

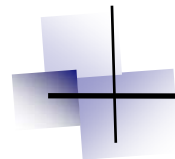
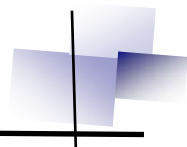
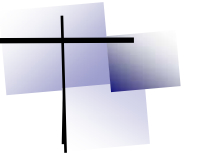
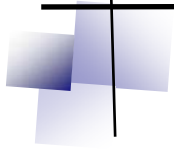
## RESOURCE GUIDE FOR TEACHING SOCIAL STUDIES IN PRIMARY SCHOOLS



**Ministry of Education, Culture,  
Youth & Sports**



**QUALITY ASSURANCE AND DEVELOPMENT SERVICES  
(2005)**



## GROUPING TO FACILITATE LEARNING

Having explored some of the basic organizational factors underlying grouping, it is worth dwelling on some aspects further, particularly the concept of collaborative group learning, which is felt by many practitioners and researchers to offer a solution to the problem of one teacher constantly dealing with many children.



## ACKNOWLEDGEMENT

The Social Studies Resource Guide would not have been possible without the valuable contribution of all partners whose work relates to the specific strand of the curriculum. The strands are: World, Government and Citizenship; Rights and Responsibilities; Early Civilization and Society and Culture. As a team we would like to express our sincere thanks to individuals within the various government and non-governmental organizations, who participated, supported or contributed in any way during the development of this guide by sharing necessary contact information or resource books and for their time and effort in gathering these resources.

A special thanks also goes to the support staff of Quality Assurance & Development Services who diligently provided excellent secretarial assistance and help to make the production of this book possible.

The Quality Assurance and Development Services (QADS) is deeply grateful to all those who contributed in any way to the revision of the Social Studies Curriculum.

QADS especially wish to recognize Ms. Shalwah berry and Ms. Shermaine Dawson who both worked tirelessly to produce the electronic copies of the documents.

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June 2005  
Belize City, Belize

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## GROUPING TO FACILITATE LEARNING

The diversity of the groupings is matched only by the diversity of the tasks, which may be given and many groupings are interchangeable. Group activities could include:

1. All groups doing the same subject and the same focus, e.g. science, either collaboratively or individually.
2. All groups doing the same subject and same focus but at different levels.
3. All groups working on the same subject focus but different tasks, e.g. investigating electricity but doing so through a range of different parallel activities which may then be rotated.
4. Individual groups may have their own focus according to level or interest or be joint-outcome groups where each child's partial contribution is eventually constructed in a whole, e.g. when children have worked independently on aspects of art work which eventually results in a combined product.
5. Teaching groups composed of those children with whom the teacher wishes to work intensively for a period of time.
6. All groups may work on different subjects, or half the groups on English and half on science (if three groups, two could be English and one science). Again groups can be rotated or moved around.
7. Peer-tutored groups either tutored from within the class or from other classes, perhaps older children helping younger ones.
8. All groups may be given free choice of activities.
9. Spontaneous groupings may form from an interest which has been generated. If three large groups are the usual way of organizing the children, these groups could also be subdivided on any of these bases. All combinations are useful for different purposes related to the curriculum and intentions for learning, and teachers should be aware of what each has to offer to maximize efficient and effective teaching and learning.

Where ability groups are formed, these must be flexible and continually reformed when covering various aspects of the curriculum, as it is unlikely that children will be equally capable in all areas, perhaps excelling in math yet struggling with written work. There is some real danger in ability groups, in that children only too readily identify with either end of the spectrum and label themselves and each other. It is possible that teachers, albeit unwittingly, also emphasize abilities, with the 'Rabbits' or 'Yellow group' clearly understanding that they are the 'poor ones' or the 'top group'. It is best to avoid any situations where children's 'academic' standing is made obvious to others, as this can affect self-image on both sides (see Burns, 1982). By forming and re-forming ability groups for curriculum and social purposes, many of these problems can be overcome, but it requires certain broad organizational skills of the teacher which entail:

- identifying the teaching and learning needed in each curriculum area at the various stages;
- identifying where each child is in relation to each curriculum aspect;
- arranging a number of suitable activities for each level in each subject requiring different degrees of teacher involvement;
- allocating the tasks at different levels verbally or on lists;
- being prepared to change these lists as differing progress occurs.

