

# SOCIAL SCIENCES

# My Self, My World

**STUDENT'S BOOK 1**  
**2<sup>nd</sup> Edition**

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# Contents

To the student	iv		
Scope and sequence	vi		
<b>Introduction</b>			
Studying social sciences	1		
Social sciences and humanities subjects	1		
What is social studies?	3		
What is geography?	3		
What is history?	6		
What is religious education?	9		
<b>Unit 1 Personal development</b>			
<b>Chapter 1 Who am I?</b>	<b>12</b>		
1.1 Personal identity	13		
1.2 Personality and individual differences	20		
1.3 Developing a positive self-image and self-esteem	22		
<b>Chapter 2 Where do I belong?</b>	<b>27</b>		
2.1 What is a family?	27		
2.2 Functions of the family	30		
2.3 Family customs and traditions	34		
2.4 Family history	35		
2.5 Family trees	35		
2.6 Roles and responsibilities of family members	37		
2.7 Conflict in the home, school and neighbourhood	41		
<b>Chapter 3 How am I changing?</b>	<b>52</b>		
3.1 Life cycle	52		
3.2 Childhood	53		
3.3 Adolescence	55		
3.4 Adulthood	61		
3.5 My personal history	65		
<b>Unit 2 Economic growth and development</b>			
<b>Chapter 4 Developing our human resources</b>	<b>69</b>		
4.1 What are resources?	69		
4.2 Studying our population	70		
4.3 Characteristics of human resources	71		
4.4 Factors that influence our human resources	75		
4.5 The importance of human resources for economic development	79		
4.6 The role of education in the development of human resources	81		
4.7 The history of secondary education in Trinidad and Tobago	85		
4.8 The importance of health to human resources	88		
<b>Unit 3 How we govern ourselves</b>			
<b>Chapter 5 Living by the rules</b>	<b>94</b>		
5.1 Why do we have rules?	95		
5.2 Why do we have rewards and sanctions?	96		
5.3 Making rules in the home, school and other social groups	98		
5.4 How rules for the nation (laws) are made	99		
<b>Chapter 6 Civic responsibilities, rights and freedoms</b>	<b>104</b>		
6.1 My rights and responsibilities as a student	104		
6.2 Fundamental rights and freedoms	105		
6.3 Becoming a citizen of Trinidad and Tobago	110		
6.4 Entitlements of citizenship – our rights and freedoms	111		
6.5 Obligations or duties of citizenship – civic responsibilities	113		
6.6 Community involvement and service	114		
<b>Chapter 7 Humanitarian law</b>	<b>117</b>		
7.1 International treaties	117		
7.2 International law	118		
7.3 Humanitarian law	120		
7.4 The effects of war	122		
7.5 Humanitarian acts	123		
<b>Unit 4 Our cultural heritage and religion</b>			
<b>Chapter 8 Celebrating our culture</b>	<b>127</b>		
8.1 Our multi-cultural society	128		
8.2 Our ancestors	129		
8.3 Our cultural heritage	136		
8.4 Conserving our cultural heritage	145		
<b>Chapter 9 Major world religions</b>	<b>150</b>		
9.1 Introduction	150		
9.2 Belief systems	153		
9.3 Brief background histories	158		
9.4 Impact on the development of civilisation	168		
9.5 Places of worship in Trinidad and Tobago	169		
9.6 Religious symbols	172		
9.7 Religion and the arts	175		
<b>Unit 5 Our physical environment</b>			
<b>Chapter 10 Mapping our environment</b>	<b>180</b>		
10.1 Globes and maps	180		
10.2 Types of map	182		
10.3 Uses of maps	185		
10.4 Basic features of maps	186		
10.5 Building map skills	188		
10.6 Maps of today	201		
<b>Chapter 11 Our natural environment and natural resources</b>	<b>205</b>		
11.1 Natural resources	205		
11.2 Fossil fuels and mineral resources	207		
11.3 Water	211		
11.4 Land	214		
11.5 Vegetation	216		
11.6 Animals	218		
11.7 Air, wind and sunlight	218		
11.8 The consequences of using our natural resources	219		
11.9 Caring for the environment	222		
11.10 Places and our environment	223		
<b>Chapter 12 Caribbean geography, integration and global links</b>	<b>228</b>		
12.1 Where exactly is the Caribbean Region?	228		
12.2 The Commonwealth Caribbean	232		
12.3 Why the Caribbean is a region	235		
12.4 The Caribbean Sea	236		
12.5 Common history of the Caribbean Region	245		
12.6 Caribbean Integration movements	254		
<b>Skills toolkit</b>			
Social and interpersonal skills	261		
Communication skills	264		
Information-processing skills	269		
Enquiry and research skills	282		
<b>Glossary</b>	<b>290</b>		



# To the student

Welcome to *Student's Book 1*. You'll find many opportunities in these pages to think creatively and critically about what it means to be a fulfilled individual in your own community and in our increasingly globalised world. This book is part of a three-book course for Forms 1, 2 and 3 for students studying for the secondary NCSC and NCSE examinations.

