotation causes a time difference of as much as 24 hours between the most easterly and the most westerly places on earth.</u>  <u>a. Change in landforms due to earth movement and structure</u> - Draw attention to changes in Belize's land form as winds blow away sand from one place and deposit it in another (note that change in Belize is slow but can be seen on unpaved heavily trafficked roads during dry conditions). During wet conditions the effect of water is seen in water erosion – effect of floods, effect of heavy rains especially after extremely dry periods, effect of hurricanes – St. George's Caye and Caye Caulker were split into two parts during Hurricane Hattie in 1961. Weathering and erosion also change landforms; illustrate through pictures. Outside of Belize – use the Montserrat volcanic experience and that of Hawaii to show how lava flow changed the landform (pictures/tapes) – magma is found in the 2<sup>nd</sup> layer of the earth's structure. Volcanic deposits sometimes cause mountain formation and lakes. Use pictures/drawings to help children to understand, discuss the pictures.</p>

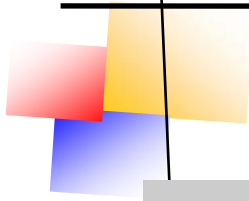




# THEME: Earth, Latitude and Longitude, Revolution and Rotation

Suggested Strategies/Activities for Assessment	Learning Outcomes
<p>Locate/insert Belize on a blank map and correctly insert and name boundary lines.            Insert and name prevailing winds and describe their effect on climate. Demonstrate understanding of the reasons why the region is vulnerable to hurricanes.            Describe the geography of the regions (Maya and Caribbean) in association with the country of Belize.            Games requiring knowledge of above information.</p>	<p>1.20 Demonstrate detailed knowledge of the location of Belize within the northern and western hemispheres- the tropical climatic zone, the trade wind belt, the Maya region and the Caribbean region by being able to label blank maps to illustrate written relevant descriptions, as well as interpret map inserts.</p>
<p>Identifying/inserting the different lines on blank maps.             Using information to demonstrate understanding of the implications of the lines.             Describing the function of the International Date Line and explaining why it is not a straight line            Solving problems in time which include crossing the International Date Line.</p>	<p>3.16 Show familiarity with the positions and functions of the important parallels of latitude, meridians of longitude and the International Date Line.             3.17 Predict climatic and time changes and their impact on man and living things             3.18 Use knowledge to solve problems of increasing difficulty (involving time differences, climatic variations, natural vegetation and life style)</p>
<p>Diagrammatic representation of revolution.             Explanation of reasons for the conditions experienced in Belize during the hottest and coolest seasons.             Explanation of conditions within the zones experiencing a respective season.             Answering questions which involve knowledge of the impact of climatic conditions on life in different areas.             Demonstrate a working knowledge of the changes that take place as a result of erosional forces.</p>	<p>4.27 Discuss and solve more challenging problems using knowledge of Rotation and Revolution             4.28 Explain the theory of Plate Tectonics and its effect on land and water             4.29 Identify and explain how landforms, water bodies and vegetation can be changed by: revolution and the structure of the earth location of landmass and water bodies in relation to the regions where plates meet</p>





# WORLD STANDARD V

## Content Standard #2 Weather and Climate:

Identify some climate types and explain climate related information. Describe how latitudinal location, landmass location, elevation, position of mountain ranges and the prevailing wind system combine to influence climatic conditions. Describe Conditions

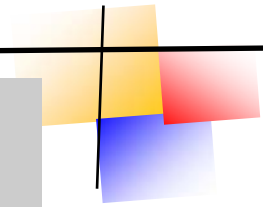
## Content Standard # 3 Latitude and Longitude

Demonstrate knowledge of the identity and functions of the parallel lines of latitude, the meridian lines of longitude and the relationship between latitudinal range and climate and among longitudinal range, time and climate. Interpret location and solve location problems using grid references.

Content organized into Manageable Sets	Suggested Teaching Learning Strategies
Cont'd	b). <u>Changes in landforms due to location</u> : Read theory in Resource Guide. Show maps of the drifting continents and explain the <u>theory of plate tectonics</u> which states that the earth's outer shell (crust) is not one solid piece of rock. Instead, it is made up of a number of large slabs of rock called plates. These plates are sliding slowly over the mantle and their movements result in changes in landform as a result of rifting, earthquake activity, or volcanic action. Therefore regions located along the plate boundaries of the plates are likely to experience changes in landform such as faults in the earth's crust, and volcanic mountains. Show diagrams of different types of plate movement and discuss changes in landform. Also show diagram illustrating the Pacific Ring of Fire and note volcanic and earthquake regions along the boundaries of the plates.
<u>4. Weather/Climate/Water: The wind belts and their functions – other climate types – natural disasters and their effects – climatic variations and their influence on natural vegetation.</u>	Let class read the passage entitled winds in preparation for discussion. In class, discuss 'what is wind?' and record correct answer from the passage. – <u>Wind is moving air or wind is air in motion.</u> Draw circle to represent the earth and insert the high and the low pressure regions. Let children point the regions from which winds will blow based on their comprehension of the passage. Label the pressure areas high pressure and low pressure. Again based on the passage read, get children's response to the question, Is there ever a time when there is no wind blowing over the earth? Record correct answers. <u>No, air is always moving around the earth because warm air is constantly rising while cold air moves in to take its place.</u> Continue asking the following questions to get children to build a diagram showing the wind system.
<u>5. The wind belts and their functions</u>	Use the diagram developed by teacher to help children to see the pattern created by the major winds i.e. the north-east and south-east trade winds the southern and northern westerlies and the polar winds. Let them see through the direction of the arrows, that winds get their names from the direction from which they blow. The winds which blow steadily over a region are called its prevailing winds. Trade winds are dry winds while westerly are wet winds.
<u>6. Other Climate types</u>	Class should have covered tropical desert and equatorial type climates in Standard 4. Review conditions expected in each compare and contrast the winds which influence each climatic region, the temperature range and the precipitation (rainfall). Note that within the same latitudinal location there would be differences/variations of in climatic conditions because of the other factors which influence in climate. Discuss some. Show map of the world illustrating climatic regions to show that location alone does not dictate climate. Select some examples of interest and discuss to show variations and the factors which influence them. Compare natural vegetation map of the world with the map showing climatic regions to show the effect of climate on vegetation.

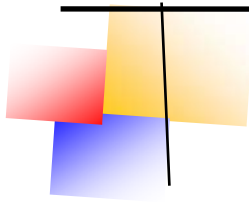


# Themes: Weather, Water, Climate



Suggested Strategies/Activities for Assessment	Learning Outcomes
<p>Demonstrate knowledge of the changes caused by location near plate boundaries.</p>	
<p>Demonstrate understanding of wind direction and their effect on land.</p> <p>Insert pressure areas and the winds which blow out of them on blank map of the world.</p> <p>Apply knowledge of wind system to Belize</p>	<p>2.19 Illustrate and explain the wind belts and how they function</p> <p>2.20 Identify and explain variations in climate which are directly or indirectly related to winds</p> <p>2.21 Explain the effects of variations on vegetation</p> <p>2.22 Examine the role of winds in certain disasters</p>
<p>Insert arrows to show the areas over which the trades and westerlies prevail. Explain significance of names and the fact that the trades blow from cooler to warmer regions, therefore they are described as dry while westerlies blow from warmer to cooler and are described as wet.</p>	
<p>Describe conditions in the three climatic regions reviewed. Explain why all places within the same latitudinal range do not have the same climate. Insert selected climatic types and natural vegetation on blank maps. Demonstrate understanding of some factors influencing specific regions.</p>	





# WORLD STANDARD V

## Content Standard #4 Rotation

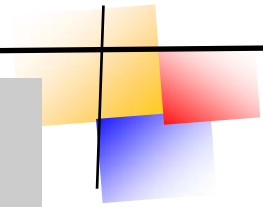
Define, describe and illustrate rotation and revolution and explain their effect on the earth. Explain the theory of Tectonic Plate Movement and identify examples of world regions where the meeting of plates has created changes in the build of surrounding environment and or either earthquake or volcanic movement

Content organized into Manageable Sets	Suggested Teaching Learning Strategies
<u>7. Natural disasters and their effects</u>	Discuss some natural disasters that have affected Belize and identify the effects they have had on the country physically. Lead students in a discussion to identify other effects which resulted e.g. Hurricane Janet devastated Corozal Town and its surroundings – this resulted in the building of a modern Town of Corozal. Hurricane Hattie resulted in the development of Hattieville and the building of a new capital Belmopan.
<u>1. Distribution of Natural resources by classification and the role in Belize's development.</u>	Since classification of natural resources was done in Standard four, quickly review the classified groups of resource and the districts in which they are located. Invite a resource person from the Ministry of Trade and Industries to address the class on the use being made each resource – which are being used in industries? Which are being exported? Etc. Take notes on address made. In groups have class make a table to illustrate the value of each resource in terms of quantity produced and monetary value earned locally as well as quantity exported, payment to producers and revenue earned if the resource is exported. Arrange the table in descending order of value. Have presenters report on the production and use of each resource and its value in the overall performance of the country's economy.
<u>2. Conservation and preservation efforts e.g. laws, closed season, recycling, anti-pollution measures</u>	Let class research all efforts made by government to conserve and preserve the country's resources – include closed seasons for fishing and hunting, designation of reservations, imposition of tax measures and fines, prevention of certain activities in residential areas in cities and towns etc. Divide class into manageable groups and assign areas to be researched. Decide with class on time for completing the research and presenting to class. Let groups choose their presenters – follow each presentation with discussion – discuss and correct any errors. Display group work in class. Individuals should copy findings in their social studies booklet. Arrange field visit to conservation area for first hand viewing if possible.
<u>3. Some human activities which adversely affect some natural resources, slash and burn, dumping chemicals into water ways; misuse of land (e.g. building on quality agricultural land) Underdevelopment of the inhabitants of the country.</u>	Let class select resources that can be adversely affected by human activities let them group them so that they deal with land, water and human resources. (Students covered conservation and preservation in standard 4). Using previous knowledge and some possible experience also information from Ministry of Agriculture discuss activities by man that harm the soil over a period of time e.g. over-use, slash and burn as used in the Milpa system, use of some weed killers that are harmful. Other activities affecting land use – clearing land and exposing it to wind and water erosion, building communities on quality agricultural land. Record findings after discussion for transfer to note books. Discuss how water as a resource can be adversely affected through pollution careless behaviour in case of water produce (coral, seafood, river foods). Discuss people as the most important resource of any country – human resource – through questioning lead them to see that lack of education or inadequate education can adversely affect development also poor health and nutrition practices.



