

## Lesson Plan for Year 6 Social Studies, Key Stage 2 Per National Curriculum

Subject: Social Studies	Date: March 2, 2010
Topic: Our Region: Locations	Duration: 60min.
Year: 6	Number of Students: 28

### Introduction to Lesson

I am the Year 6 Teacher at John A. Cumber Primary School. The classes are groups of 28 ten and eleven year olds who are really curious, have vivid imaginations and love to discover and learn.

### Students' Previous Knowledge

Students have learned about their country in Years 4 and 5 and will now broaden their minds by learning about the countries in their region.

### Aim/General Objective

The overall aim of the lesson is to stimulate interest in the topic and students' desire to learn more about their region. The second part of the overall aim is to learn about the countries that comprise their region.

### Objective /Specific Objective

By the end of this lesson students will be able to:

1. Hand in their K-W-L Chart with the first two parts completed.
2. Identify four countries that are found in the region by labeling a map of the Caribbean.
3. Tell what distance these countries are from Cayman by relating how long in hours it takes to travel to these countries by airplane compared to an hour-long flight to Miami. So students will be able to say which countries are farthest away.
4. Students will be able to identify the countries which are farthest away by a matching exercise.

### Material and Aids Required

- SmartBoard
- PowerPoint
- Assessment Handouts
- Laminated pictures of flags of other countries in the region.

## Body

- a. Introduction (5 min.)
  1. Use SmartBoard to show class exciting video clips of life in other countries in the region.
  
- b. Presentation/Questioning (50 min.)
  1. Solicit first-hand knowledge.
    - a. Ask students whether any of them have ever travelled to another country in the region
    - b. Allow students to complete the first 2 sections of their K-W-L Charts.
    - c. Ask those who responded which country, and what their experience was.
    - d. Now ask the class if others can name other countries in our region.
    - e. Ask the class what our region is called.
  
  2. Locations
    - a. Using the SmartBoard show a slide with our region unlabeled.
    - b. Ask students if any of them can come to the SmartBoard and label a country on the map of our region.
    - c. Then click the slide to display the names of the countries on the map to see which responses were correct.
    - d. In order for students to become more comfortable with the names of the other countries give students the handout with the map of the Caribbean and let them have a go at labeling four of the countries in addition to the Cayman Islands.
  
  3. Relative distance
    - a. Ask the students how long the flight is from Cayman to Miami by airplane.
    - b. Show the class where Miami is on the map
    - c. Now ask the class how long they think the flight will be from Cayman to Cuba and Cayman to Jamaica.
    - d. Now ask how long they believe the flight will be from Cayman to Trinidad comparing the distance from Cayman to Miami.
    - e. Give students the answers in total miles to Miami, Trinidad, Cuba, Jamaica and Barbados.
    - f. Ask student volunteers to come up and point to countries in the Eastern Caribbean on the unlabeled map, giving them a particular name of place to identify.
    - g. Now give the class the matching exercise to complete by matching the distance to the name of the country.

c. Termination/Conclusion (5 min.)

Divide the students in to two teams and give students a pop quiz for fun by asking them to point to countries on the board after I name the country. Also by coming to the board and identifying which country is a particular number of miles away or distance in hours by plane.

## Lesson Plan for Year 6 Social Studies, Key Stage 2 Per National Curriculum

Subject: Social Studies	Date: March 4, 2010
Topic: Our Region: Population & Culture	Duration: 60min.
Year: 6	Number of Students: 28

### Introduction to Lesson

I am a Year 6 Teacher at John A. Cumber Primary School. The classes are groups of 28 ten and eleven year olds who are really curious, have vivid imaginations and love to discover and learn.

### Students' Previous Knowledge

Students have learned about their country in Years 4 and 5 and will now broaden their minds by learning about the countries in their region.

### Aim/General Objective

The overall aim of the lesson is to gain a greater knowledge and appreciation of the populations and cultures of the other countries in their region.