Now, acquaint yourself with the many features that will make your experience of working with this text an enjoyable and rewarding one.

## The main narrative

**The main narrative** is the main storyline of this book. It's the text that takes up the central part of most of the pages. It provides you with the background and essential information that you need to understand the main topics in each of the chapters. Most of this book relates to the Social Sciences curriculum, but some sections which specifically relate to other subject areas are flagged up and colour-coded. History sections are orangey brown, Geography sections are green and RE sections are blue.

If someone asked you, 'Who are you?' you would probably give that person your name. You might state just your first name. This name may be one that you share with others in your school or the wider community, and it may have a special meaning.

## Key words

**Key words** appear at the beginning of each chapter. They are lists of important terms and ideas that are shown in **bold** in the chapter. Look out for them as you read the chapter, and make sure you understand what they mean. They are essential to your grasp of what the chapter is about.

Key words			
attitudes	behaviour	body image	characteristics
emotions	emotional self	environment	ethics
genes	goals	heredity	high self-esteem
ideal self	individual	individual differences	individuality
intellectual	self	low self-esteem	mental self
personal identity	personality	physical self	self-awareness
self-esteem	self-image	social environment	social self
tolerance	unique	value system	values

## Key questions to start thinking about

**Key questions to start thinking about** are at the beginning of each chapter. These questions are there to help you start to focus on the key ideas in the chapter and how they connect with your own experiences and things you may know already.

### Key questions to start thinking about

- ▶ What makes me who I am?
- ▶ What makes me a unique individual?
- ▶ How do I develop self-respect and a positive view of myself?
- ▶ How can I respect and appreciate others?

## Try this!

**Try this!** boxes help you to get active as you read. Through them you can become creative with what you're learning. Some have a quick quiz or matching exercise; some include an opportunity to create your own collages and posters, or to perform skits with your classmates; some have ideas for 'hot seat' discussions.

### ▶ Try this!

Choose one regulation at your school. What rewards or sanctions are used to enforce it? Are they effective? Can you think of any better ways of ensuring that the regulation is followed?

## Did you know?

**Did you know?** boxes have interesting related facts like this in the margins of every chapter. They will make you look at things afresh, often from a different angle.

### Did you know?

Political boundaries are just one way of defining or identifying a country. Other ways include national emblems, such as flags, national anthems and coats of arms, national flowers and other symbols, systems of government, and national festivals such as Carnival. You can use atlases or internet research to identify the national emblems of different Caribbean countries.

## Checkpoints

**Checkpoints** encourage you to pause and make sure you understand what you've just read in the main narrative.

### Checkpoint




- 1 Why do we have rules of different kinds for different situations?
- 2 What are sanctions?
- 3 What are the four main purposes of punishment?



## Thinking creatively and critically

**Thinking creatively and critically** boxes occur two or three times in each chapter. They give you a chance to involve yourself in creative and thought-provoking activities – on your own, with a partner or small group, or with your whole class. Activities include analysing television shows and films, writing short reports, interviewing members of your local community, delivering short speeches and creating classroom displays.

### Thinking creatively and critically

- 1 Research the origins of the people in your community. Use primary sources (e.g. interviews, questionnaires) and secondary sources (e.g. books, the internet). Present your research as a short article to appear in a newspaper and include one or more suitable visual aids. Also, write a headline that will capture the attention of readers. See Skills toolkit 'Enquiry and research skills' (page 282) and 'Understanding and creating photographs' (page 281). 
- 2 Interview someone who has come to Trinidad and Tobago as a migrant, and find out their reasons for coming here. Present your interview as a dialogue. See Skills toolkit 'Formatting a script' (page 270). 
- 3 Create a timeline showing important events in the history and development of your community. Display your timeline in class. See Skills toolkit 'Timelines' (page 272). 
- 4 Write a fictional account of the arrival of an early settler or group of settlers in your community that helps explain where they and their ancestors came from and why they came to your community.

## Wrap-up activities

**Wrap-up activities** are activities and projects at the end of each chapter to help you pull together all that you've learned in the chapter.

- 1 With a partner, interview one adult to collect information about their knowledge, skills, energy and creativity. Ask them about their talents, abilities, education, qualifications and health. You could also ask about their attitudes to work. Present a report on the person as an example of our country's human resources.

## Review

**Reviews** are found at the end of each chapter. Each provides you with a convenient summary of what the chapter has covered.