## GROUPING TO FACILITATE LEARNING

Teaching the whole class is often used as a pre-emptor for group learning, a specific focus being discussed and outlined by the teacher before children are set tasks to make their own investigations, the teacher's time then being spent profitably in communicating with groups and individuals as the need arises. Such groupings may be constructed in various ways for many purposes, the process being highly compatible with the notions of interactionism and constructivism. Similarly, different styles of learning can be catered for in groups with, for example, innovative learners working with common-sense learners to provide both with a challenge though in different ways.

Many primary teachers regularly group by friendship, ability or mixed ability, though research suggests that these are rarely more than seating arrangements (**Galton and Williamson, 1992**). Grouping can and should be made to foster collaborative and cooperative learning settings, promote children's language interactions and for peer tutoring purposes, each of which has received much attention from researchers (e.g. Bennett and Cass, 1988; Topping, 1988; Crouse and Davey, 1989) are discussed below. The need for keeping the number of main groups as few as possible, was outlined which, as later examined, is not always compatible with notions of group size. Like whole class teaching, group teaching will be undertaken to serve different learning needs in relation to the children and the curriculum. For example, single-sex groupings have been suggested as most likely to enable the development of particular skills in girls, such as technological ability, and counteract boys' perceptions of girls' inabilities in this area (D' Arcy, 1990: 83).

In addition to ability, mixed-ability and friendship arrangements, groups can be allocated on the basis of:

- children's personality (e.g. gregarious/quiet, passive/active, leaders/followers, highly motivated, less motivated, articulate/less articulate, and so on –
- age grouping, particularly in vertically grouped classes;
- deliberate mixed-age groups.
- single-sex groups – boys or girls;
- deliberate mixed-sex groups, e.g. Wheldall and Olds (1987) found that time on-task in mixed-sex groups constituted 90 percent of the session, whereas it was 75 per cent or less in single sex groups;
- jigsaw groupings, where pairs of children work together and are then joined by another pair (Johnson and Johnson, 1975);
- learning styles (single or intermixed);
- teaching style intended, e.g. those children for whom the next step is to follow a teacher demonstration or learn through modelling;
- for certain circumstances, e.g. religious teaching, different ethnic groupings may be constituted;

## INTRODUCTION



Attempts to implement the many facets of the National Curriculum have shown that the underlying organization and management of the total learning environment is crucial to teachers and children's feelings of success, achievement and well being.

The Primary classroom is the place where a wide range of teaching and learning experiences occur. It is also the place where the Resource Guide for Social Studies is most likely to make a profound impact on how well children learn, and how teachers prepare to teach. It is intended to enable teachers to teach in such a way that, a positive atmosphere is created which promotes high quality and enjoyable teaching and learning.

It is not possible to give teachers a simple formula for success in all lessons. It is, however, possible to provide them with very valuable and reliable information that guides them to locate even more information. It guides them as well to places where spoken and written information can be obtained, real objects and pictures can be procured, personnel in the form of Guest Speakers may be contacted and permission and information for visits to important places can be had. The Social Studies Resource Guide offers all of the above.

The information contained in this guide was gathered from various government and non-government institutions whose mission relates specifically to the development of our country and therefore contributes largely to its history. It is hoped that teachers and students will find the Guide very user friendly and useful.

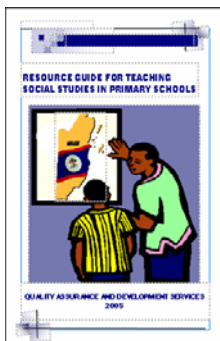
Included but not limited to this guide are some tips on methods to further help the teacher. Among other things one may also find samples of games, group activities, visual tools, diagrams and the use of pictures, as well as how grouping may be used to facilitate learning.

## HOW TO USE THE BOOKLET

The layout of the resource guide is intended to assist teachers, by providing them with a system that allows for quick access to information. It is a guide that is not cumbersome or difficult to use. It can therefore be said to be user friendly.

To ensure quick access to the contents, it has been arranged into sections. Each section deals with a different types of resource material:

- Section I Book Resource
- Section II Human
- Section III Visual
- Section IV Electronic
- Section V Biography
- Section VI Miscellaneous
- Section VII Learning in a group
- Section VIII Pictures
- Section IX Visual Tools
- Section X Diagrams from Data
- Section XI Grouping to facilitate learning
- Section XII The Glossary.



## VISUAL TOOLS

Social Studies teacher, John Paul, is questioning his Std V class about information in a chapter on the Caribs which they read for homework. He begins by writing the key word, “CARIBS” in the centre of the chalkboard. Then he asks the children what aspects of the Carib’s life were included in the text. He writes the answers on the chalkboard as extensions radiating from the centre outwards to form a web (a form of concept map) as shown on page 4.17. They respond and he writes- food, appearance, customs, shelter, religion, technology.