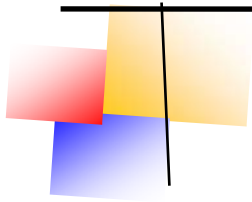


# THEME: Resources



Suggested Strategies/Activities for Assessment	Learning Outcomes
<p>Know the effect/s of specific disaster.</p>	
<p>Collate and present information gathered on individual resource.</p> <p>Use information to identify the performance of each district in the economic development of the country.</p> <p>Produce table illustrating performance of the various resources.</p>	<p>5.25 Illustrate the distribution of natural resources by classification on blank map. Explain their role in the social, political and economic development of the country</p> <p>5.26 Describe how the different resources are used locally/ internationally and illustrate and discuss trading partners and trade routes</p> <p>5.27 Describe the impact of the supporting services on the development processing of resources</p>
<p>Quick response activities on conservation and preservation measures in the country.</p> <p>Oral/written exercises on topic.</p> <p>Information gathering and presenting.</p> <p>Arranging display for clarity and speedy interpretation.</p>	<p>5.28 Identify the efforts made by government to conserve and preserve resources e. g. laws closed seasons, anti-pollution measures, recycling</p> <p>5.29 Identify some human activities which adversely affect natural resources</p>
<p>Listening to resource persons in agriculture, land use and education.</p> <p>Identifying resources which can be affected and the ways in which they can be damaged.</p> <p>Writing articles on: Environmental friendliness/ people as the most important resource of any country/ preserving our Barrier Reef etc.</p>	





# WORLD STANDARD V

## Content Standard #5 Resources

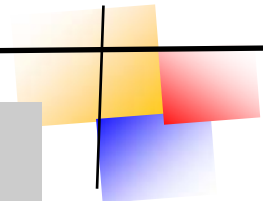
Recognize useful things and actions as resources. Identify and classify resources in their natural regions, assess their role in the social, economic and political development of the country and explain conservation and preservation efforts. Identify and describe trade arrangement in dealing with resources.

## Content Standard #6 Tourism

Demonstrate knowledge of tourism as an industry. Identify and locate the various resources that Belize has to offer to enhance the industry. Explain the impact (including negative) of tourism on the environment and people of Belize. (social, economical, political, aesthetic/environmental)

Content organized into Manageable Sets	Suggested Teaching Learning Strategies
<u>1. Brief history of Tourism, types of Tourism, areas which cater to individual types.</u>	<p>Research the history of Tourism in Belize. Information available through the Belize tourist Board or on the Internet . Vary treatment by inviting a resource person to address class on “types of Tourism” and “areas which cater to individual types.” A field trip could be arranged if possible to an area of choice to see what the tourist come to see.</p> <p>Although the whole class will participate in the research and in listening to the resource person, assign specific groups to writing up information on different sections as the topic is wide. Have group presentations and discussions to clear up doubts/ misunderstandings etc. Display finished work in class.</p>
<u>2. Main industries in Belize. Location of industries and advantages and disadvantages of location.</u>	<p>Children should have covered industries in previous classes. Let class write up a list of industries by districts and produce an ‘industry map’ by shading in areas of location on blank political maps of Belize. Have class use a physical map of Belize to compare with the industry map. [If possible produce a physical map drawn on transparent plastic to overlay on the industry map]. Discuss advantages and disadvantages based on terrain, planting, harvesting methods, distance, type of roads and cost of fuel etc.</p>
<u>3. The importance of transportation and communication in different industries.</u>	<p>After discussing advantages and disadvantages of location, focus specifically on the role played by transportation and communication in the economic success of the industry – note implication of cost for the export market.</p>
<u>4. Trading partners (special conditions if any).</u>	<p>Assign research on trade and trading partners – besides identifying and collecting some relevant material for use invite a resource person to address the class on the topic. Help class to produce questions which they would like to have answered at the end of the talk. Let class develop a trade map/s and produce simple statistical tables.</p> <p>Arrange overall follow-up discussion and reporting on the topic after presentation.</p>

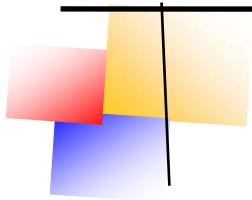




## THEMES: Tourism

Suggested Strategies/Activities for Assessment	Learning Outcomes
<p>Presentation of research findings.</p> <p>Demonstration of an understanding of the topic through responses to questions.</p> <p>Group work.</p>	<p>6.15 Give a brief history of Tourism and other selected industries</p> <p>6.16 Name and describe the types of tourism that Belize caters to and identify the areas that cater to the individual types</p>
<p>Production of map illustrating industries of the country by district.</p> <p>Interpretation of physical map in describing the terrain, on which main industries are located, and distance, transportation and any other factor which affects reaching the distribution point.</p>	<p>6.17 Identify trading partners of specific industries and describe any special trade agreement/s</p>
<p>Demonstration of understanding of Belize's trading partners and trade routes through map presentations.</p>	
<p>Also demonstration of some understanding of items and quantities traded through tables and map production.</p>	





# WORLD STANDARD IV

## Content Standard #1 The Earth

A. Develop a mental picture of the distribution of landmasses and water bodies. Recall earth's shape, internal composition and external build and demonstrate understanding of their influence on specific changes. Identify and explain its land and water and the living things which inhabit them.  
and

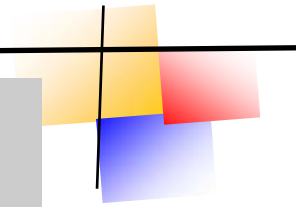
### Landforms and Location

B. The **acquisition** and **application** of knowledge and skills to: visualize, explore and describe regions, interpret geographic data, make predictions and generally solve problems specific to land forms and location.

Content organized into Manageable Sets	Suggested Teaching Learning Strategies
<p><u>1. Physical environment – detailed description of the Belizean land mass and the political development made in specific areas – (map work) Industrial areas (map work).</u></p>	<p>Standard 5 should have covered the physical and political (and industries) features of Belize in sufficient depth to be able to describe the landmass and its political development. Quickly review to refresh memory using both physical and political maps. After review, have class make oral presentations in groups followed by written individual exercises with map illustrations. Insert all aspects of political development on individual political map using individually developed legends.</p>
<p><u>2. Latitude and Longitude- Insertion of important grid lines – use of knowledge in problem solving, application of grid knowledge to different world regions.</u></p>	<p>Class has been taught the important lines of latitude and longitude in Standard 3, 4, and 5. Have children practice inserting important lines on blank map. Also, given the intersection of latitude and longitude have them identify the town/city or other feature located there. Give exercises, which require the use of grid understanding for completion. Use Belize and World locations in problems to give continued practice in the case of grid to solve problems. Standard 6 will be expected to be able to define and locate important lines of latitude and longitude.</p>
<p><u>3. Earth movement and structure: Plate tectonics theory and its implication for Belize and the volcanic ring – diagrammatic representation of revolution.</u></p>	<p>Class should know the structure of the earth from standard 4 and the Plate Tectonic Theory was introduced in standard 5. Ask some quick questions to help children recall information covered. Introduce diagram of the tectonic plates and the volcanic ring of fire. Recall behaviour of plates questioning. Let children observe the implication of volcanic activity along plate boundaries. Draw attention to the North American plate. Let individuals identify Belize's location and note that the plate boundary passes immediately south of Belize.</p>
<p><u>4. Weather/Climate/Water: Description and location of some climate types – effects on the environment.</u></p>	<p>Issue copies of world climatic regions map and have class find regions with the same climate – begin with rainforest of which Belize is a part. Note that the climate is hot, wet, and tropical and produces thick forest as a result of the high temperature and the amount of rainfall. The only marked seasons are wet and dry except in the region nearest to the equator where the conditions are always moist. This area is described as equatorial and is generally hot and humid because of the high humidity. Compare this situation with the experience in Belize when both the temperature and the humidity are high. Hot, wet regions produce rain forest. Next direct their attention to the savannah region of the tropics where temperatures are still high because the rainfall is less (and the soil usually leached) the region cannot support forest; instead, there is a cover of grass. This situation is also seen in Belize in areas described as pine ridge and some as savannah. Look at the natural vegetation map of Belize to note the rainforest areas, the pine ridge area and the savannah area. Insert regions of both types of vegetation which are produced as a result of the variation in climatic condition. Hot regions with reduced rainfall and leached soil produce pine and grass. (Pine has needle shaped leaves and can conserve water).</p>

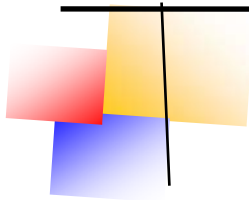


# THEMES: Earth, Latitude and Longitude, Weather/Climate/Water



Suggested Strategies/Activities for Assessment	Learning Outcomes
<p>Quick oral descriptions of the Belizean environment and the political development of any area identified by teacher.</p> <p>Map work to illustrate any industrial, physical or political region requested.</p>	<p>3.19 Insert/identify grid lines. Apply knowledge of grid in solving problems in time and climate to world regions.</p> <p>3.20 Demonstrate knowledge of the impact of latitude on climate</p> <p>3.21 Demonstrate understanding of the differences that can be experienced in the same latitude because of factors such as location within landmass, prevailing winds, position of mountain ranges, and ocean currents, which affect longitudinal locations.</p>
<p>Demonstration of location of important lines of latitude and longitude.</p> <p>Use of knowledge of grid in solving problems.</p> <p>Demonstration of working knowledge of definition.</p>	<p>4.30 Explain the theory of Plate Tectonics</p> <p>4.31 Describe what happens when plates meet</p> <p>4.32 Explain what is meant by volcanic ring</p>
<p>Explain the diagram of the tectonic plates.</p> <p>Answer questions based on the plate movements and their impact on the land with which they meet.</p> <p>Explain the theory of tectonic plates.</p> <p>Explain the role of plate movement in volcanic activity, earthquake eruption and mountain formation.</p>	<p>4.33 Explain the implication of the theory of Tectonic Plate Movement for Southern Belize</p> <p>4.34 Illustrate and describe revolution</p> <p>4.35 Apply knowledge of the effects of revolution in accounting for changes in heat energy in Belize and other selected regions</p>
<p>Demonstration of the ability to explain the conditions which exist within the tropics based on temperature and rainfall.</p> <p>Explain how the environment is influenced by climate.</p>	<p>2.23 Identify and describe climatic types based on latitudinal and landmass locations. Explain climatic effects on living things</p> <p>2.24 Explain global warming, acid rain, El Niño, La Niña, and the atmospheric changes which they cause</p> <p>2.25 Discuss Belize's climatic advantages and disadvantages. Describe and illustrate (where possible) the factors which influence climate.</p>





# WORLD STANDARD VI

## Content Standard #2 Weather and Climate:

Identify some climate types and explain climate related information. Describe how latitudinal location, landmass location, elevation, position of mountain ranges and the prevailing wind system combine to influence climatic conditions. Describe conditions

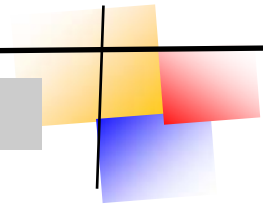
## Content Standard # 3 Latitude and Longitude

Demonstrate knowledge of the identity and functions of the parallel lines of latitude, the meridian lines of longitude and the relationship between latitudinal range and climate and among longitudinal range, time and climate. Interpret location and solve location problems using grid references.