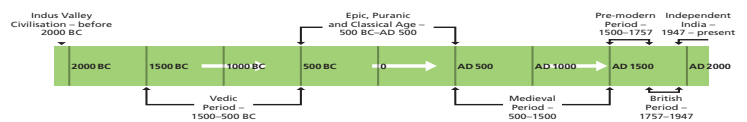
### Review

#### What you now know

- ✓ Trinidad and Tobago is a signatory of many different international treaties concerning human rights.
- ✓ International law is law which governs relations between countries or nations.
- ✓ Countries go to war to impose their rule on others or to defend themselves and their interests against others.
- ✓ Humanitarian law is a set of rules which provides protection for those not involved in armed conflict and tries to limit its effects by restricting the methods of warfare (e.g. by banning indiscriminate weapons and child soldiers).
- ✓ The Geneva Conventions are the main humanitarian laws which set out the rules for armed conflict.
- ✓ The experiences of those people affected by war include personal injury, disablement and psychological trauma.

## Visuals

**Visuals** are an important part of this book because you learn by seeing as well as by reading. Every chapter has many visuals related to the topics being discussed.



## URLs

**Internet boxes** contain a URL that will take you to a website with further information about interesting related topics.

You can see a video about Jamaican migrants in the 1950s arriving by ship at Southampton, in the United Kingdom at: [bit.ly/1tpRtl8](http://bit.ly/1tpRtl8)

## Skills toolkit

The **Skills toolkit** on pages 261–289 is filled with essential practical tips for building the important skills that you'll need to succeed both in and outside of school and, later, for CSEC and CAPE exams. For example: how to work effectively with others, how to prepare and make an oral presentation, how to create and work with visual aids and how to do research.

### Interviewing

In an interview, you ask a person a series of questions to obtain information. Interviews are a very useful way to learn about people and to gather facts and ideas about a wide range of topics. Here are some tips on the three stages of an interview: before, during and after.

## Glossary

The **Glossary** on pages 290–296 has all the key words with explanations of each.

<p><b>A</b></p> <p><b>abilities</b> things which you have the skills to do</p> <p><b>Act</b> a Bill that has been signed into law</p> <p><b>adolescence</b> the years between childhood and adulthood</p> <p><b>adoptive parents</b> two people who legally adopt, or take as their own, a child of other parents</p> <p><b>adulthood</b> the period of time in a person's life after the age of 18</p>	<p><b>B</b></p> <p><b>bar chart (bar graph)</b> a chart that uses horizontal or vertical bars to present information</p> <p><b>bar scale (linear scale)</b> horizontal line or bar divided into equal parts showing distance on the ground represented by, say, 1 cm on the map</p> <p><b>behaviour</b> how you act or conduct yourself</p> <p><b>belief system</b> a set of beliefs which fit</p>	<p><b>census</b> the government procedure for acquiring and recording information about all members of the population</p> <p><b>century</b> a period of 100 years, usually measured from the birth of Christ</p> <p><b>characteristics</b> features or qualities belonging to a person, place or thing</p> <p><b>child abuse</b> physical, sexual or emotional ill-treatment or neglect of a child</p> <p><b>childhood</b> the time from birth to the age of eleven or twelve</p>
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# Scope and sequence

This book covers the Curriculum Development Division's new interim Secondary School Curriculum for Social Sciences Form 1 2014/15.

The tinted sections in this table indicate the five units of this textbook. The same colours are used to identify pages throughout the book. The coloured text identifies the subject-specific section (**geography**, **history** and **religious education**).

These areas are identified in the main text with tabs of the same colour. Examples can be seen in 'To the student' (pages iv–v).

Textbook units and chapters	Book topics	Curriculum theme	Curriculum topic	Curriculum sub-topics
<b>Introduction Studying Social Sciences</b>	<ul style="list-style-type: none"> <li>Social sciences and humanities subjects</li> <li>What is social studies?</li> <li>What is geography?</li> <li>What is history?</li> <li>What is religious education?</li> </ul>	G: The world around us H: My history  RE: Beliefs and concepts	G1.1.0 World geography H1 Value and relevance of history RE1.1.0: World religions, faith traditions, belief systems	G1.1.1–1.1.3 G1.3.4 H1.1–1.3  RE 1.1.1 Intro
<b>Unit 1 Personal development</b>				
<b>Chapter 1</b> Who am I?	1.1 Personal identity 1.2 Personality and individual differences  1.3 Developing a positive self-image and self esteem	1.1.0.0 Personal development	1.1.1.0 Who am I? A unique individual  1.1.5.0 Appreciating and developing myself/self esteem	1.1.1.1 1.1.1.2–6 1.1.1.7  1.1.5.1–1.1.5.4
<b>Chapter 2</b> Where do I belong?	2.1 What is a family? 2.2 Functions of the family 2.3 Family customs and traditions 2.4 Family history 2.5 Family trees 2.6 Roles and responsibilities of family members 2.7 Conflict in the home, school and neighbourhood	1.1.0.0 Personal development  H: My history	1.1.2.0 Where do I belong?  H2 My personal history 1.1.3.0 My role/responsibility 1.1.4.0 How do I deal with conflict?	1.1.2.1–1.1.2.7 1.1.2.10  H 2.1–2.4, 1.1.2.8 1.1.2.9 1.1.3.1–1.1.3.5  1.1.4.1–1.1.4.3
<b>Chapter 3</b> How am I changing?	3.1 The life cycle 3.2 Childhood 3.3 Adolescence 3.4 Adulthood 3.5 My personal history	1.1.0.0 Personal development  H: My history	1.1.6.0 Life cycle/adolescence  H2 My personal history H4 The life of Lord Harris	1.1.6.1–1.1.6.5  H1.3 H 2.2–2.4 H 5.1–5.4