He then focuses on each of the extensions in turn and each becomes the centre of a new web.

The web or concept map is a visual tool. Visual tools are words or symbols that are arranged in a pattern that makes it possible to review, store or display information. Like other visual tools, the web makes it easier for pupils to see relationships, make connections, organize ideas and summarize and structure information. Webs are particularly useful in brainstorming, summarizing and outlining. As such, they are useful tools for making notes.

Graphic organizer and visual organizer are other names for visual tools. Other forms of graphic organizers are task-specific organizers and thinking-process maps.

Task-specific organizers are visual organizers, which arrange and display information. They present a sequence of events or steps in a process.

Examples of some of the most commonly used task-specific organizers are shown in 4.19 (a.) shows an example of a character map or web. Character maps or webs are used to highlight character traits and the related events and undertakings in the life of the character depicted in the central position. 4.19(b) through (g) are examples of task-specific organizers.

4.19(b) is a branching diagram. These are used to illustrate systems or to show hierarchical relationships. A family tree is another example of branching diagram.

4.19(f) is an example of a main idea table. It shows the relationship between the concepts, which together make up the main idea that people use natural, human and man-made resources to make goods and provide services.

4.19(g) is an example of a fishbone map. It shows casual relationships associated with the Maroon War.

## PLANNING THE USE OF PICTURES

### Standard III

The development of fundamental understandings related to the use of maps. Pupils will be able to:

- translate symbols on maps using a legend/key;
- invent a key to represent items (such as different vegetables in the school garden) and draw a plan using the key.
- draw a sketch map from a printed map using acceptable symbols (for example, a map of their district using appropriate symbols for the coastline, sea, boundary, roads, lowlands, town, etc),
- become familiar with the idea of scale (for example, by walking the actual distance between two familiar places identified on a large-scale map)

### Standard IV

The development of an understanding that a given map has a specific function. Pupils will be able to:

- explain the function of a given map (What does it show? What can it be used for? Who would use it?) after examining/discussing different maps and plans (e.g., a building site, a town road map, a dot map of population distribution, etc.)
- draw a simple sketch map from given sources for a specific purpose (e.g., to show the route followed from home to school or where schools are located in their town).

### Standard V

The development of basic skills in interpreting physical or political maps. Pupils will be able to:

- find a place, given the grid references;
- measure straight line distances, using the linear scale (applying the concept of ratio learned in mathematics classes);
- state the direction of one place from another using eight compass points.

### Standard VI

The development of the ability to describe distribution on maps. Pupils will be able to:

- describe patterns in a given area, such as the land use, roads, distribution of settlements, drainage (for example, distribution of rivers and streams).
- relate patterns on a map to patterns shown in oblique aerial photographs of the same area.

## WORLD, Landforms and Location

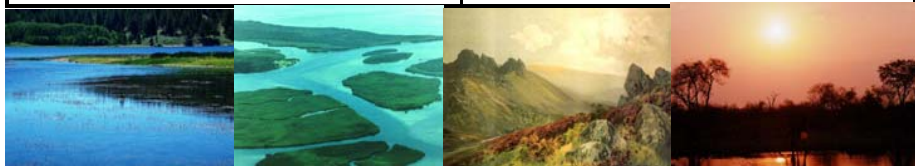
Infant I	Resources
<b>Theme: Landforms and location</b> <ol style="list-style-type: none"> <li>Concept of cardinal points – North, South, East and West</li> <li>Mapping the classroom.</li> <li>Using Cardinal points with respect to the position of the sun.</li> <li>Location of my community within the country of Belize once called British Honduras when it was ruled by Great Britain.</li> </ol>	<ul style="list-style-type: none"> <li>Caribbean Social Studies Bk. 3 (Pg. 4) (Mike Morrissey)</li> <li>Caribbean Social Studies Bk. I Topic 4 My School (Pgs. 22/23/31) (Mike Morrissey)</li> <li>Belize Primary Social Studies Bk. I Tapir Series (Pg. 67)</li> <li>Caribbean Social Studies Bk. 3 (Pg. 4) (Mike Morrissey)</li> <li>Map of Belize/Map of community.</li> </ul>
<b>Theme: The Earth</b> <ol style="list-style-type: none"> <li>Shape and composition of the earth(land and water; imaginary lines on map representing earth)</li> </ol>	<ul style="list-style-type: none"> <li>Globe/Map of the World</li> </ul>
<b>Theme: Weather</b> <ol style="list-style-type: none"> <li>Daily weather (weather chart).</li> </ol>	<ul style="list-style-type: none"> <li>Caribbean Social Studies Bk. I (Pg. 32) (Mike Morrissey)</li> </ul>
<b>Theme: Rotation</b> <ol style="list-style-type: none"> <li>Daily movement of the earth-causing night and day.</li> </ol>	<ul style="list-style-type: none"> <li>Globe/Flashlight</li> </ul>