Content organized into Manageable Sets	Suggested Teaching Learning Strategies
	<p>Draw attention to the location of hot desert regions – note specifically the Sahara, Libyan, Nubian, Patagonian, and Kalahari. Draw both of which are located partly within the tropics and within the temperate zone. Discuss the behaviour of the wind in the area and the shifting of the wind belts and the pressure zones which result in the lack of rainfall. Also discuss the dry region around Arizona in North America and Otacama and Patagonia in the rain shadow of mountains in both Continents. Draw attention to the extended desert region of Central Asia which is in the same general latitudinal region as the North American dry region.</p> <p>The cold Tundra region can also be singled out for the absence of precipitation in a usable form to vegetation because of the cold temperatures. In the case of both hot and cold desert regions point to the vegetation map to show the effect on the environment.</p> <p>The effect of location which allows Mediterranean regions to be affected by both trades and westerlies, provide another interesting climatic type to examine to further emphasize the many factors which influence climate and man's activities.</p>
<p><u>5. Detailed description of climatic conditions expected in the different zones</u></p>	<p>Have class use the information gathered about location and climate to produce a detailed description of the climatic conditions they expect to exist in the different zones. This should include all the variation based on land and mass and other influences. Group class into a minimum of six groups if possible (two groups per zone) and have them undertake this exercise. Teacher should give clear instructions as to what is expected of them.</p>
<p><u>6. Belize's climate – advantages and disadvantages – natural vegetation world regions.</u></p>	<p>After studying different climatic conditions, this topic like the one above lends itself to the use of knowledge in decision making. This gives some preparation for the kind of delivery that should be expected in high school. Set individual exercise on this topic. After submission and correction discuss the results. Display exercises in class after grading.</p>
<p><u>7. Changes in atmospheric and climatic conditions – for example, global warming, acid rain, el niño, la niña.</u></p>	<p>Research the different phenomena that are presently affecting the atmospheric conditions – global warming, acid rain, El Niño, La Niña and any other system which is discovered. Teacher should suggest different sources through which information can be obtained (especially the internet and the discovery channel). If school has internet facility, have students download materials and post on notice board for information sharing. Arrange children in groups after all have done some research. Have groups collate data and present to class for discussion before posting in classroom.</p>

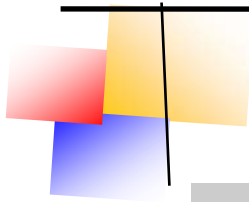


# THEME: Weather and Climate, Rotation



Suggested Strategies/Activities for Assessment	Learning Outcomes
<p>Demonstrate understanding of the role played by location and winds in the climatic experience of regions.</p> <p>Ability to discuss world climatic regions more confidently/intelligently especially with respect to the animal and plant life which also impact the life of the inhabitants.</p> <p>Demonstrate a better understanding of the world in which man lives.</p>	<p>2.23 Identify and describe climatic types based on latitudinal and landmass locations. Explain climatic effects on living things</p> <p>2.24 Explain global warming, acid rain, el Niño, la Niña, and the atmospheric changes which they cause</p> <p>2.25 Discuss Belize's climatic advantages and disadvantages. Describe and illustrate (where possible) the factors which influence climate.</p>
<p>Demonstration of their ability to use various pieces of information gathered to produce a well developed essay (synthesizing).</p>	
<p>The quality of the delivery on this exercise should provide feedback on the level of performance attained by the class.</p>	
<p>Collating and presenting information researched.</p> <p>Oral responses to questions in 'quick response sessions' in class.</p>	





# WORLD STANDARD VI

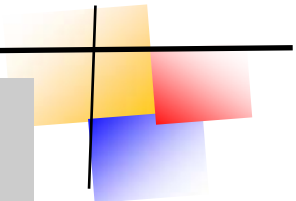
## Content Standard #4 Rotation

Define, describe and illustrate rotation and revolution and explain their effect on the earth. Explain the theory of Tectonic Plate Movement and identify examples of world regions where the meeting of plates has created changes in the build of surrounding environment and or either earthquake or volcanic movement.

Content organized into Manageable Sets	Suggested Teaching Learning Strategies
<p><u>1. The role of Resources in the Social, Political and Economic development of a country</u></p>	<p><b>Social Development:</b> The classification of resources was covered in Standard 4 and 5. Let children list the different resources and review their importance quickly from the table produced in standard 5. First discuss their importance to the producers – how do they benefit? (By selling the product they earn income which enables them to improve the purchasing power and therefore their standard of living and the collateral in case they would like to make a loan. Banks and other business groups get more business and are more likely to contribute to the social development within their community, improve themselves educationally etc.). Discuss other ways in which people in general can improve themselves and therefore their society. Discuss scenarios which lead to political development.</p> <p><b>Political Development:</b> Resources bring employment to their source areas. (Increased earnings result in higher taxes for many which result in higher income taxes and in the case of exports, export taxes etc. Improvement in infrastructure might be a direct result of the presence of certain resources – e.g. the land reclamation and road building being carried out in Belize City to accommodate tourist travel through Belize City is the direct result of the presence of Belize’s resources which the tourists want to see. Individuals improve their homes to accommodate tourists, improve themselves educationally, develop business to cater to tourist shopping needs etc. – these are all examples of political development. Political development includes anything that people do to develop the environment whether government, business people or ordinary workers).</p> <p><b>Economic Development:</b> Again, use examples in the country, or build scenarios which will lead children to see how resources lead to economic development. The tourism industry which is based on several resources bring economic development to government, businesses (large and small) and people who work in tourism related jobs and earn a salary. Ask class to suggest other ways in which resources can bring economic prosperity – use probing questions to stimulate them to see different areas of development that can take place as a result of having resources. Be sure to stress the development of human resources through education and training in both academic and practical fields as human resources are the driving force behind the development of all other resource development to build the country socially, politically and economically.</p>
<p><u>2. Impact of transportation and communication on such development.</u></p>	<p>Discuss with class the many transportation and communication problems experienced in Belize – bus problem in the north and west, insufficient buses to service some areas, flooded sections of roads (Swasy bridge before new bridge) fluctuating telephone service, high cost of telephone calls, etc. – through questioning, lead class to see how people’s plans were disrupted, how high cost of transportation prevented some students from attending school, how fluctuation in telephone service prevented people from making contact both locally and internationally or how this increased cost when cell phones had to be used to make contact etc.</p> <p>Ask class to turn their thoughts to large businesses and the impact that transportation and communication has on them, think of recent situations with the shortage of buses to transport tourist – inadequate, poor transportation, unreliable transportation, costly transportation etc. How might each affect Belize’s resource? Let class write its suggestion on the blackboard. Teacher should discuss and make any changes necessary with children’s help. Impact should include: delays in processing, wastage due to spoilage, missed delivery dates creating loss of income reduction in profit, inability to compete in the market because of high production cost, disgruntled customers, failure of industry, etc.</p>



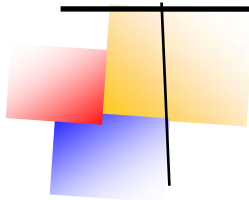




# THEME: Resources

Suggested Strategies/Activities for Assessment	Learning Outcomes
<p>Organize question and answer sessions through which class will demonstrate understanding of the role of resources in the social, political and economic development of any country. Let class construct questions to be asked; the questioner should have answer ready. If they are not sure they should clarify with teacher before hand.</p> <p>Have written exercises on different aspects of development in the country.</p> <p>Arrange impromptu oral question and answer sessions in groups which will strengthen individual learning in a collaborative setting</p> <p>Have children demonstrate their understanding/knowledge of the value of resources in the different aspects of development in a variety of ways e.g. using visual tools such as a graphic organizer, a branching web or a collage type branching web using pictures/drawings.</p>	<p>5.30 Investigate the role resources play in the social, political and economic development of Belize</p> <p>5.31 Describe Government's efforts to conserve and preserve specific resources</p> <p>5.32 Describe some human activities which adversely affect Resources</p> <p>5.33 Describe Government's efforts at conservation and preservation against human errors</p> <p>5.34 Demonstrate knowledge of Belize's trading arrangement</p>
<p>Apply critical thinking skills in arriving at conclusions.</p> <p>Demonstration of their recognition of the multiplier effect that some actions have.</p> <p>Demonstration of their understanding of ways in which resources can be adversely affected.</p>	





# WORLD STANDARD VI

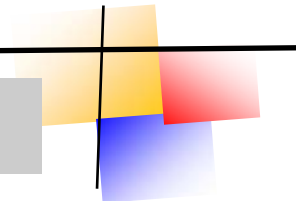
## Content Standard #5 Resources

Recognize useful things and actions as resources. Identify and classify resources in their natural regions, assess their role in the social, economic and political development of the country and explain conservation and preservation efforts. Identify and describe trade arrangement in dealing with resources.

Content organized into Manageable Sets	Suggested Teaching Learning Strategies
<p><u>3. Departments and organizations which monitor/protect natural resources.</u></p>	<p>Teacher can obtain a list of the registered non – government organizations to identify those who have anything to do with natural resources or they could inquire from the Ministry of Natural Resources about the organizations which monitor/protect natural resources, or a request can be made for a resource person to address the class on the organizations and their role with respect to the natural resources.</p> <p>Whichever approach the teacher decides to take; class should make notes and collate the information for discussion. At the end, children should have identified the organizations involved and the role they play in monitoring/protecting the environment.</p>
<p><u>4. Uses of natural resources, by grass root individuals, companies etc.</u></p>	<p>Assign children to research senior citizen, their parents and grandparents about the use/s of different resources by their parents and they themselves. Begin with plants and plant products of which there are many. Older folks should have a lot to say about plants and plant products used for food and for health purposes. All information gathered will be shared by the entire class through discussion before recording in individual note books. Examine the list of registered companies to identify those resources with which they are concerned. Have class interview representatives of companies to learn how they use the resources – whether to manufacture other products or to export as raw material or just preserved and exported. Collate and record information after discussion, record in presentable form.</p> <p>Let individuals inquire into the work of any single individual who might be using natural resources in any specific way. Obtain information, report and discuss. Record information. Findings can be used to create a resource booklet on “Uses of some Natural Resources” Display in classroom.</p>
<p><u>5. Trade in products (map work to illustrate location, trade routes, etc.)</u></p>	<p>‘Trade and Trading partners’ was dealt with in standard 5, review the material accumulated before and research any new trade item/s and trading partners. Insert new item in trade product column and include on trade map. Discuss, then present the state of trade for the nation, include any new agreement.</p>
<p><u>1. Economic impact of tourism; careers in tourism; Tourism support services.</u></p>	<p>Research the revenue and other income brought in by the tourism industry. Have class divided into appropriate groups to interview hotels, hair braiders and sales booths at the Tourism Village and any other relevant location to obtain information on the average sum of money spent by a tourist visiting them. Also let representatives obtain reading material and statistical information from the Tourist Board. One representative can ask for an interview with a representative of the board. Each group should collate its data and report to the class at a time agreed upon with the teacher. Notes should be compared to identify changes between previous year/s and the then present time. The combined information should be posted for all to see. Summarize information to show the average monetary value of such activities. Let class prepare its own table/s.</p> <p>In the case of schools located away from the centre where information can be obtained, write to or phone the contact person for tourism suggested in the Resource Guide to obtain information. Request can be made in the form of a questionnaire. Information should also be obtained from tour operators, local gift shop, craft site, food stands in areas around sites etc. to find out what kind of business tourists do with them.</p> <p>At the end of all the information gathering, class should make a list of all the different groups which benefit economically from Tourism. Begin with all the taxes which a visiting tourist is compelled to pay.</p>



# THEME: Resources, Tourism

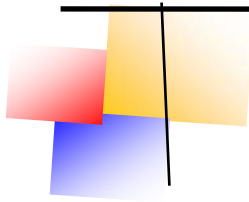


## Content Standard #6 Tourism

Demonstrate knowledge of tourism as an industry. Identify and locate the various resources that Belize has to offer to enhance the industry. Explain the impact (including negative) of tourism on the environment and people of Belize. (social, economical, political, aesthetic/environmental)