Textbook units and chapters	Book topics	Curriculum theme	Curriculum topic	Curriculum sub-topics
<b>Unit 2 Economic growth and development</b>				
<b>Chapter 4</b> Developing human resources	4.1 What are resources? 4.2 Studying our population 4.3 Characteristics of human resources 4.4 Factors that influence our human resources  4.5 The importance of human resources for economic development 4.6 The role of education in the development of human resources  4.7 The history of secondary education in Trinidad and Tobago 4.8 The importance of health to human resources	1.2.0.0 Economic growth and development          H: My history	1.2.1.0 Developing human resources- concept of resource 1.2.2.0 Factors influencing human resources 1.2.3.0 Importance of human resources to the economy 1.2.4.0 Role of education in the development of human resources H3 History of my school 1.2.5.0 Importance of health in the development of human resources	1.2.1.1–1.2.1.3  1.2.2.1  1.2.3.1  1.2.4.1–1.2.4.4  H3.1–3.5  1.2.5.1–1.2.5.5
<b>Unit 3 How we govern ourselves</b>				
<b>Chapter 5</b> Living by the rules	5.1 Why do we have rules? 5.2 Why do we have rewards and sanctions? 5.3 Making rules in the home, school and other social groups 5.4 How rules for the nation (laws) are made	1.3.0.0 How we govern ourselves	1.3.1.0 Rules, regulations, rewards and sanctions	1.3.1.1–1.3.1.2 1.3.1.3–1.3.1.4 1.3.1.5–1.3.1.6  1.3.1.7–1.3.1.8
<b>Chapter 6</b> Civic responsibilities, rights and freedoms	6.1 My rights and responsibilities as a student 6.2 Fundamental rights and freedoms 6.3 Becoming a citizen of Trinidad and Tobago 6.4 Entitlements of citizenship – our rights and freedoms 6.5 Obligations or duties of citizenship – civic responsibilities 6.6 Community involvement and service	1.3.0.0 How we govern ourselves	1.3.2.0 Civic responsibilities, rights and freedoms	1.3.2.1–1.3.2.3     1.3.2.4
<b>Chapter 7</b> Humanitarian law	7.1 International treaties 7.2 International law 7.3 Humanitarian law 7.4 The effects of war 7.5 Humanitarian acts	1.3.0.0 How we govern ourselves	1.3.3.0 Humanitarian law – concept of humanitarian law 1.3.4.0 Humanitarian law – humanitarian perspective	1.3.3.1  1.3.3.1–1.3.3.2  1.3.4.1–1.3.4.3 1.3.4.2–1.3.4.3

Textbook units and chapters	Book topics	Curriculum theme	Curriculum topic	Curriculum sub-topics
<b>Unit 4 Our cultural heritage and religion</b>				
<b>Chapter 8</b> Celebrating our culture	8.1 Our multi-cultural society	1.4.0.0 Our heritage	1.4.1.0 Trinidad and Tobago: our multi-cultural society 1.6.2.0 Places and our environment	1.4.1.1–1.4.1.3 1.4.1.3–1.4.1.6
	8.2 Our ancestors	1.6.0.0 Our environment		1.6.2.4
	8.3 Our cultural heritage			1.4.1.6–1.4.1.9
	8.4 Conserving our cultural heritage			
<b>Chapter 9</b> Major world religions	9.1 Introduction 9.2 Belief systems 9.3 Brief background histories 9.4 Impact on the development of civilisation 9.5 Places of worship in Trinidad and Tobago 9.6 Religious symbols 9.7 Religion and the arts	RE: Beliefs and concepts	RE1.1.0 World religions, faiths, traditions, belief systems	RE 1.1.1  RE 1.2.1 Places of worship 1.4.1.8–1.4.1.9 RE 1.2.1 symbols RE 1.2.1 religion and the arts
<b>Unit 5 Our physical environment</b>				
<b>Chapter 10</b> Mapping our environment	10.1 Globes and maps	G: The world around us 1.6.0.0 Our environment	G1.1.0 World geography G Sub-topic: Exploring the world G Sub-topic: Boundaries and borders G 1.3.0 Building map skills G Sub-topic: Conventional signs G Sub-topic: Map scale G Sub-topic: Cardinal points G Sub-topic: Locating places G Sub-topic: Maps of today	G1.1.1 G1.1.2, 1.1.3 1.6.2.4
	10.2 Types of map			G1.1.4–1.1.11 G 1.3.3
	10.3 Uses of maps			G 1.3.2–1.3.8
	10.4 Basic features of maps			G1.1.9–1.1.11 G1.3.9–1.3.12
	10.5 Building map skills			G1.3.13 G1.3.14–1.3.16 G1.1.12–1.1.16 G1.2.3 G1.3.17–1.3.19
	10.6 Maps of today			
<b>Chapter 11</b> Our natural environment and natural resources	11.1 Natural resources	1.6.0.0 Our environment	1.6.1.0 Physical (natural) resources and our environment  1.6.2.0 Places and our environment	1.6.1.1–1.6.1.4
	11.2 Fossil fuels and mineral resources			1.6.1.5, 1.6.1.6 1.6.1.7 1.6.2.1–1.6.2.4
	11.3 Water			
	11.4 Land			
	11.5 Vegetation			
	11.6 Animals			
	11.7 Air, wind and sunlight			
	11.8 The consequences of using our natural resources			
	11.9 Caring for the environment			
	11.10 Places and our environment			
<b>Chapter 12</b> Caribbean geography, integration and global links	12.1 Where exactly is the Caribbean Region?	1.5.0.0 Caribbean integration and global links G: The world around us	1.5.1.0 The Caribbean Region  G1.2.0 Caribbean Region	1.5.1.1–1.5.1.2 G1.2.1–1.2.5 1.5.2.1–1.5.2.6
	12.2 The Commonwealth Caribbean			G1.2.5, 1.2.6
	12.3 Why the Caribbean is a region			
	12.4 The Caribbean Sea			
	12.5 Common history of the Caribbean Region			
	12.6 Caribbean Integration movements			