Infant II	Resources
<b>Landforms and location</b> <ol style="list-style-type: none"> <li>My community and its surroundings.</li> <li>Neighboring communities (Use of cardinal points to identify location/ direction of one from the other) Map of Belize</li> </ol>	<ul style="list-style-type: none"> <li>Caribbean Social Studies (Bk.2 Pgs. 1-6) (Mike Morrissey)</li> <li>Belize Primary Social Studies (Bk.1 Pg. 23) (Tapir Series)</li> <li>Caribbean Social Studies (Bk. 2 Pgs. 34-42) (Mike Morrissey)</li> </ul>
<b>Theme: The Earth</b> <ol style="list-style-type: none"> <li>The build of land-highland, lowland. Waterways covering lowlands.</li> <li>Lines of latitude and longitude.</li> </ol>	<ul style="list-style-type: none"> <li>A Geography of Belize The Land and its People. (Chapter 7 Pgs. 45-53) (Revised Ed) Explorer Series Cubola Productions.</li> </ul>
<b>Theme: Weather and climate</b> <ol style="list-style-type: none"> <li>Weather patterns (daily) to arrive at Belize's two seasons and climate-wet and dry-advantages and disadvantages of wet and dry seasons.</li> </ol>	<ul style="list-style-type: none"> <li>Caribbean Social Studies (Bk. I Topic5) "The Weather and Me". (Pgs. 32-35) (Mike Morrissey)</li> </ul>
<b>Theme: Rotation</b> <ol style="list-style-type: none"> <li>Day and night caused by the spinning of the earth once every 24 hours (Vocabulary-spin/rotate-rotation)</li> </ol>	<ul style="list-style-type: none"> <li>A Geography of Belize The Land and its people (Pg. 13) (Revised Ed) Explorer Series. Cubola Productions</li> </ul>



## WORLD, Landforms and Location

Standard 1	Resources
<p><b>Theme: Landforms and Location</b>  <b>Map work</b> – relationship between flat map and globe-contents of maps.  <b>Map of Belize</b> – map work to locate districts, mountains, lowlands, rivers, and lagoons, towns and villages (<b>recognition</b>)</p>	<ul style="list-style-type: none"> <li>- Map of the World</li> <li>- Globe</li> <li>- Map of Belize Physical &amp; Political (Cubola Productions)</li> </ul>
<p><b>Theme: The Earth</b></p> <ul style="list-style-type: none"> <li>• Description of physical features of Belize.</li> <li>• Activities in the area, example: agriculture, sources of water, and other sources of water.</li> <li>• Conservation of land and water.</li> <li>• Water cycle explained simply (<b>how and why</b>)</li> <li>• Resources in the area.</li> <li>• Transportation and communication in the area.</li> <li>• Rocks and soil types in the area (<b>experiment with weight and texture</b>).</li> <li>• <b>Natural disasters</b>-hurricanes, floods.</li> </ul>	<ul style="list-style-type: none"> <li>- Caribbean Social Studies Bk. 4 (Pgs. 1-8) (Clara Pastor, Geraldine Holland)</li> <li>- A Geography of Belize. The Land and Its People (Explorer Series (Pgs. 54-66)</li> <li>- The Physical Geography of Belize (Belizean Studies Module I) (Pgs. 20/39)</li> <li>- A Geography of Belize. The Land and Its People (Explorer Series)</li> </ul>
<p><b>Theme: Weather patterns and climate</b></p> <ol style="list-style-type: none"> <li>1. Use pictures to illustrate and discuss hot-wet, hot-dry deserts, cold deserts, not so hot(temperate) freezing(frigid, very cold)</li> <li>2. Different types of weather patterns and climatic conditions-hot, hot and dry, hot and humid, cool, cool (freezing)</li> </ol>	<ul style="list-style-type: none"> <li>- Pictures</li> <li>- Caribbean Social Studies Bk.6 (Mike Morrissey) (Pgs. 40-48)</li> <li>- A Geography of Belize. The Land and Its People (Explorer Series) (Pgs. 67-70)</li> </ul>
<p><b>Theme: Rotation (Definition)</b></p> <ol style="list-style-type: none"> <li>1. Rotation is the spinning of the earth on its axis, once every 24 hours, causing day and night.</li> </ol>	<ul style="list-style-type: none"> <li>- A Geography of Belize. The Land and Its People (Explorer Series)(Pgs. 13/14)</li> </ul>