Suggested Strategies/Activities for Assessment	Learning Outcomes
<p>Have children identify the organizations which monitor/protect natural resources from list of names and comprehension of description of their roles.</p>	<p>5.30 Investigate the role resources play in the social, political and economic development of Belize</p> <p>5.31 Describe Government's efforts to conserve and preserve specific resources</p>
<p>Reports from interviews with older relatives and other senior citizens.</p> <p>Reports on any interviews with company representatives.</p> <p>Reports on individual entrepreneurs interviewed.</p>	<p>5.32 Describe some human activities which adversely affect resources</p> <p>5.33 Describe Government's efforts at conservation and preservation against human errors</p> <p>5.34 Demonstrate knowledge of Belize's trading arrangement</p> <p>6.18 Investigate the economic impact of tourism through careers it offers, the various other support services and the efforts at sustaining the industry</p>
<p>Demonstration of knowledge of Belize's trade system, by inserting partners and routes on blank maps of the world.</p>	<p>6.19 Examine the other leading industries and identify both positive and negative factors which impact them</p>
<p>Presentation of research findings.</p> <p>Demonstration of knowledge of impact of tourism on different areas of the Belizean Society.</p> <p>Identification of the different categories of Belizean life that is impacted by the Tourism Industry by listing names of groups under specific headings.</p>	





# GOVERNMENT & CITIZENSHIP STANDARD V

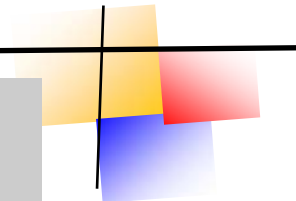
## Content Standard #4

Examine and discuss the Constitution, Democracy and the Democratic Process and investigate the impact of national Changes, opposition and private forces as they relate to how Belize is governed

Content organized into Manageable Sets	Suggested Teaching Learning Strategies
1. The Constitution as the Supreme Law of the Land	1. Review the meaning of the words <u>constitution</u> and <u>supreme</u> . 2. Draw from students what words we can put together to explain what is the Constitution. If needs be let them check their booklets and discuss their findings.
2. Events leading up to Independence	1. Using the map of the world and the globe, let children find England/the British Isle/Great Britain and Belize. Elicit from them the relationship that Belize had/ still has with Great Britain. Let them look up the meaning of the words Commonwealth, Colony. Get students to conclude that when Belize was a colony of Great Britain, meant that it belonged to that country and so was dependent on her. Being a member of the British Commonwealth means that Belize belongs to the association of UK with various other Independent States. Let students find out what happened before Belize (or any other colony, for that, matter) became Independent – what status had to be achieved before independence – (answer: self – government in 1964) Prepare a chart (from Table 10, page 238, of 11 chapters of <u>A History of Belize</u> ) Belize – Guatemala Negotiations and Discuss with class the proposals and results, events which led up to the Independence of Belize. Give notes
3. Independence of Belize – September 21, 1981	Talk about the main reason why Belize’s Independence was delayed. Read chapter 14 of <u>A History of Belize</u> . Discuss Belize’s struggle for Independence, making note of Belize’s strategy in getting support from the Caribbean Community, the Latin American countries, the Non-aligned Movement and America (USA). Elicit from students how many years after Self Government did Belize get its Independence. Give notes.
<p>Theme: National Changes Content</p> <p>1. The battle of St. George’s Caye and the effects of September 10<sup>th</sup> - In 1718 the Spanish made their first attempt to attack the Settlement. In 1730 they chased the Baymen who fled to the Mosquito Shore. In 1733 and 1737 the settlement was attacked and burned. In 1745 they destroyed the camps along the New River. The Baymen were forced by the Spanish in 1747 to move to Roatan. However, in 1754 the Spanish attacked by land from Peten, but were defeated by a “small band of Baymen.” This was known as the Battle of Labouring Creek, and it almost sparked off a war between Britain and Spain, until Spain promised to pay for damages.</p>	<p>Give students a brief history of the attacks from Spain on the settlement in their quest to get the Baymen off the land.</p> <p>Give handouts with the information on the Battle of St. George’s Caye as recorded by Lawrence Vernon, Assad Shoman and Emory King.</p> <p>Discuss the battle and its significance on the history of Belize.</p> <p>On the physical map of Belize, find Labouring Creek. Ask students to find out why this area got this name. (It is said that the Creek tends to be stagnant and if anything drops in, it tends to stay or sink).</p>

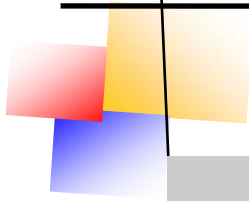


# THEME: How we are governed, National Change



Suggested Strategies/Activities for Assessment	Learning Outcomes
<p>1. Role play: The Constitution proclaims principles of social and economic justice and equal opportunity for all. Begin new Booklet.</p>	<p>4.1 Explain why the constitution is the supreme law of the land and assess its importance</p>
<p>1. On the blank map of the World trace a route by sea to Belize from Great Britain.            2. Research: Find out the names of the countries which make up the British Commonwealth of Nations. What does this body of Nations do? Find these nations on the world map and put them in on your blank map.            3. Discuss the difficulties Belize had to go through because she wanted to become an independent nation. When did Belize attain self-Government? How many years after self-government did Belize get its Independence from Great Britain?            Write these sentences in booklets. Put in booklets.</p>	<p>4.2 Discuss the Battle of St. George's Caye (Sept. 10, 1798) and its effects on the country now Belize            4.3 Discuss and describe the events leading up to Independence including some administrative strategies that existed under a colonial status            4.4 Name political parties and identify their roles in Belize's development            4.5 Name other organizations and explain their functions as they pertain to Belizean rights and freedoms</p>
<p>On a physical map of Belize, look up and trace the piece of land that Guatemala claimed in 1975 in order to settle its dispute with Belize.            Prepare a brief summary of why Guatemala claimed Belize. See if you can find out what is the present situation in respect to the Belize-Guatemala dispute.</p>	<p>4.6 Discuss current affairs</p>
<p>1. Prepare a timeline chart to show attacks made by Spain on the Belize Settlement (group work).            2. Find out why the Spaniards kept coming to attack the settlement.            3. Small group discussions. Give a reason or reasons why they did not stay after they destroyed the settlers' camps and/or chased them away? Why did the settlers keep coming back?            4. Give findings to whole class.</p>	





# GOVERNMENT & CITIZENSHIP STANDARD V

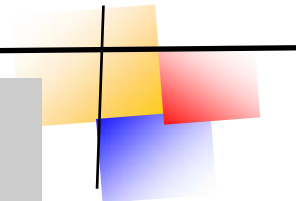
## Content Standard #4

Examine and discuss the Constitution, Democracy and the Democratic Process and investigate the impact of national Changes, opposition and private forces as they relate to how Belize is governed

Content organized into Manageable Sets	Suggested Teaching Learning Strategies
<p>2. Significance of September 10<sup>th</sup> 1798.</p>	<p>1. Make (a) chart/s showing these events. Discuss the significance of September 10<sup>th</sup>. What could have happened if they did not stay and fight, or if they had lost the battle.            2. Let them suggest what they think could have happened – who we might have been today etc.            3. Show them that if there were no 10<sup>th</sup> of September, there would be no 21<sup>st</sup> September. Explain.</p>
<p>3. Public meetings In the 1700's there were not many people living in the Belize Settlement (which was later named British Honduras) and so when there was any problem or information which the people needed to know, the leaders (Magistrates) called Public Meetings, and they (all the men) discussed it and then came to a conclusion or an agreement. After hearing the pros and the cons, the matter would be put to the vote and what the majority agreed on would be what was decided (to do or not to do). The Public Meeting was eventually strengthened so that the inhabitants were able to make laws by majority vote. By 1854 the Public Meeting was disbanded.</p>	<p>1. Find out if any student(s) live or have lived (or know anyone who lives) in a village. If there are, let them give an estimate of how many people live there. Get from them 'how the needs of the village/villages are met,' 'who look after the needs' etc. "Is there a body of villagers who lead the villagers etc?" Get the idea of village councils from them. Inform them that in the 1700's and 1800's there were not many people living in the Settlement so decisions were made at Public Meetings.            Let students discuss why only the men were involved in the proceedings at the Public Meetings.            Remind them that it was at the public Meeting in June 1797, after a vote, 69 decided to stay and fight, while 51 voted to go. So then, it can be said that the Public Meeting was the first Legislative Assembly of Belize (then British Honduras).</p>
<p>4. Legislative Council            Belize became a Crown Colony in 1871. The first session of the Legislative Council under Crown Colony rule took place in April 1871</p>	<p>Inform students that all these years Belize was known as a Settlement. (Let them look up the meaning of the word settlement and discuss). It became a Crown Colony in 1871. April 1871 being the time when the first Legislative council convened. Let them give reasons for this development.</p>
<p>5. Legislative Assembly.            From 1854 until 1871 the Settlement was governed by a Superintendent and a Legislative Assembly elected by a few persons who owned property: (who had the required property qualifications). The title of the Superintendent was then changed to Lieutenant Governor. From 1871 until 1936 there was no elective principle. When this principle was returned to Belize (British Honduras) only 5 elected members in the Council of 13 were elected. This was in fact a very small minority of the population of 56,071 as only 1,035 were registered voters.</p>	<p>Let students go over the developments of the Settlement/Colony. Make a time line on chalk board. Give notes.</p>

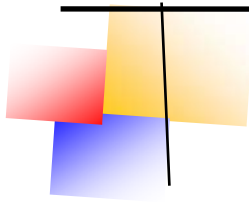


# THEME: Public Meetings, Legislative Council and Assembly



Suggested Strategies/Activities for Assessment	Learning Outcomes
<p>1. Using chart made, ask students to act out (role play) their findings.</p> <p>2. In groups discuss "The 10<sup>th</sup> September is unique to Belize and Belizeans."</p> <p>3. Tell the class what your group has decided. Observe students' participation, and grade accordingly.</p>	<p>4.1 Explain why the constitution is the supreme law of the land and assess its importance</p> <p>4.2 Discuss the Battle of St. George's Caye (Sept. 10, 1798) and its effects on the country now Belize</p>
<p>1. Ask students to answer (after researching) explain the following:</p> <p>a. Village council</p> <p>b. Village council meeting</p> <p>c. Public meetings</p> <p>2. Give the purpose of a, b, and c.</p> <p>3. Why the Public Meetings were important to the running of the Settlement.</p> <p>Put the above answers in booklets.</p> <p>Role play a "Public Meeting" on a given topic – whole class participation. Observe students' participation.</p>	<p>4.3 Discuss and describe the events leading up to Independence including some administrative strategies that existed under a colonial status</p> <p>4.4 Name political parties and identify their roles in Belize's development</p> <p>4.5 Name other organizations and explain their functions as they pertain to Belizean rights and freedoms</p> <p>4.6 Discuss current affairs</p>
<p>Discuss the following in groups:</p> <p>a. "In 1871 the Settlement became a Crown Colony." Why?</p> <p>b. The Public Meeting System was disbanded and a more organized order of Government was introduced. What was this? Explain.</p> <p>Whole class discussion on findings</p>	
<p>In groups let students discuss and:</p> <p>a. Explain why of a population of 56,071 only 1,035 were registered voters.</p> <p>b. What percent of the population was registered?</p> <p>c. How many years after 1871 was the Settlement run without elective principle. d. What was the status of the country after it was known as a settlement?</p> <p>Write sentences in booklet.</p>	





# GOVERNMENT & CITIZENSHIP STANDARD V

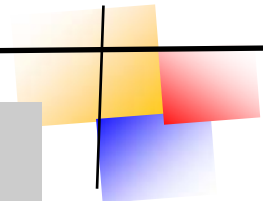
## Content Standard #4

Examine and discuss the Constitution, Democracy and the Democratic Process and investigate the impact of national Changes, opposition and private forces as they relate to how Belize is governed