# Introduction

## Studying social sciences

### Key words

atlas	belief system	bibliography	cartographer
cartography	century	chronological order	chronology
civics	culture	decade	environment
faith traditions	faiths	geography	heritage
history	human geography	humanities	location
physical geography	physical maps	political maps	prehistoric
primary source	principles	religious education	secondary source
social sciences maps	social studies time line	sustainable major world religions	thematic

### Key questions to start thinking about

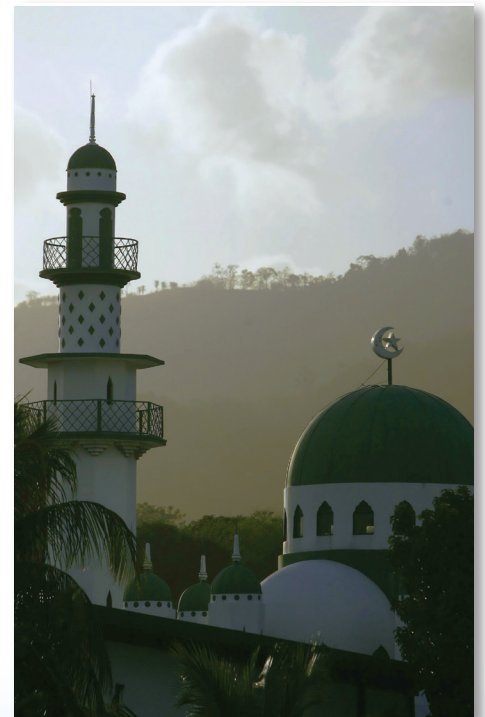
- ▶ What are social studies, history, geography and religious education, and why do we study them?
- ▶ What topics or areas do social scientists, historians, geographers and religious educators study and what methods do they use?

In this lower secondary course for Form 1 to Form 3, you will be studying social sciences which includes **social studies**, **geography**, **history** and **religious education**. Most of this book covers the social studies curriculum but you can identify the separate areas for geography, history and religious education by the colour coding as explained in the main narrative section on page iv.

Your teacher may sometimes teach these subjects separately and at other times they may be integrated (woven together). In any case, you will notice many common topics, issues and methods across the subject areas. In many cases, it is possible to study a topic from different perspectives. For example, religious buildings can be studied in religious education as places of worship, or from a historical perspective as buildings which are a part of our cultural heritage. Geographers may look at where they are located in a city or country or how they affect the environment around them. In social studies, we may look at them in all these ways as well as looking at how people use them and interact in them.

### Social sciences and humanities subjects

**Social sciences** and **humanities** subjects are concerned with human beings, the way in which people behave and affect each other, our **culture** (ways of living) and the world in which we live. They tell us about the world we know, such as our families,



*A religious building such as the mosque seen here may be of historic importance.*



school and festivals, and also about the world beyond our experience, including other parts of the Caribbean. They help us to understand how people behave, how society works and how human beings have been influenced by, and influence, their environment.

Humanities subjects study human culture and include history, geography, civics (the study of citizenship and government), religious education, arts subjects and social studies.

History and geography are both social sciences and humanities subjects.