## PLANNING THE USE OF PICTURES

### THE DEVELOPMENT OF MAP SKILLS

The ability to interpret the two-dimensional representation of a three-dimensional landscape should be gradually developed throughout the school life of a child. The scheme which follows suggests some objectives which the teacher might pursue at different grade levels. These do not prescribe a method of teaching but are aims which may guide the planning of your school syllabus.

#### Infant I and II

The development of an ability to make discriminating observation of landscape features. Pupils will be able to:

- (a) observe and describe physical and man-made features, distinguish between similar features, raise questions on the origin of physical features (they can do this from photographs and from excursions around or out of school).
- (b) draw and label these features;
- (c) make a simple model (perhaps in a group) of a place known to them (for example, a village street could be constructed using boxes to represent buildings, thus developing the idea of using symbols).

#### Standard I

The development of some prerequisite skills. Pupils will be able to:

- (a) point out the cardinal directions from the school,
- (b) find out the direction 'north' from any place, in relation to sunrise and sunset;
- (c) classify physical landscapes using elementary terms (such as plain, hill, mountains, river) through the use of pictures, films, observations in the immediate environment or from visits beyond their immediate school/home area.

#### Standard II

The development of skills of drawing and interpreting simple plans or maps. Pupils will be able to:

- (a) make a simple floor plan of a room at home or school, without measurement,
- (b) use pictorial plans or simple maps of places familiar to them to state relative distances and directions, to trace routes, etc.,
- (c) define commonly used terms related to maps, such as key, frame, symbol, north point.



## PLANNING THE USE OF PICTURES

### MAPS

Maps can be used by teachers of Social Studies for three main purposes: first, to demonstrate spatial occurrences or relationships-such as the location of large towns or the relationship between alluvial lowlands and sugar cane production. Secondly, to teach pupils how to interpret maps as sources of information about spatial distributions. In particular, the pupil must be skilled at interpreting the scale, symbols, and orientation of the map. Primary school pupils may have problems in perceiving the ‘third dimension’ – the use of contours to describe the topography. Skills have to be systematically developed with great care. The third function of maps is to provide an instrument for use in many types of fieldwork. In this case, maps can be used directly by secondary pupils in the field or by the teacher for the preparation of sketch maps.

Maps are available for Caribbean territories at a variety of scales from say 1: 2,000,000 (a small scale map) to 1:1,000 (a large scale plan). The teacher should be able to make use of the following types of maps:

#### Small Scale Maps

These will usually be between 1:2,000,000 to 1: 100,000 in scale, showing for a particular territory, either ‘general’ features (both natural and man-made), or particular distributions such as population, rainfall, minerals or economic development. Specialized country publications, such as national atlases or national plans may also be available. These are particularly valuable since they show a larger number of a territory’s features in map form.

Small scale maps can be used directly by pupils in acquainting themselves with locations, shapes and distributions and by the teacher as a resource to help in the preparation of wall maps or blackboard maps.

#### National Maps

Maps of the entire country are usually available. Usually, these will be Physical or Political maps. Sometimes specially designed wall maps are also available for particular countries from commercial publishers. These maps are most useful for classroom display.

#### Physical or Political Maps

These are available for most areas. They are general maps which will attempt to show physical features, countries, cities and important landmarks. Sometimes geological maps or soil maps will also be available. Teachers should obtain maps relevant to their school district. They are essential in planning fieldwork and teaching children about their immediate environment. The physical or political maps are the one most commonly used for teaching map interpretations skills.

Selected maps are invaluable aids to fieldwork carried out in urban settings studying historic buildings, the location of a shopping area or carrying out a sample survey. They are particularly useful for developing mapping skills especially if used together with vertical aerial photographs.