Content organized into Manageable Sets	Suggested Teaching Learning Strategies
<p>1. Political Parties The Labourers and Unemployed Association (LUA) The People's Committee (PC) The People's United Party (PUP)</p>	<p>1. Inform students that the organized political party in Belize (British Honduras) – the Labourers and Unemployed Association (LUA). Pass out handouts with information on the development of this Association evolving into the People's Committee and then the formation of the Peoples United Party (PUP). Let students read and discuss the information in groups. Discuss the platform of the PUP. Look up the word "devaluation." Let them say why devaluation caused a "stir" for the people.</p>
<p>2. The National Party (NP) The Honduras Independent Party (HIP) The National Independence Party (NIP) The United Democratic Party (UDP)</p>	<p>2. Pass out written information on the development of the United Democratic Party. Remind students that the leaders of the National Party had broken away from the People's United Party. Discuss the platform of the UDP.</p>
<p>3. UBAD. PAC AND RAM United Black Association for Development The People's Action Committee The Revolitical Action Movement</p>	<p>3. Show students the importance of exercising their right to vote when they attain the age of eighteen (18). This is a significant way of taking part in the affairs of the country. Give handouts on these three groups with the ideas they brought forth to the people. Discuss the information and elicit from students why these three groups seemed filled with action. Role play the beliefs of the three groups. Whole class discussion on the reasons for factions breaking away from the main parties.</p>
<p>Self Government</p>	<p>Give information on the journey toward independence which was preceded by self government. Elicit from students the changes in the Constitution and the portfolios of the members of the House. Give notes.</p>
<p>The Guatemalan Claim</p>	<p>Give handouts with information of the different claims and theories the Guatemalans have come up with. Discuss the unfounded claim of Guatemala which dates back to an 1859 Treaty between Britain and the Republic of Guatemala. Elicit from students why the Guatemalan claim to Belize delayed Belize's independence some seventeen (17) years.</p>
<p>Lobbying efforts</p>	<p>The modern series of negotiations to resolve the dispute began in 1962 and Belize's elected representatives were present as part of the team. Put students in groups and pass handout to each child. Let them read the handouts and make notes on the lobbying process. Ask each group to make a timeline of the lobbying efforts and to state which countries make up CARICOM. Discuss the meaning of Non-Aligned Nations and the countries which make up this group</p>



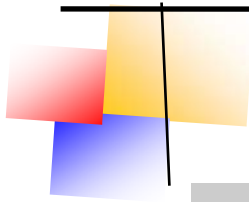




# THEME: Political Parties

Suggested Strategies/Activities for Assessment	Learning Outcomes
<p>1. Let students answer these questions:            a. Show the development of the People's United Party (PUP).            b. What did the leaders do for the people?            c. Do you think the leaders were fighting for the rights of the people? Why?            Find pictures or make drawings to enhance your answers.            d. What was the main goal the leaders were fighting for from the colonial government?</p>	<p>4.1 Explain why the constitution is the supreme law of the land and assess its importance</p> <p>4.2 Discuss the Battle of St. George's Caye (Sept. 10, 1798) and its effects on the country now Belize</p> <p>4.3 Discuss and describe the events leading up to Independence including some administrative strategies that existed under a colonial status</p>
<p>2. Small group discussion on the development of the United Democratic Party. Discuss the achievements of the PUP government and the achievements of the UDP government</p>	<p>4.4 Name political parties and identify their roles in Belize's development</p> <p>4.5 Name other organizations and explain their functions as they pertain to Belizean rights and freedoms</p>
<p>Whole class discussion on the importance of persons 18 years and older to register and to vote at election time.            Small group activity: Construct a chart showing how the two major political parties of today came into existence.            Belizeans were oppressed by the Colonial Government: Role play the situation of the country in the days before Self Government.</p>	<p>4.6 Discuss current affairs</p>
<p>Small group activity: using a physical map of the region, trace the path the cart road should have taken. Where necessary show the use of the rivers also.            Give reasons why you think the cart road was never built.</p>	
<p>Present findings to class (each group).             Find these countries on the map: Panama, Venezuela, Argentina, Peru and Mexico.</p>	





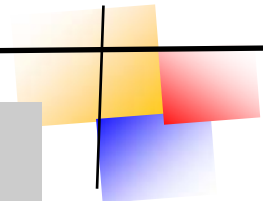
# GOVERNMENT & CITIZENSHIP STANDARD V

## Content Standard #4

Examine and discuss the Constitution, Democracy and the Democratic Process and investigate the impact of national Changes, opposition and private forces as they relate to how Belize is governed

Content organized into Manageable Sets	Suggested Teaching Learning Strategies
The Heads of Agreement	Ask students to find out from their parents, grandparents or other adults about the Heads of Agreement. Let them report to the class what happened. Explain the information on the Heads of Agreement. Have meaningful discussions on the consequences if Belize had agreed on the Heads of agreement.
Independence and its significance: With all the obstacles – negotiations, break down of talks, threats of invasions from Guatemala, Britain’s refusal to budge where defense security was concerned, the opposition wanting to wait until suitable agreements were made -, Belize was granted its Independence on September 21, 1981.	Elicit from students how many years Belize had to wait for her independence from Great Britain. Because of the obstacles, Belize went into independence a divided people. Discuss why the people were divided at the time of getting our independence from Britain. (Small group discussion). Elicit from students some of the significances of Independence as they are today.
The three Branches of Government and their functions: The Executive Branch – The Governor general	Review the three branches of Government (as done in Std. iv) Tell students that the Governor General (GG) is the Head of the Executive Branch representing the Queen. He/She must be a citizen of Belize and is appointed by the Queen to be her representative in Belize. Let students tell (or find out if they don’t know) the names of the first Governor general of Belize and the current one. Discuss the functions of the Governor General
The Cabinet – The Cabinet is the chief policy-making body in the Government machinery and is headed by the Prime Minister. Those persons are drawn from the National Assembly, which comprises both the House of Representative and the Senate.	Show pictures of the current members of the Cabinet. Ask “why only some of the members of House of representative are members of the cabinet. Teacher explains the reasons if students don’t know. Discuss the functions of the different Ministries/Departments in Government, and why there is such a Ministry/Department. Give notes.
The Public Service – The Constitution provides for a Public Services Commission whose function is to make recommendations to the Governor General regarding the appointment of persons to the Public service, the exercise of disciplinary control over persons holding or acting in such offices, and the removal of such persons from office. The people who work in these Ministries/Departments are called Public Officers. They are divided into four main groups: Professional, Administrative, Technical and Clerical.	Using a chart of the Ministers show students that the Ministers have Ministries/ departments which they are responsible for. Invite a knowledgeable Public Officer to inform the students of the function of the Public Services Commission and the work of the Public service. Encourage students to ask questions on areas that are not clear to them

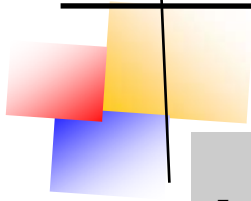




# THEME: Heads of Agreement, The Cabinet, The Public Service

Suggested Strategies/Activities for Assessment	Learning Outcomes
Discuss the significance of the Heads of Agreement.	4.1 Explain why the constitution is the supreme law of the land and assess its importance
Group presentations	4.2 Discuss the Battle of St. George's Caye (Sept. 10, 1798) and its effects on the country now Belize
Name the three Branches of Government. When did Belize get the post of Governor General? What are his/her duties?	4.3 Discuss and describe the events leading up to Independence including some administrative strategies that existed under a colonial status
Answer these questions: What is the Cabinet? Name the members of the cabinet. Where do the members of the cabinet go for their meetings? How do you address a member of the cabinet? What do the members of the Senate do? How does someone work in the Senate? How should we address a member of the Senate? Someone who is a member of the House of Representative but not of the Cabinet, how should we address him/her?	4.4 Name political parties and identify their roles in Belize's development
	4.5 Name other organizations and explain their functions as they pertain to Belizean rights and freedoms
	4.6 Discuss current affairs
	4.7 Describe how changes are made to The Constitution and reasons for such changes
	4.8 Recall and discuss changes in Government after Independence
Answer the following in your booklets: Are public officers elected? What do public officers do? There are four main groups of Public Officers, name them. What is the name of the body that appoints Public Officers?	4.9 Find out how Government is financed
	4.10 Describe and state the responsibilities of citizens





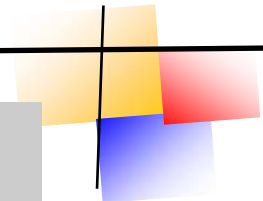
# GOVERNMENT & CITIZENSHIP STANDARD V

## Content Standard #4

Examine and discuss the Constitution, Democracy and the Democratic Process and investigate the impact of national Changes, opposition and private forces as they relate to how Belize is governed

Content organized into Manageable Sets	Suggested Teaching Learning Strategies	
The Judiciary	<p>Review work done in Std. 4 on this topic.            Explain that the Judicial Branch is a very important branch.            Invite a knowledgeable person, e.g. a lawyer to talk with the students and explain to them the functions of the judiciary – the judicial system.            Encourage students to ask questions.</p>	
The Judicial and Legal Service Commission.	<p>The members of this section of the Public Services Commission are the Chief Justice, The Solicitor General and the Chairman of the Public Services Commission. This commission deals with Magistrates and certain officers of the Supreme Court.</p>	
Current Events	<p>Discuss whatever events are current.            Encourage students to listen to the radio and watch the news and TV and read the newspaper (also bring newspapers to school)            Have lively discussions and encourage students to ask questions on what they do not understand.            Try to get all the students involved in the discussions.</p>	

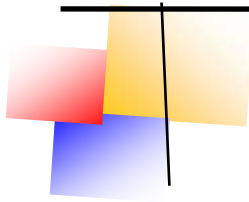




## THEME: The Judiciary, Current Events

Suggested Strategies/Activities for Assessment	Learning Outcomes
<p>Explain the term "Lower Court" or "Magistrate Court" and "Supreme Court". (orally)            Answer the following:</p> <ol style="list-style-type: none"> <li>1. What do you understand by the word Judiciary?</li> <li>2. Would you say that the Judiciary is a very important branch of Government? Why?</li> <li>3. Find out the meaning of the phrase "serve on the bench."</li> <li>4. How is the Chief Justice appointed?</li> <li>5. How are the other judges appointed?</li> <li>6. What are the other judges of the Supreme Court called?</li> </ol>	<p>4.12 Discuss and examine the national Budget and its Disbursement</p> <p>4.13 Describe the role of the opposition, Shadow Ministers, the media and civil society</p> <p>4.14 Analyze and interpret current events</p>
<p>Find out the names of the members of the Judicial and Legal Service Commission.            What is this Commission's function?</p>	<p>4.15 Recall and discuss The Constitution, how changes are made, the reasons for these changes, and the role of the opposition in Government</p>
<p>Bring current news to class and discuss.</p>	





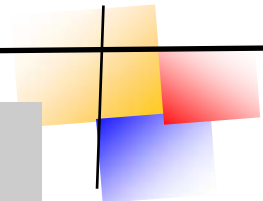
# GOVERNMENT & CITIZENSHIP STANDARD VI

## Content Standard #4

Examine and discuss the Constitution, Democracy and the Democratic Process and investigate the impact of national Changes, opposition and private forces as they relate to how Belize is governed

Content organized into Manageable Sets	Suggested Teaching Learning Strategies
The Constitution 1. Changes in the constitution: – reasons for changes made.	Review the work done in the Constitution in Standards 4 and 5. Explain to students that the Constitution is the supreme law of Belize, and if any other law is inconsistent with it, that law shall be “null and void.” Invite relevant personnel to come in and speak on how changes are made to the constitution and reasons for change. The Caribbean Court of Justice (CCJ) scenario can be used as an example.
National Changes: Changes in Government after Independence.	The Constitution for the Independent State of Belize was passed on September 20, 1981 – the day before our Independence. Discuss the changes in Government since Belize received its Independence: Let students find out the results of the General Elections since 1981. Whole class discussion on the changes and what they indicate.
How Government is financed	Whole class discussion on how government is financed e.g. through taxes/revenues. (Name the different types of taxes), grants, borrowing, etc. Invite a knowledgeable person to explain in more detail how Government is financed.
Responsibilities of the Citizens	As citizens, we have the responsibility to take care of our country. Let students give ideas of how they can show this – be responsible citizens
Government Ministries and the Public Service.	Invite resource personnel to come in and inform/discuss with students
Opposition and Private forces National Budget and its disbursement. The role of the opposition: Shadow Ministers – the media – civil society. Organizations which serve/assist/monitor Government’s actions (local and international)	Invite relevant informed persons to come in and discuss with students. Check Resource Guide for suggested names of resource persons and organizations.
Current Events	Develop a system where you will ask the students to bring current news – local and foreign. Encourage them to read the newspapers, watch the news on TV, and listen to the radio. Encourage meaningful discussion on what is current; let them be able to think critically and to listen to other opinions, and to weigh the pros and cons and be able to make sensible decision. Help students to be able to think and not to follow blindly.