Social sciences provide important information for governments, local authorities, non-governmental organisations, businesses and others. By researching how people behave, social scientists help to create and influence government policies. For example, it has been shown that providing early childhood education can help children to perform better in primary and secondary school. Social sciences also provide useful information for parents, teachers, police officers, health officials, politicians, local councillors, charity workers and business executives.

Social scientists, such as sociologists and geographers, use a range of different methods to gather information. Some methods collect data (which can be counted) from surveys, records and censuses to study the size or extent of things such as the number of burglaries in a country. Statistical (mathematical) methods are used to analyse this data. In contrast, other methods collect data using interviews and observation to find out how individuals think, feel or behave, or use documents such as letters and books to find out what happened in the past or is happening now.



*Pierrot grenades at a Trinidad Junior Traditional Mas parade.*

### Did you know?

Social sciences include a wide range of subjects.

- **Demography** The study of populations and population changes, using resources such as statistics.
- **Economics** The study of how individuals interact in the production and exchange of goods and services.
- **Education** The study of how people, especially children, learn and develop.
- **Human geography** The study of the world, its people, communities and places, focusing on human activities and their impact on the environment.
- **Linguistics** The study of language and how people communicate.
- **Politics** The study of the relationship between people and governments.
- **Psychology** The study of the human mind and how individuals experience the world.
- **Social anthropology** The study of how human societies are organised.
- **Social history** The study of past events to understand the processes of society.
- **Social statistics** The study of the collection and analysis of social science data or information.
- **Sociology** The study of the way people relate to each other in groups and as a society.



## What is social studies?

Social studies is the study of people in their environment. It looks at how people live and interact with each other. It includes people who are close, such as family and friends, and those who live far away in other parts of the world. It includes people living now, those who lived in the past and also future generations. It looks at differences between people and things that they have in common.



*Students interviewing adults for a social studies project.*

Social studies is a subject which integrates elements from different social sciences, especially geography and history and also from humanities subjects such as religious education. It uses methods from across the social sciences, depending on the topic being investigated.

Social studies is useful because it helps us to understand ourselves, other people and the wider community as well as our environment and culture. It helps us to develop our values, and to make sense of changes in society, of conflicts and of environmental issues.

It teaches some specific skills, such as research methods, the use of graphs, charts and maps, and helps you to investigate and evaluate different types of source and evidence. It aims to help you learn to make reasoned and well-informed decisions and become active citizens of your country and the world.

### Checkpoint

- 1 What do social sciences study and how are they useful?
- 2 What methods do social sciences use?
- 3 What is social studies?

## GEOGRAPHY

### What is geography?

Geography is the study of the human and physical features of our world, and the relationship between human beings and our **environment**. Our environment is everything around us.

Geography can be divided into **human geography** (a social science) and **physical geography** (a natural science), and both are studied within social studies.

Geography is the study of places, where things are (**location**) and how they got there. It looks at the spatial connection between people, places, and the Earth. Geographers study Earth's physical features, atmosphere, landscapes, peoples, places and environments. They also study how human activity is affected by the environment and how such activity affects the environment. For example, geographers are interested in how populations, resources and economic activities are spread over the Earth's surface.

**GEOGRAPHY**

Increasingly geography is also concerned with the **sustainable** use of the environment. ‘Sustainable’ means that we use the environment in such a way that future generations will be able to live in it as well as we do today.

Geography helps you to understand your place in the world, where things are and why. It teaches skills such as map work, analysis of information and the interpretation and use of visual organisers such as graphs and charts. Many geographers work as planners, cartographers, global information systems specialists, scientists and researchers.

**Using an atlas, globe and world map**

An **atlas** is a book of maps. Usually it contains maps of the world and of different continents and countries. It may also provide **physical maps**, which show physical features, such as mountains and rivers, **political maps** which show administrative areas such as countries and districts, and **thematic maps**, on particular topics, such as population or climate.

**Did you know?**

**Cartography** is the making of maps, which means that a cartographer is someone who designs, draws or makes maps. In the past, cartographers drew maps by hand often with limited information, but today *cartographers* use computers and other equipment to produce very accurate maps. Making a map involves putting together information about features (e.g. mountains or industries) or activities (such as tourism) with information about location (places) to make a model of the real world.

**▶ Try this!**

Use the contents page and index of an atlas to find maps showing Trinidad and Tobago. What different types are they?



*Ancient maps were based on both knowledge and imagination.*



*Modern mapping techniques are based on knowledge, observation and careful measurements.*



## GEOGRAPHY

Geographers use world maps such as the one below to identify major physical features. The map below shows the oceans and continents. It also shows the major mountain ranges, rivers and deserts. You will learn more about geography and maps in Chapters 10–12.

A globe is a 3D model of planet Earth showing either political boundaries, as on the right, or physical features.



A classroom globe.



World map showing the seven continents and their major physical features.

### ► Try this!

With a partner, use the map above to rank in order of size:

- the five oceans
- the seven continents.