### Objective /Specific Objective

By the end of this lesson students will be able to:

5. Identify the four countries other than Cayman that are largest in size.
6. Identify the four countries other than Cayman that are smallest in size.
7. Compare those countries to the size of Cayman (bigger and smaller).
8. Say what some of the population totals of those countries are.
9. Identify the cultural practices of the countries by matching them with the name of the country.
10. Say where the practice originated.

### Material and Aids Required

- SmartBoard
- Slideshow with pictures of cultural practices/traditions in the various countries.
- Music from the region
- Words of 2 popular folk songs from the region
- Assessment quiz on screen

## Body

- d. Introduction (5 min.)
  1. Use SmartBoard to show class a cultural dance and particular style of cooking in two other Caribbean countries.
  
- e. Presentation/Questioning (40 min.)
  1. Solicit first-hand knowledge.
    - f. Ask the class if they can name or guess which Caribbean country has the largest population, based on a labeled map on the screen.
    - g. Wait for students to respond.
    - h. Give the class the answer and ask a volunteer to come to the board and point to that country.
    - i. Ask the class if it is the country with the largest land space.
  
  2. Populations
    - a. Show the class a map that is labeled with both the names of the countries and their population totals.
    - b. Ask 3 volunteers to come to the board and show us progressively from largest to third largest populations in the region. The whole class will say the names of those countries in unison.
  
  3. Culture
    - a. Play a bit of the regional music and sing the folk songs for the class, asking them to sing along after.
    - b. Show the class some pictures of traditional foods that various countries eat year round.
    - c. Show the class of some pictures of different foods that various countries eat on special holidays.
    - d. Show the class some pictures of traditional clothing that various countries wear.
    - e. Show the class some slides of traditions and practices.
    - f. Role play how two people may greet each other in various countries.
    - g. Compare these things to our culture and practices here in the Cayman Islands.
  
- f. Termination/Conclusion (15 min.)

Give students an assessment quiz on the board. Give each student the opportunity to answer one question on the board. They will be given immediate feedback and the correct answer.

g. Assessment

Objective 1: Identify the four countries other than Cayman that are largest in size.

Assessment: Students will be given a fill in the blank exercise to complete. (Constructed Response).

Objective 2: Identify the four countries other than Cayman that are smallest in size.

Assessment: Students will be given a fill in the blank exercise to complete. (Constructed Response).

Objective 3: Compare those countries in objectives 1 and 2 to the size of Cayman (bigger and smaller).

Assessment: Students will complete a binary choice exercise to answer which of the six countries in objectives/assessments 1 and 2 are bigger than the Cayman Islands and which are smaller than the Cayman Islands. (Selected Response).

Objective 4: Say what the population totals of some of those countries are.

Assessment: Students will be given a multiple choice assessment where they will answer questions on the populations of those countries in objectives 1 and 2. (Selected Response)

Objective 5: Identify the cultural practices of the countries by matching them with the names of the countries.

Assessment: Students will complete a matching exercise linking the names of the six countries being studied with one of its prominent cultural practices. (Selected Response)

Objective 6: Say where the practices originated.

Assessment: Students will write a short sentence describing where the practices originated. (Constructed Response).

## Lesson Plan for Year 6 Social Studies, Key Stage 2 Per National Curriculum

Subject: Social Studies	Date: March 11, 2010
Topic: Our Region: Natural Resources Economies and Industries	Duration: 60min.
Year: 6	Number of Students: 28

### Introduction to Lesson

I am a Year 6 Teacher at John A. Cumber Primary School. The classes are groups of 28 ten and eleven year olds who are really curious, have vivid imaginations and love to discover and learn.

### Students' Previous Knowledge

Students have learned about their country in Years 4 and 5 and will now broaden their minds by learning about the countries in their region.