# THEME: The Constitution, National Change

Suggested Strategies/Activities for Assessment	Learning Outcomes
<p>Discussion on why was a new Constitution needed. Individual answers on the above</p>	<p>4.11 Explain the structure of Government Ministries and the Public Service</p>
<p>Group presentations on research on the changes in Government since Independence</p>	<p>4.12 Discuss and examine the national Budget and its Disbursement</p>
	<p>4.13 Describe the role of the opposition, Shadow Ministers, the media and civil society</p>
<p>Role play (different scenarios) made up by children to show how they can take care of their country.</p>	<p>4.14 Analyze and interpret current events</p>
<p>Allow students to prepare some questions before hand. Encourage them to ask questions at the end. Written and oral questions.</p>	<p>4.15 Recall and discuss The Constitution, how changes are made, the reasons for these changes, and the role of the opposition in Government</p>
<p>Whole class discussions and small group discussions. Let students learn to be able to agree and to disagree.</p>	



# RIGHTS & RESPONSIBILITIES STANDARD V

## Content Standard #2

Acquire knowledge of, and develop positive attitude, towards basic rights while demonstrating an understanding of Responsibility

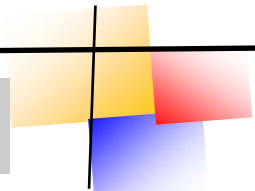
## Content Standard #3

Create interest and develop the right attitudes towards constitutional rights and responsibilities

Content organized into Manageable Sets	Suggested Teaching Learning Strategies
(a) Individual (personal) political and economic rights and responsibilities.	Produce a chart showing the individuals political and economical rights and responsibilities.
(b). Politicians, as leaders, have the responsibility as leaders to respect the rights and dignity of the citizens (voters).	Explain to children that every individual (adult) has the right and responsibility to his/her political belief. Discuss the latest alleged buying of votes at the recent elections. Allow students to voice their opinion and/or knowledge of this. Show students that where and if this was done it is wrong – both the politician (s) or their agents and the receiver (s) voter (s). Discuss the consequences.
(c). The government has the responsibility of ensuring that the right to survival, the right to development, the right to protection and the right to participation are secured for the children and indeed everyone in the Belizean Society. These rights offer social and economic benefits to our local communities.	Brainstorm the meaning of the phrase ‘economic benefit.’ Use dictionary to find the meaning of the phrase ‘economic benefits.’ Invite personnel to discuss the mechanism (s) which government has in place for the achievement of these rights. Role play on how the individual’s political and economic rights and responsibilities can be met.
2. Organizations which monitor abuse of certain rights. - National Committees for Families and Children (NCFC) - United Nations International Children’s Education Fund (UNICEF). - The Belize Family Court (through the Belize Constitution) - United Nations - Pan American Health Organization (PAHO) - World Health Organization (WHO) - Programme for Belize - Society for the Promotion of Education and Research (SPEAR) - Ombudsman - Women Issues Network Belize (WIN) - Amnesty International - Belize Human Rights - United Nations Development Programme (UNDP) - International Labour Organization (ILO)	Name the different organizations in Belize which monitor abuse of certain rights. Divide students into groups (e.g. according to where they live – nearness to each other) and give each group two organizations to research.
3. Educators, Social activists and volunteers and their role in influencing social changes.	Lead and guide discussions on educators, social activists and volunteers and their role in influencing social changes. Elicit from children the meaning of social change and how these people can or do influence social change. Divide students in groups and ask them (each group) to interview an educator, a social activist and a volunteer about their role in influencing social changes.







# THEME: Organizations which monitor certain rights

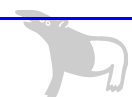
## Content Standard #5

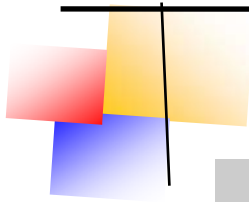
Explain the role of local and international organizations protecting/preserving human rights

## Content Standard #6

Acquire a working knowledge of the roles and functions of Government and Non-government organizations that are involved with Rights and Responsibilities

Suggested Strategies/Activities for Assessment	Learning Outcomes
	2.15 Discuss ways in which Government ensures that development as it pertains to the rights of children is facilitated
Oral questioning and answering.	2.16 Recall and discuss major Government responsibilities to citizens' survival with respect to personal and economic rights
Written essay to emphasize the understanding of economic benefit.  Role play functional activities to fulfill these rights and responsibilities	2.17 Research parents' and Government's obligation to pursue the rights of all children  3.5 Demonstrate learned behaviours at home, school, and in the wider community, that showcase positive attitudes toward survival rights  3.6 Initiate activities that demonstrate the ability to act responsibly in any one of four groups of rights – Developmental, Participation, Survival and Protection Rights
Written work on findings of research by group. Oral report – individuals of groups. Compare and contrast work of organizations. Group presentations. Mount findings of research on wall.	5.1 Recall the roles and functions of local organizations that protect children's rights  5.2 Explore the effectiveness of several local organizations  5.3 Discuss the extent to which children and their peers know about the organizations that protect children's rights. Research to find out more about those organizations  5.4 Explain how social activities can influence political and economic rights and responsibilities  6.1 Explain the roles and functions of all government and non-government organizations directly involved with Rights and Responsibilities  6.2 Discuss how these organizations are financed
Whole class discussion getting students' understanding of the roles of educators, social activists and volunteers in influencing social changes.  Small group research. Small group presentations. Give written test.	





## RIGHTS & RESPONSIBILITIES STANDARD VI

### Content Standard #5

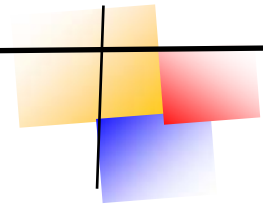
Explain the role of local and international organizations protecting/preserving human rights

### Content Standard #6

Acquire a working knowledge of the roles and functions of Government and Non-government organizations that are involved with Rights and Responsibilities

Content organized into Manageable Sets	Suggested Teaching Learning Strategies	
<p>1. Responsibility of the state in respect of International Conventions affecting equality, survival, development, protection, participation and education. Some of these conventions are: The Convention on the rights of the child. (CRC) The Convention on Human Rights. The International Labour Organization (ILO) The Geneva Record.</p>	<p>Elicit from students the meaning of 'Responsibility of the state.' Let them name some International Conventions that most countries of the world have signed on to. Discuss the ways in which Government does, or can do, to carry out, or fulfill, its responsibility in affecting the articles of these Conventions. Invite personnel from government and/or organizations whose work deal with promoting or carrying out the agreements of these Conventions. Encourage students to make notes and ask pertinent questions.</p>	
<p>2. Human rights in general and rights and responsibilities of citizens.</p>	<p>Brainstorm and list the rights and responsibilities of human beings/ citizens. Role play various rights and responsibilities. Brainstorm for similarities and differences between animals and humans. (Focus on the fact that humans are responsible for themselves, for others, for the earth;- whereas animals are not; why we make choices. Discuss the importance of making good choices</p>	
<p>3. The role of UNICEF</p>	<p>Invite knowledgeable personnel from UNICEF to inform and discuss the role of this organization.</p>	
<p>4. Selected heroes and heroines present and past who fought for the rights of Belizeans. Some suggested names: - Antonio Soberanis - Leigh Richardson - Phillip Goldson - George Price - Vivian Seay - Cleopatra White - Floss Cassasola</p>	<p>Discuss the words hero (es) heroine(s) and give their meanings. From discussion let students find out from parents and/or other adults, names of people whom they consider heroes or heroines, and why. Let them research and document what these people have done for Belize and Belizeans. Encourage them to get a picture of the person. Give students format of the Research presentation.</p>	

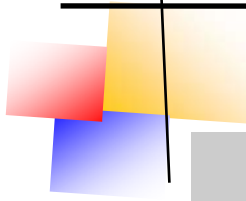




# THEME: General Rights & Responsibilities of State, Role of UNICEF

Suggested Strategies/Activities for Assessment	Learning Outcomes
<p>Group work: List at least two International Conventions that Belize has signed on to. Create, display and explain posters/charts showing what Government is doing, or can do, to fulfill its agreement when it signed on to these Conventions to affect equality, survival, development, protection, participation and education of its citizenry.</p>	<p>5.5 Identify different types of behaviour that are forms of abuse</p> <p>5.6 Identify and name organizations which monitor abuses</p> <p>5.7 Explain how the Government delegates its responsibilities to ensure that the rights to survival and development are protected</p> <p>6.3 Examine International and local Conventions through interactive activities</p>
<p>Questionnaire based on what rights and responsibilities humans have. Create, display and explain posters/charts advocating the rights and responsibilities of human beings. (group work) Observation of participation of students.</p>	<p>6.4 Research how selected organizations help to preserve the rights of people in Belize and other countries</p> <p>6.6 Research selected heroes and heroines present and past who fought for the rights of Belizeans</p>
<p>Observation of students' behaviour and participation.</p>	<p>6.7 Demonstrate a working knowledge of the names, location, and functions of the organizations associated with rights and responsibilities</p>
<p>Present names of people (past and present) and what they have done for Belize and Belizeans.</p> <p>Mount research findings on wall.</p> <p>Give written test.</p>	