### Checkpoint

- 1 Into which two main branches can geography be divided?
- 2 What do we mean by the sustainable use of the environment?
- 3 What does a cartographer do?
- 4 What kinds of maps would you expect to find in an atlas?

## HISTORY

**What is history?**

History is everything that has happened in the past. It is the study of past events, often connected with a particular person or theme. Of course, we cannot know everything that has happened in the past. We can only study things of which there is some trace or record today.

Our country's history is a little like our own memory. Imagine what it might be like not to remember what you did last week, not to know who you are or where you came from. You would feel very confused and unhappy. But you know about your past from what you remember and from what your family tell you. This helps you to understand your family's way of life and how that influences your life.

It is important for us to understand our own histories and those of others around us, our families, our communities, our country and human beings in general. History helps us to understand our identities, our family background, where we have come from, and it helps us to form our goals so that we know what we want to do and where we are going in life. It enables us to understand and value our **heritage** (the things we have inherited from those people who have come before us). It also helps us to understand other people in our communities, in our country and the world. And it should help us as human beings to learn from other people's experiences and mistakes.

Historians are interested in all aspects of the ways of life of people in the past: what they said and did, how they worked, and what they celebrated. Historians often study the causes and effects or consequences of events and changes over time.

**Primary and secondary sources**

When we study history (and social studies and geography) we use research methods to investigate evidence in various sources.

**Primary sources** are original or first-hand accounts such as personal observation, interviews and questionnaires. They include documents such as original letters, diaries, wills, accounting books and birth certificates. They also include inscriptions on monuments and tombstones.

**Secondary sources** are at least one step removed



*This Arawak petroglyph is known as the Carib Stone. It is high in the mountains at Caurita in Trinidad.*

**HISTORY**

from primary sources and include printed matter, such as books, newspaper articles and websites. The people in the past wrote histories of their own, recording events and commenting on them. In modern times, many historical accounts have been written and there are also sources such as photographs. See Skills toolkit 'Enquiry and research skills' (page 282).



When we read historical accounts we must be careful how we judge the evidence. Different writers may describe an event in different ways depending on their point of view. For example, a white settler's account of a revolt by the enslaved Africans may be very different from the account written by an African.

When we read historical accounts or reports they are usually accompanied by a **bibliography** at the end.

This is a list of the sources (books, articles, websites etc.) used to write the account or report. Sometimes there are also references in the text in brackets, usually the original author's surname and date of publication (e.g. Smith, 2010). This makes it easier to find the specific reference or source in the bibliography. In a bibliography, the sources are listed in a particular way. For example, books are usually listed alphabetically by the author's surname. You can see in the bibliography above that for the source: the author's name is given first, followed by their initials, then the title of the book and finally the publisher and the date of publication. All the entries follow this same pattern. See Skills toolkit 'Enquiry and research skills' (page 282).

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*Bibliographies are especially important in essays and reports.*

It is important to provide sources and references for our work so that people can see where we got our information. This helps them to judge whether our account is accurate or not. It also helps us if we want to go back to a source we have used and read it again.

**Measuring the past**

History helps us to understand where we are in time. When studying history we need to cover when things happened, how long ago and in what order. This means using 'time' words such as *past*, *century*, and *decade*, along with specific dates.





**HISTORY**



A timeline for the first 20 years of the 21st century.

The arrangement of events according to the dates or times they occurred is called **chronology**. When we study history, we usually arrange events in **chronological order** – the order in which they occur. We may use a time line to show this graphically.

The basic unit of time we use in our own lives is the year. But historians need to go back much further and divide up the history of human beings so that they can talk about it accurately. Historians today refer to **prehistoric** times (the long period of time before things were written down) and historic times (more recent times for which we have written accounts).

In the past, different peoples have measured time from different points in history. For example, the traditional West African Yoruba calendar goes back much further than our modern calendar, the Maya had two calendars for measuring time (the solar calendar of 365 days and a sacred calendar of 260 days), and Hindu time is cyclical with many different measurements.

Today, most people in the world follow the linear time of the European Christian calendar and date events before or after the birth of Jesus Christ, using the letters BC (before Christ) or AD (*Anno Domini*, Latin for ‘the year of our Lord’). So the date 400 BC means 400 years before the birth of Christ, and AD 2014 means 2014 years after the year in which Christ was born. AD is largely omitted from modern dates unless it is necessary to distinguish between two dates, one of which is BC and the other AD (e.g. 150 BC and AD 200)

Historians also use the following terms.

- **Decade** 10 years. The decade of the 1980s is the 10 years beginning in 1980. The period from 1984 to 1993 is also a decade.
- **Century** 100 years. We live in the 21st century, which is the period from the year 2001 to the year 2100. Your parents and teachers also lived in the 20th century, the period between the years 1901 and 2000.

You will learn more about history in later chapters of this book, especially Chapters 2, 3, 4 and 7.

**▶ Try this!**

Copy the timeline above and mark on it three points: the year you were born, the year you started primary school, the year you started secondary school.