### Aim/General Objective

The overall aim of the lesson is to be able to gain an understanding of our natural resources, economy and industries as they compare to other countries in our region.

### Objective /Specific Objective

By the end of this lesson students will be able to:

11. Identify the main industries of at least 5 Caribbean countries.
12. Describe how a major drought or catastrophic event will affect the lives of people in the Cayman as opposed to three other Caribbean countries.
13. Students will be able to identify the main natural resource(s) on which the industries and economies of 4 different countries are dependent.

### Material and Aids Required

- SmartBoard
- Pictures on screen of natural resources
- Pictures on screen of industries/export from those resources
- Assessment handout

#### h. Introduction (10 min.)

1. Ask the class to name 5 natural resources.

2. Show a slideshow of industries and ask them which natural resources are relevant to those industries, asking other students to confirm the answers.
- i. Presentation/Questioning (50 min.)
    1. Solicit first-hand knowledge.
      - j. Ask the class if they are able to identify which natural resources we have here in the Cayman Islands.
      - k. Ask them to imagine what life would be like if we did not have those resources.
      - l. Now introduce them to the regional differences.
      - m. Show the class pictures, on a slideshow, of the main natural resources that 8 other Caribbean countries are majorly dependent upon for survival and their livelihoods.
    2. How lives are dependent on natural resources
      - a. Ask the class to put themselves in the shoes of people from various other countries and imagine how those people's lives would be changed by a drought, major catastrophic event or if the main resources were became exhausted.
      - b. Give students the assessment handouts to write 5 sentences 10 sentences about the natural resources of 5 different Caribbean countries and how they affect the economies of those countries.
    3. Industries and trade partners
      - a. Show students the countries that our regional countries export to and what the main industries are.
      - b. Say what the leader believes in.
      - c. Ask students to imagine what would happen if a major catastrophic event took place in one of the trade countries or there was no more demand.
  - j. Termination/Conclusion (5 min.)

Students will now complete a fill in the blank of four countries' natural resources, the main industry(ies) and their trade partners.



k. Assessment

- Objective 1: Identify the main industries of at least 5 Caribbean countries.  
Assessment: Students will be given a blank map and blank table in which they will write the names of the 6 countries numbered on the map and write the names of the main industries of those countries in the corresponding column on the right.
- Objective 2: Describe how a major drought or catastrophic event will affect the lives of people in the Cayman as opposed to three other Caribbean countries.  
Assessment: Students will be given an essay question in which they will be asked to describe how a major drought or catastrophic event would affect the lives of people in the Cayman Islands as opposed to the lives of people in three other Caribbean countries of their choice. They will write what they know about the main industries of those countries and then write what they think might happen should Cayman or any of those countries be faced with a major disaster. (Constructed Response).
- Objective 3: Students will be able to identify the main natural resource(s) on which the industries and economies of 4 different countries are dependent.  
Assessment: Students will be given a multiple choice exercise to complete in answering questions on the main natural resources that may be found in four given countries. (Selected Response).

## Lesson Plan for Year 6 Social Studies, Key Stage 2 Per National Curriculum

Subject: Social Studies	Date: March 16, 2010
Topic: Our Region: Past Inhabitants, Historical Locations/Places of Interest	Duration: 60min.
Year: 6	Number of Students: 28

### Introduction to Lesson

I am a Year 6 Teacher at John A. Cumber Primary School. The classes are groups of 28 ten and eleven year olds who are really curious, have vivid imaginations and love to discover and learn.

### Students' Previous Knowledge

Students have learned about their country in Years 4 and 5 and will now broaden their minds by learning about the countries in their region.

### Aim/General Objective

The overall aim of the lesson is to give students a wide knowledge of the early inhabitants of Cayman as well as the rest of the region. Students will also have an appreciation for how the past has affected the present.

### Objective /Specific Objective

By the end of this lesson students will be able to:

14. Identify the names of the early groups of inhabitants of the Cayman Islands.
15. Identify three groups of inhabitants of other countries in the region and the way those groups lived.
16. Identify at least one country that each inhabited.