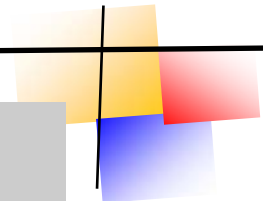
# EARLY CIVILIZATION STANDARD V

## Content Standard # 2

Analyze the Origin and development of African and Maya Civilization

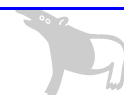
Content organized into Manageable Sets	Suggested Teaching Learning Strategies
<p><u>1. Summary of Maya Civilization</u></p>	<p>Have children research the history of the early Maya <u>through the summary</u> (Pre-Classic 200BC to Late Classic 800AD). Divide class into 5 groups to study Early, Middle and Late Pre-Classic. Early and Late Classic – assign historical period through choice, ballot or plain telling based on ability. Introduce map to identify region under discussion and use picture illustrations for visual impression wherever possible. Beginning with the Late Classic, have group reports and discussions to help class see the development of the Civilization during the Classic and Pre-Classic era. Collate group findings to present a chronologically developed story. Record any information on the Settlement in the Bay (Belize).</p>
<p><u>2. Terminal Classic – Post Classic 800 – 1530 AD</u></p>	<p><u>Let children prepare for class work through homework, research assignment or</u>, give topic as reading material for Language Arts to ensure Comprehension. In Social Studies class, discuss the development and record findings on blackboard for individual copying in note books. Record any information on the Settlement in the Bay (Belize). Discuss.</p>
<p><u>3. Conquest of the Maya by the Spaniards.</u></p>	<p>Topic can be treated as Reading Comprehension as well. Assign work for class to read and highlight important points from Resource Manual – <u>after meaningful class discussion using maps/pictures</u>, summarize in individual note books to enhance understanding, have class report on happenings chronologically.</p>
<p><u>4. Activities in the region in and around the Settlement in the Bay (Belize).</u></p>	<p>Have class collate information on the Settlement (Belize) and surrounding region and discuss. Record logically for study, to enhance understanding – insert locations on blank maps. Information on all four (4) topics can be displayed in class. Resource material will be provided later.</p>
<p><u>Theme: African Culture and Civilization</u> <u>Content</u> <u>1. Ancient Africa</u></p>	<p>Have class read the material on Ancient Africa in Unit 1. of ‘Ancient Africa’ which tells of the greatness of Africa and her people. Let them identify all the positive aspects of Africa’s civilization – its accomplishments in science and technology, medicine, the ingenuity of her people, her role as the producer of builders of civilization, as the origin of human beings etc. Discuss the readings with class to bring out the greatness of this ancient African Civilization.</p>
<p><u>2. West African Empires</u></p>	<p>Stories of Some West African Empires: Have children prepare for class by reading the relevant sections on West African Empires and recording important points. In class, introduce maps of Africa showing present day Africa and the Africa of the period under study. Discuss the history of changes using pictures, population figures, trade statistics/information, general economic status and invasions. Paint the picture of the level of civilization that existed in the region from which many of the Africans were later captured.</p>

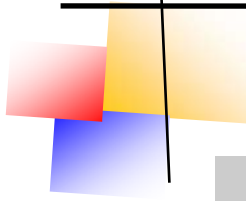




# THEME: Maya Civilization, African Culture & Civilization

Suggested Strategies/Activities for Assessment	Learning Outcomes
<p>Participation in/contribution to discussion.</p> <p>Presentation of information on the development of the civilization during the period based on research findings.</p> <p>Short presentations by group representatives on specific periods.</p>	<p>2.13 Demonstrate understanding of Early Maya (Pre Classic 200BC-Late Classic 800 AD) by composing a summary of this period.</p> <p>2.14 Examine the Terminal Classic era of Mesoamerica's Central Lowlands of the Maya Civilization</p>
<p>Explanation/Identification of the reasons for the end of the Civilization in the Central Lowlands.</p>	
<p>Outlining of the chronological order of major events during the period (900 – 1500 AD) and the events in the lives of the Quichè and Kakchiquels of the Southern Highlands during the Post Classic Era.</p> <p>Identifying the advantages of the Spaniards that led to the defeat of the Maya.</p>	
<p>Identification of some major towns/cities in existence on the Yucatan Peninsula, especially those in the Settlement region (now Belize).</p> <p>Demonstration of understanding of activities in the region and their effect on the settlement.</p>	
<p>Identification of the various accomplishments of Africa.</p> <p>Arrange the different periods in chronological order:</p> <ol style="list-style-type: none"> <li>1. Explain how some groups, societies and cultures addressed their needs and concerns.</li> <li>2. Identify the different sources which provide proof of Africa's contribution to world knowledge/development.</li> <li>3. Identify reasons for decline of Ancient Civilizations.</li> </ol>	
<p>Map work to identify the different Kingdoms/Empires of West Africa.</p> <p>Identification of trade routes and items.</p> <p>Comparison/contrast of life in ancient West Africa and the Maya of Mesoamerica.</p> <p>Recognition of the quality of life to which Africans were accustomed.</p> <p>Develop a summary of the many changes that took place.</p>	





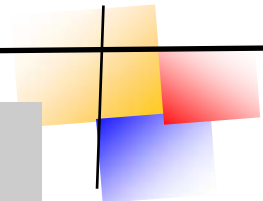
## EARLY CIVILIZATION STANDARD V

### Content Standard # 6

Analyze the results of European expansion in Africa the Caribbean and Central America

Content organized into Manageable Sets	Suggested Teaching Learning Strategies	
<u>3. European Expansion in Africa</u>	Read sections in class and set sections of the material in Unit 3 as homework reading in preparation for discussion in class. Record important points to answer such questions as: a). Who were the Europeans expanding into Africa? b). How did the expansion begin? List the resources in which trade between Europe and Africa was established. c). What were: coffles, dungeons, Gorec Island? d). Describe the experience of captured Africans from the time of capture to the time of sale. e). How do you think people who were enslaved were affected by slavery? f). Do you think that slavery has affected any Belizeans? If yes, how have they been affected?	
<u>4. The African – Belize connection (c1720 – early 20<sup>th</sup> century)</u>	Discuss the activities in the Settlement in the Bay which gave rise to the need for slaves – The Slave Trade - Show Tape illustrating the capture, detention and shipment across the Atlantic to the Caribbean – the slave market – separation of families. Discuss the various situations and the role played by fellow Africans who participated in the capture. Research information on the activities of slavery in the Settlement for discussion in class. Summarize and record information.	

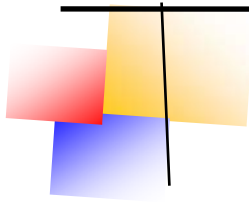




## THEME: African - Belize Connection

Suggested Strategies/Activities for Assessment	Learning Outcomes
<p>Demonstrate understanding of the events.</p> <p>Answer the questions asked.</p> <p>Collate information gathered and write 'The Story of Slavery.'</p>	<p>6.6 Recall and discuss land use in Africa.</p> <p>6.7 Investigate the impact of the loss of African lands on African farmers.</p> <p>6.8 Examine the extent to which European Colonialism changed the way of life in many African countries.</p>
<p>Map work to trace Slave Trade route</p> <p>Contribution to discussion to show understanding of what they see and their evaluation of the situation.</p> <p>Identification of:</p> <ul style="list-style-type: none"> <li>a). The regions from which Africans were taken and ethnic groups</li> <li>b). Condition for workers in the Settlement and discrimination between the sexes.</li> <li>c). Treatment of the aged, sick and youth.</li> <li>d). Type of work and treatment of workers</li> <li>e). Slave revolts</li> <li>f). Links among African languages and Creole, food, music and way of life.</li> </ul>	





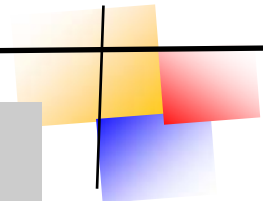
## EARLY CIVILIZATION STANDARD VI



Content organized into Manageable Sets	Suggested Teaching Learning Strategies	
<p><u>Theme: The Maya Civilization</u>  <u>1. Summary of Maya Civilization from earliest times to the Terminal Classic</u></p>	<p>Review of work done in Std. 5. Have children divided into groups to research from their resource books, the story of the Maya Civilization up to the Terminal Classic era. (This can be set as holiday assignment in preparation for new class). Since the work had been done in Std. 5, have them present a chronologically developed account to be presented during the first week of school (maybe). Discuss presentation, make corrections and set the stage for the study/understanding of the situation that led to the Caste War of Yucatan.</p>	
<p><u>2. The Caste war of Yucatan</u></p>	<p>Highlight information from Resource handbook for discussion in class. Use map of the region to identify location of the region over which the war was waged. Note specifically: the groups involved in the fighting, the strategies used by both sides and the effect of the war on the Settlement (now Belize).</p>	
<p><u>3. British colonization and the Maya resistance to colonialism in Belize</u></p>	<p>Recall the circumstances of the Spanish conquest. Research the situation between Spain and England at the time. Discuss findings as background to the behaviour of the British.            Research the Belize Maya up to 1847 and the situations that were of concern to them. Record their reaction to every move of the British – Discuss.</p>	
<p><u>4. The living Maya and the War against poverty.</u></p>	<p>Have class identify the Maya villages on the political map of Belize and insert them on a blank map. Although there seems to be a concentration of Mopan Maya and O'eqchi Maya in the south - Toledo and Yucatec Maya in the north and west -Corozal, Orange walk and Cayo, there are a number of Maya Villages or smaller concentration of Maya in the Stann creek District and in other areas in the country which are mixed while some have become Mestizos. Have children annotate locations to produce a physical picture of the location of the three Maya Cultures in Belize. Divide class into groups and assign individual groups to a cluster of Maya villages which they will research from their student's handbook as well as from any other source or sources. Report on each village will focus on their way of life in general and whether there are organizations which have been created to preserve their cultural heritage and improve their way of life as a people.            Groups will also research the respective leaders in each village and document their efforts at cultural preservation. The employment situation is also of great importance. Where possible, resource persons from the villages should be allowed to meet with groups to discuss life and answer questions:            Report to class after corrections by the teacher.</p>	



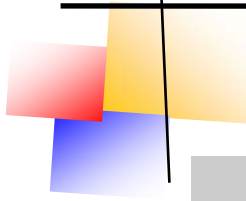




# THEME: The Maya Civilization

Suggested Strategies/Activities for Assessment	Learning Outcomes
<p>Recall of the development in the respective periods up to the Terminal Classic Period</p> <p>Presenting information in chronological order as a result of research.</p>	<p>2.15 Analyze and explain reasons for the decline of the civilization of Africa's Swahili Coast</p>
<p>Identification of the various players in the War of the Caste and its impact on the region based on their evaluation.</p> <p>After reading and discussing have class use the information to do a written exercise entitled 'The War of the Caste in Yucatan and its impact on the region.' This could be given as group/individual work for which some reward is given for the top ( ^ ) finishers. (Teacher's decision on number to be rewarded).</p>	<p>2.16 Identify and discuss the similarities and differences in the rise and fall of African and Maya civilizations.</p> <p>2.17 Explain the role of religion in the development of Maya Civilization</p>
<p>Identification of the atmosphere that existed between the Colonial powers and the Mayan response.</p> <p>Recall the actions of the Spaniards and the suffering of the Maya, and their dispersal into the forest. Discussion should focus on the Mayan efforts to protect themselves against a repetition</p>	
<p>Demonstration of the knowledge of the locations of the three Maya culture groups in the country through map work illustrations and oral presentations</p> <p>Demonstration of understanding of the operations of different location groups.</p> <p>Class presentations on:</p> <ul style="list-style-type: none"> <li>(a) Maya leaders</li> <li>(b) Organizations</li> <li>(c) Economic situations</li> <li>(d) Efforts to survive</li> <li>(e) Other problems.</li> </ul>	





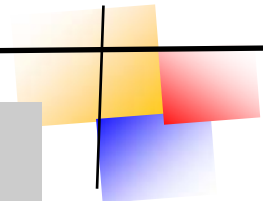
# EARLY CIVILIZATION STANDARD VI

## Content Standard # 6

Analyze the results of European expansion in Africa the Caribbean and Central America

