



Macmillan

Jamaica Primary Social Studies Our Island Nation

Grade 4 Student's Book



Eulie Mantock • Trineta Fendall • Clare Eastland



Jamaica Primary Social Studies

Grade 4

Student's Book

Our Island Nation



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Contents

<i>Introduction</i>	iv
1. Jamaica's location and physical features	1
2. Jamaica's parishes and counties	29
3. Important events and people in Jamaica's history	66
4. The effects of weather and climate in Jamaica	106
5. Meeting our economic needs	141
6. How we affect the environment	185
7. Jamaica's population	218
8. Population movement	233
<i>Glossary</i>	246
<i>Index</i>	254

Introduction

The *Macmillan Jamaica Primary Social Studies* course is specifically designed in alignment with the Ministry of Education's Revised Primary Curriculum (RPC). This Grade 4 Student's Book covers the syllabus for Grade 4 and contains information about Jamaica that is arranged in the following eight units: Jamaica's location and physical features; Jamaica's parishes and counties; Important events and people in Jamaica's history; The effects of weather and climate in Jamaica; Meeting our economic needs; How we affect the environment; Jamaica's population; and Population movement.

In each unit of the book, the contents are organised around syllabus focus questions and objectives. This is intended to encourage students in their thinking skills, to develop awareness of their homeland Jamaica, to develop skills of observing, recording, and interpreting information and to reinforce skills of reading, writing and numeracy in other areas of the RPC. We also want students to gain knowledge of their history and environment and to develop positive attitudes towards their fellow Jamaicans and their environment.

One of the objectives of the social studies syllabus in the RPC is to allow learners to use information from a variety of resource materials. Throughout this book, a wide range of stimulus materials are used, including maps, plans, graphs, newspaper articles, charts, tables, drawings, cartoons and photographs to stimulate and motivate the learners. These materials can also be used to enhance literacy learning at this level, especially in reading comprehension and writing tasks. The glossary at the end of the book encourages independent learning and a greater understanding of vocabulary (syllabus 'key terms') and concepts.

There are stimulus questions, activities, case studies, fact boxes and 'Did you know' features at different points in the unit. These features are intended to stimulate learning at the literal, inferential and critical levels. The summary at the end of each chapter provides a quick review of the information covered in the unit, providing easy revision of the main ideas. Multiple choice questions at the end of each unit help students and teachers to know how well the unit was understood, and introduce students to the multiple choice format used at the Grade 6 Achievement Test level, providing practice opportunities for the examination.

Various strategies are incorporated in the organisation of the book to cater for the different ways in which children learn. The learners are guided in the observation of pictures, maps, charts and diagrams to stimulate discussion about what they know. The experiences and previous knowledge that the students bring to the learning situation is vital. However, where experience is lacking, photographs for instance can be used to provide information. Field trips and the use of resource persons are encouraged as these provide background and real life information. Remember to use available technology such as digital cameras, television and computers. Activities and questions keep students focussed on the materials. Questions are provided to help students to develop problem-solving skills, especially in environmental issues.

While the book is intended mainly for use in class, students will also benefit from using the book on their own. The language of the text ranges from below grade level to above grade level as consideration is made for the less challenging learners as well as the more advanced learners at Grade 4. The arrangement of the units allows for easy instructional assistance by parents as well as teachers. Students will find the stimulus materials varied and interesting and the text emphasises student-centred learning. The book can also be used by students of Grades 5 and 6 in the preparation process for the Social Studies Grade 6 Achievement Test.

2

Jamaica's parishes and counties

Parishes and counties

Focus question 1: Why is Jamaica divided into counties and parishes?

Key terms: parish, parish capital, port, fort, harbour, boundaries, coast.

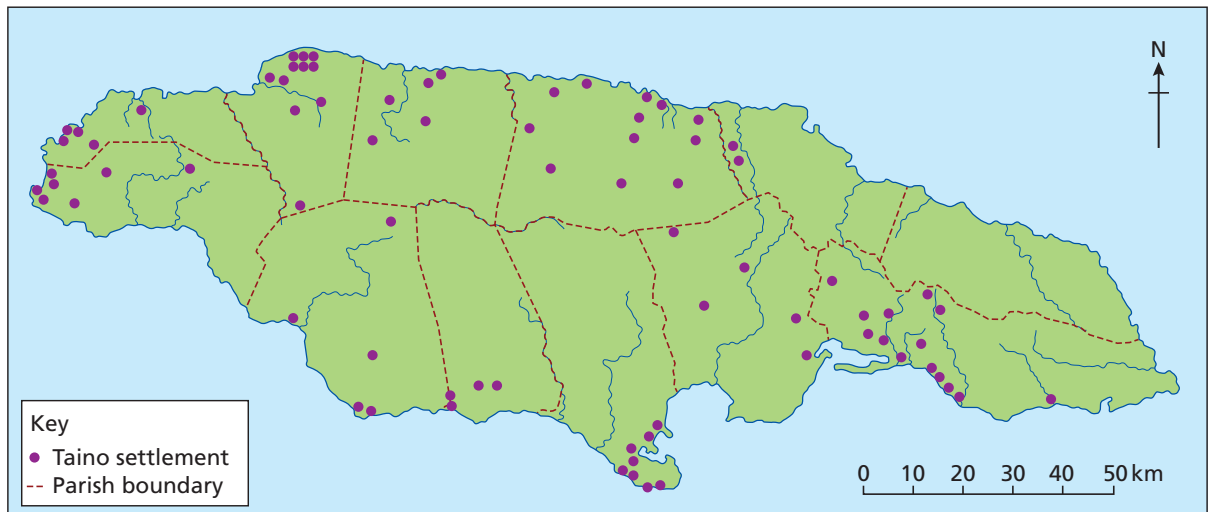
Objectives

- Define and use correctly the following concepts: parish, parish capital, port, fort, harbour.
- Name and locate the parishes and parish capitals of Jamaica.
- Explain why most parish capitals are located on the coast.
- Name and locate the counties of Jamaica.
- Explain why Jamaica is divided into parishes and counties.
- Compare parish boundaries on a current map of Jamaica with older maps (1700s to 1800s).

Why is Jamaica divided into counties and parishes?

The Tainos

A long time ago, an original group of people, the **Tainos**, also called **Arawaks**, lived all over Jamaica. They were the first settlers of Jamaica. They lived in villages, mostly along rivers. They used the rivers for fishing, as a source of water for crops and for drinking and washing. Villages were governed by chiefs or headmen. Sometimes the villages were grouped into districts.



Taino settlements