### Material and Aids Required

- SmartBoard
- Radley Gourzong Kitchen Band Music
- A coil of thatch rope
- An older person to come to our class and describe to us what life was like
- Slide presentation of drawings of the early inhabitants
- On-screen quiz with immediate feedback and correct answers displayed.

## Body

1. Introduction (5 min.)
  1. Play the music of the Radley Gourzong Kitchen Band.
  2. Show a quick video production of life in the Cayman Islands both in the past and in the present.
  
- m. Presentation/Questioning (50 min.)
  1. Solicit first-hand knowledge.
    - n. Ask students what they know about who the early inhabitants of our islands were.
    - o. Ask students what they know about who early inhabitants of our region.
  
  2. Cayman's past inhabitants
    - a. Review with the class, the chronological order of inhabitants in the Cayman Islands and how they arrived.
    - b. Do this by showing a slideshow of drawings of the early inhabitants and their lives.
    - c. Ask our visitor to talk a bit about their life 60 years ago in the Cayman Islands, what people did to survive, and talk about our seafaring heritage.
    - d. Ask the class to imagine how the past ways of life had a impact on the way of life we have today.
  
  3. The region's past inhabitants
    - a. Tell students about 3 different groups of early inhabitants of the rest of the region.
    - b. Show students a map of the Caribbean and the countries inhabited b which groups.
    - c. Discuss their way of life, with the aid of a slideshow of drawings.
  
- n. Termination/Conclusion (5 min.)

Give an on-screen test giving each child the opportunity to respond and immediate feedback along with correct answers.

## Lesson Plan for Year 6 Social Studies, Key Stage 2 Per National Curriculum

Subject: Social Studies	Date: March 18, 2010
Topic: Our Region: Unit Wrap-up	Duration: 60min.
Year: 6	Number of Students: 28

### Introduction to Lesson

I am a Year 6 Teacher at John A. Cumber Primary School. The classes are groups of 28 ten and eleven year olds who are really curious, have vivid imaginations and love to discover and learn.

### Students' Previous Knowledge

Students have learned about their country in Years 4 and 5 and will now broaden their minds by learning about the countries in their region.

### Aim/General Objective

The overall aim of the lesson is to review the entire Unit (Our Region) with the students, assess what they have learned/remember as well as give guidance as to where students should go from this point.

### Objective /Specific Objective

By the end of this lesson students will be able to:

17. Show me their completed K-W-L Charts.
18. Review all lessons in the unit and assess students' understanding and recollection.
19. Assign the unit project for students to complete on their own time over a 6 week period.

### Material and Aids Required

- SmartBoard
- PowerPoint slideshow to review lessons with maps, drawings and pictures.
- Assessment quiz

### Body

- o. Introduction (5 min.)

1. Sing the two folk songs that students learned in the 2<sup>nd</sup> lesson (Population and Culture).
- p. Presentation/Questioning (54 min.)
1. Solicit first-hand knowledge.
    - p. Ask students what they remember about the previous 5 lessons, reviewing one at a time by topic.
    - q. Show students the blank map of the Caribbean to assess if they remember where various countries are.
  2. Project Details
    - a. Collect the completed K-W-L Chart
    - b. Give project details, telling students that they will do a project on an ancient civilization, such as the Egyptians, Greece or Aztecs based on the areas we learned about during our unit.
    - c. Tell students I will return a copy of their K-W-L Chart to them so that they may use in determining the areas they want to learn about the project area and how they will find out their information.
  3. Unit Test
    - a. Administer test to students based on what they learned in the unit.
- q. Termination/Conclusion (1 min.)
1. Tell students that I hope they have enjoyed learning about our region and how it relates to our country, the Cayman Islands. Wish them good luck on their projects and tell them to enjoy their learning experience.