Content organized into Manageable Sets	Suggested Teaching Learning Strategies
<p>Theme: African Culture and Civilization Content</p> <p>1. The African – Belize connection (c1720 – early 20<sup>th</sup> century) (Slavery in Belize)</p>	<p>Review research done in Std. 5.</p> <p>Discuss the situations/scenarios which were identified that had some impact on the life of a slave a - d in Std. 5 syllabus.</p> <p>Conduct depth research into the different slave revolts to determine: a). cause/s; b). nature and length of time; c). results; d). impact on the remaining slave population. (record notes)</p> <p>Explore the links between African and Belizean (Creole) language, food, music and way of life.</p> <p>Discuss the questions listed below and attempt the written exercises in groups or individually for presentation to class. Read the material in Unit 4 to get an understanding of slavery in Belize and the regions from which Africans were enslaved. The material can be covered through group work. Depending on the size of the class, groups may be assigned one or more of the eight themes in this Unit. Discussion should follow each group presentation to obtain depth coverage. Extract the answers to the focus questions on page 26.</p> <p>As an after exam (PSE) exercise the suggested questions may be attempted to give the Standard 6 students an opportunity to use the information gathered in answering higher level questions.</p>
<p>2. Africa: From conquest to Independence (c 1880 – present)</p>	<p>Read the information in Unit 5 and discuss in class. Note that Belize was also a Colony. Discuss with resource persons who were adults before the 1970 – 1980 period to learn how the country was governed before self-government status was granted. Compare the conditions of the African regions and Belize.</p>

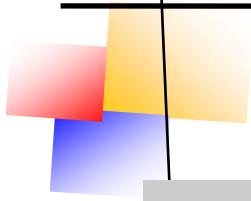




## THEME: African Culture & Civilization

Suggested Strategies/Activities for Assessment	Learning Outcomes
<p>Identification of the various impacts and voicing of their opinion/s to situations.</p> <p>Presentations and discussion on findings.</p> <p>Presentation of links and recording in booklets for display. Presentations of written work.</p> <p>Oral presentations by representatives followed by written responses.</p>	<p>6.9 Examine the Social, Political and Economic background of ancient and contemporary Maya in the Mesoamerica region and selected West African Countries.</p> <p>6.10 Identify and discuss the main features of the Caste War of Yucatan</p> <p>6.11 Evaluate and explain the impact of the Caste War of Yucatan on Belize.</p> <p>6.12 Examine Maya resistance to Spanish Colonialism with special emphasis on Belize.</p>
<p>Compare the conditions which existed in the two regions and recognize the similarities and differences. Present findings in class.</p>	<p>6.13 Explain the Maya's claim on parts of Belize's northwest between 1840 – 1900.</p> <p>6.14 Examine the impact of Maya resistance against English colonialism in Belize.</p> <p>6.15 Explain why the Maya and the Africans resisted colonialism in Belize and Africa respectively.</p> <p>6.16 Discuss the role of Maya Leaders and the effectiveness of Maya Organizations found within various Maya communities in modern Belize.</p> <p>6.17 Examine two African countries that were at war to determine how they made the transition from colonialism to self government.</p>





# SOCIETY & CULTURE STANDARD V

## Content Standard #1

Identify the various ethnic groups of Belize and discuss their origin, history, values, traditions and customs

## Content Standard #2

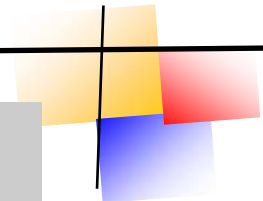
Describe the achievements and contributions of individual Belizeans and discuss their impact on the "Belizean Society"

## Content Standard #4

Discuss and examine the factors that contributed to migration and its impact on the individual family and country

Content organized into Manageable Sets	Suggested Teaching Learning Strategies
Contribution of Belizeans from different ethnic backgrounds	<p>Define Culture</p> <p>Mini display of contribution by Belizeans (pictures will be used)</p> <p>Identify and discuss individual Belizeans whose contribution showcases Belize's rich culture.</p> <p>Guest speaker (s) to share ethnic groups' contribution. As it relates to the performing arts, invite a guest speaker from each ethnic group.</p> <p>Group presentations to highlight the ethnic groups' contribution to the development of our country.</p> <p>Discuss the impact of culture on the Tourism Industry</p>
The impact of each cultural group on the other	<p>Dramatization of cross cultural activities</p> <p>Discuss ways groups of Belizeans impact each other's culture</p>
"Belizean Culture" includes contributions from all ethnic groups who make up the population of the country of Belize	<p>- Provide children with reading materials that will inform them about the following:</p> <p>Garifuna – Music, dance, craft work, Garifuna dishes and Language.</p> <p>Maya – Music, dance, craft work, dishes and Language.</p> <p>Mestizo – Music, dance, Language, Mestizo dishes, craftwork.</p> <p>Creole – Music, dance, National dish, Language and craftwork.</p> <p>In pairs they will discuss the merit of each group's major contribution(s).</p> <p>- Guest speaker(s) to share ethnic groups contributions.</p> <p>Mini display of each group's contribution using pictures and realia where possible.</p>
Cross Cultural Engagement	<p>- Explain and give examples of cultural exchange.</p> <p>- Discuss ways in which Belizeans unite.</p> <p>- Guest speaker to make presentation on Belizean Culture</p>
Ways in which cultures are preserved.	<p>Students name holidays associated with groups of Belizeans.</p> <p>Discuss purpose of holidays – cultural dance, cultural history passed on in story form</p>
Historical buildings and places	<p>Visit historical buildings/places or view pictures of them.</p> <p>Discuss significance of historical buildings/places.</p>





# THEME: Belizean Culture and Cross Culture Engagement

## Content Standard #5

Demonstrate knowledge of Belize's historical buildings

Suggested Strategies/Activities for Assessment	Learning Outcomes
<p>Dramatization of how groups contribute to the Belizean Culture</p> <p>Booklet showing each person's contribution/s – include the person's name, and a summary of his/her contribution/s to Belize's culture through the arts.</p> <p>Write a short essay on the impact of culture on the Tourism Industry</p>	<p>1.16 Discuss the impact of each culture group on the others</p> <p>1.17 Explain ways in which individual and collective cultures are Preserved</p>
<p>Write a paragraph describing/listing ways group of Belizeans impact each other</p> <p>Demonstrate an appreciation for people of different backgrounds by listening to the music of various groups of Belizeans.</p>	<p>2.9 Describe the contribution of the ethnic groups to Belize's Culture</p> <p>4.9 Identify and discuss behavioural changes with emphasis on comprehensive knowledge of how culture, values and morals are passed on</p>
<p>Groups discuss and present how the different ethnic groups in Belize contribute to the development of a combined but rich culture.</p> <p>Children record in booklet added information learned from Guest speaker.</p> <p>Discuss the impact of culture on the Tourism Industry. Write a short essay on the impact of culture on the Tourism Industry and vice versa.</p>	<p>4.10 Brainstorm the effects of change, state and explain the reason and importance of making good choices</p> <p>5.12 Visit, explore and discuss the significance of historical buildings and places (The Bliss Institute – now the Bliss Centre for the Performing Arts)</p>
<ul style="list-style-type: none"> <li>- Essay on Cross Cultural activities</li> <li>- Share essays by having individuals read each other's essay.</li> <li>- Demonstrate an appreciation of all Belizeans by respecting and listening to other's views.</li> <li>- Mock cultural day.</li> </ul>	<p>5.13 Label a historical building/place for each district on a map of Belize</p>
<p>Develop pride in being a Belizean by participating in cultural displays.</p>	
<p>Form "know your culture" groups and participate in cultural activities.</p> <p>Individuals prepare a questionnaire in preparation of finding out more about a particular historical building.</p>	



# SOCIETY & CULTURE STANDARDS VI

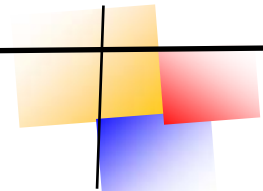
## Content Standard #1

Identify the various ethnic groups of Belize and discuss their origin, history, values, traditions and customs

## Content Standard #2

Describe the achievements and contributions of individual Belizeans and discuss their impact on the "Belizean Society"

Content organized into Manageable Sets	Suggested Teaching Learning Strategies
The Belizean Culture in comparison with Latin America, Caribbean, North America, and Africa.	Students view a recording of 2003-2004 Carnival/any Belizean Carnival. Ask students from which region Belize, adapts carnival. List other ways Belize shares culture with other countries in Central America: food, music, clothes, student exchange program etc.
The role of Belizean culture on the economic development of Belize	Class discuss how each group of Belizean contributes to the economy. List industries and their significant contributions to the development of our country. Discuss how government facilitates the development of industries. Field trips to industries Guest speaker from different industries and Chamber of Commerce
Historical buildings/places: Government house The Museum St. John's Cathedral Belize City Swing Bridge Memorial Park	1. List historical buildings/places: - Government House (now the Belize City House of Culture) - Fort Area the Baron Bliss Tomb - Those in your own district 2. Individual research- assigned historical building or place.
The Belizean Culture in comparison to Central America, Caribbean, North America, and Africa.	1. Students view a video recording of 2003 -2004 Carnival of Belize, Central America. 2. Do the same for the Caribbean, North America and Africa. Use pictures if tapes are not available. 3. Allow children to think, have them work in pairs to share answers to the following questions: - What is the purpose of Carnival? - What are they depicting? - Discuss how carnival brings people together. - Comparing/contrasting similarities and differences.
The influence of Belizean diverse culture on the economic development of Belize	1. Groups' discussion on how Belizeans contribute to the country's economy. 2. List industries and their significant contributions to the development of the country. 3. Field trips to industries within home district. 4. Guest Speaker from different industries.
Negative and Positive changes in the various cultural groups.	1. Review traditional values, attitudes and behaviours of Belizeans. 2. Discuss attitudes, values, and behaviours particular to ethnic groups. 3. Groups list positive, negative changes by Belizeans 4. Discuss the importance of cultural interaction to produce positive change. 5. Brainstorm to promote discussion on the effects of change and the importance of making good choices.
4. Historical buildings/places: Government house The Museum St. John's Cathedral Belize City Swing Bridge Memorial Park	1. List historical buildings/places: - Government House (now the Belize City House of Culture) - Fort Area the Baron Bliss Tomb - Those in your own district 2. Individual research- assigned historical building or place.



# THEME: Belizean Culture

## Content Standard #4

Discuss and examine the factors that contributed to migration and its impact on the individual family and country

## Content Standard #5

Demonstrate knowledge of Belize's historical buildings

Suggested Strategies/Activities for Assessment	Learning Outcomes
Label region on world map puzzle	1.18 Describe the positive activities that have brought all ethnic groups
Display products of industries Posters promoting industries Collection of pictures of Belizeans doing activities related to industries: Belizean woman – weaving a hammock, Belizean man – driving sugar cane truck to tower hill Belizeans– entertaining with music and dance	2.10 Explain the role of Culture on the economic development of Belize  4.11 Debate the positive and negative changes that have taken place in all ethnic groups and how society is affected by those changes
Booklets on historical building/places on display in the class/library. Collect brochures. Group children. Each group is asked to research one historical building/place and one person from each group presents the group's findings to the class. The written presentation of each group is placed on display	4.12 Research information and debate the cause and effect of changes  5.14 Write essays on historical buildings/places in your District  5.15 Evaluate the importance of historical buildings/places in Belize.
Label region on world map  A round table discussion on the diversities and similarities of Central America, Caribbean and North America. Individual children write a report on the discussion.	
1. Research and report. 2. Collection of pictures of Belizeans doing activities related to industries; e.g.: Tour guides – Tourism Identify cultural groups that played significant roles in the development of a particular industry in Belize.	
1. Debate – Be it resolved that only positive changes have taken place in Belizean Society. 2. Debate – Causes of changes in Belize.	
1. Make a booklet which includes the following: essay on historical buildings/places, collected brochures and if possible pictures of the historical buildings/places.	