**▶ Try this!**

In which century were each of these dates? AD 547, 1060 BC, AD 1530, AD 1849.

**Checkpoint**

- 1 What is history?
- 2 What do we mean by our heritage?
- 3 What is the difference between primary sources and secondary sources?
- 4 What is a bibliography and where would you find it?





## What is religious education?

Religious education is the study of religions in general and particularly the history, beliefs, values, customs and practices of **major world religions**. These are the four major religions of the world: Christianity, Islam, Hinduism, and Buddhism. They each have followers in many different countries.

These major world religions are also referred to as **faiths**. Within each faith there may be different **faith traditions** or branches. For example, Christianity has three main branches: Roman Catholicism, Protestantism and Orthodoxy (there are also many other smaller groups). Their basic beliefs may be similar but their history and practices are different.

Each religion has a **belief system** – a set of ideas which believers think to be true and which fit together and support each other. Each also has a value system. Values are beliefs and ideas that believers consider to be important.

Religious education gives us an understanding of religious beliefs and behaviour. It helps us to understand and appreciate our own beliefs and practices and those of others. It therefore helps us to be more tolerant of others. Since religions are part of our nation's heritage, religious education helps us to understand where we have come from. It can help us to develop our own values, better understand who we are, and use our values in making responsible decisions.

When we study religions we usually look at some of the following areas:

- religious beliefs and belief systems, including such matters as the nature of God or gods and how the world was created
- history, where the religion began and how it has developed over time
- sacred books, such as the Bible and Koran
- traditional teachings and stories
- religious symbols and their meanings
- places of worship, such as churches, temples and mosques
- religious practices such as daily worship, seasonal or annual events and special events such as weddings, funerals and naming ceremonies
- religious and moral teachings about right and wrong
- how the religion and its followers have influenced the world and human culture.

In religious education, we use similar methods to other social sciences and humanities subjects such as sociology and history. We study religions using primary sources such as interviews, personal observations and sacred books, and secondary sources such as reports and historical accounts. We describe, compare, interpret and explain religions and their followers' beliefs and practices.

You will learn more about religious education Chapters 8 and 9.

### Checkpoint

- 1 What are the major world religions?
- 2 Why do we study major world religions?
- 3 What aspects of major world religions do we study?



## Thinking creatively and critically

- 1 GEOGRAPHY** Working in a small group, use a ball covered in papier-mâché to create your own globe of the world, and refer to an atlas, globe or world map to draw and paint on your globe the five continents and seven oceans. Use coloured pens or pencils to mark on and label three major mountain ranges, three major rivers, and three deserts.
- 2 GEOGRAPHY** Choose a country you would like to visit and use available resources such as an atlas, globe, books and the internet to find out more about it. Write a report about the country and why you would like to go there, including its location, highest mountain and longest river.
- 3 HISTORY** Work with a partner to list and define key words used in history: past, present, future, decade, century and generation, along with at least another three words of your own choosing. Share your definitions with the class and look up other definitions in dictionaries or on the internet. Use your own and your classmates definitions to compile a short glossary of history words.
- 4 RE** As a class draw up a table of the four major world religions to compare their main beliefs, faith traditions, and practices, from what you already know. Identify areas you know little about and questions you would like to ask. As you learn more about major world religions during the work this year, revisit the table and add to it.

## Review

### What you now know

- ✓ Social sciences and humanities subjects study human beings, the ways in which they behave, their culture and the world they live in.
- ✓ Social scientists use methods and sources such as observation, interviews, surveys, censuses, records, documents and reports.
- ✓ Social studies is the study of people in their environment, combining elements from different social sciences and humanities subjects, especially geography, history and civics.
- ✓ Geography is the study of our world, its human and physical features, and the relationship between human beings and our environment.
- ✓ The sustainable use of the environment means that we use the environment in such a way that future generations will be able to live in it as well as we do today.
- ✓ Geography can be divided into human geography and physical geography.
- ✓ A cartographer is someone who designs, draws or makes maps.
- ✓ An atlas is a book of maps, usually containing maps of the world and of different continents and countries, physical maps, political maps and thematic maps.
- ✓ History is everything that has happened in the past, the study of past events, often connected with a particular person or theme.



- ✓ Our heritage is the things we have inherited from those people who have gone before us
- ✓ Primary sources are original or first hand accounts such as personal observation and interviews, whereas secondary sources are at least one step removed from primary sources and include printed matter, such as books, newspaper articles and websites.
- ✓ A bibliography is a list of the sources (books, articles, websites etc.) used to write the account or report.
- ✓ Chronological order is the order in which events occurred.
- ✓ Religious education is the study of major world religions, their history, beliefs, values, customs and practices.
- ✓ The major religions of the world are Christianity, Islam, Hinduism, and Buddhism.
- ✓ When we study religions, we study their beliefs and belief systems, history, sacred books, traditional teachings, religious symbols, places of worship and practices.