## WORLD, Landforms and Location

Standard II	Resources
<p><b>Theme: Landforms and Location (grid)</b></p> <ol style="list-style-type: none"> <li>Name of individual landforms and water bodies e.g. island, river, sea.</li> </ol>	<ul style="list-style-type: none"> <li>- Caribbean Social Studies BELIZE Bk.4 (Clara Pastor/Geraldine Holland) (Pg. 1-8)</li> <li>- Atlas of Belize (Pg. 3/4)</li> </ul>
<p><b>Theme: Latitude and Longitude</b></p> <ol style="list-style-type: none"> <li>Important lines of latitude and longitude</li> <li>Description and functions of: the 0° latitude – equator, 0° longitude –prime meridian.</li> <li>Functions – divide the earth into northern and southern hemispheres, eastern and western hemispheres.</li> <li>Fundamentals of interpreting maps with grid reference (latitude and longitude.)</li> </ol>	<ul style="list-style-type: none"> <li>- Caribbean Social Studies Bk. 5 (Mike Morrissey)(Pg. 39-42)</li> <li>- A Geography of Belize.</li> <li>- The Land and Its People (Pg. 15)</li> <li>- Caribbean Social Studies (Bk.5, Pg. 49)</li> <li>- Caribbean Social Studies (Bk.6. Pg. 32/330) (Mike Morrissey)</li> </ul>
<p><b>Theme: The Earth and Its Movements</b></p> <ol style="list-style-type: none"> <li>The earth as part of the solar system, behaviour/movements (rotation and revolution).</li> </ol>	<ul style="list-style-type: none"> <li>- Caribbean Social Studies (Bk. 6 Pg. 7-8) (Mike Morrissey)</li> <li>- A Geography of Belize</li> <li>- The Land and it’s People(Pg10/11)</li> </ul>
<p><b>Theme: Weather and Climate</b></p> <ol style="list-style-type: none"> <li>Belize weather changes: Two seasons only-wet and dry.</li> <li>Disasters-hurricanes, floods, drought.</li> <li>Weather Bureau and meteorology location and function of the Weather Bureau.</li> </ol>	<ul style="list-style-type: none"> <li>- A Geography of Belize. The Land and Its People (Pg. 68)</li> <li>- A Geography of Belize. The Land and Its People (Pg. 71/72)</li> </ul>

Standard III	Resources
<p><b>Theme: Landforms and water bodies grid (Map work)</b></p> <ol style="list-style-type: none"> <li>Continuation of practice in the classification and naming of landforms (Belize and World maps Je.g. peninsula, Placencia, Florida. Other forms, hills, island, mountains, valleys, archipelago, isthmus, lagoons, lake, stream, bay, gulf, waterfall. Develop definitions for the above land forms.</li> </ol>	<ul style="list-style-type: none"> <li>- Belize and world maps.</li> </ul>
<p><b>Theme: Latitude and Longitude</b></p> <ol style="list-style-type: none"> <li>Tropics, circles and 0° longitude and 180°. The International Dateline.</li> </ol>	<ul style="list-style-type: none"> <li>- Caribbean Social Studies(Bk. 6, Pgs. 28-29, Pgs. 30-32)</li> </ul>

## WORLD, Earth's Movement

Standard 111	Resources
<p><b>Theme: Earth's Movements</b></p> <ol style="list-style-type: none"> <li>1. Rotation: causes day and night and differences in time.</li> <li>2. Revolution-earth's journey around the sun, the effect on the earth.</li> </ol>	<ul style="list-style-type: none"> <li>- Caribbean Social Studies (Mike Morrissey)(Bk. 6, Pgs.7-8)</li> </ul>
<p><b>Theme: Weather and Climate</b></p> <ol style="list-style-type: none"> <li>1. Belize weather changes: Belize's sub-tropical climate. Factors influencing the Belizean climate. Hurricanes – general conditions, impact.</li> <li>2. Meteorology-Role of the weather bureau.</li> </ol>	<ul style="list-style-type: none"> <li>- A Geography of Belize. The Land and Its People (Pgs.67-73)</li> <li>- Belizean Studies Module Bk.1 (Pgs.10-11)</li> <li>- Caribbean Social Studies Bk.5 (Pgs.14-19)</li> <li>- Caribbean Social Studies Bk.6 (Pgs. 34-40) (Mike Morrissey)</li> <li>- A Geography of Belize. The Land and Its People(Pg. 73)</li> </ul>

Standard Iv	Resources
<p><b>Theme: Map work-land forms, water bodies, grid</b></p> <ol style="list-style-type: none"> <li>1. Physical environment of Belize- grid location, natural boundaries, zone, position on the Yucatan Peninsula, description using names of features. Physical features of the country of Belize-for example, highlands, lowlands, rivers, lagoons, karst features, Barrier Reef System.</li> </ol>	<p>A Geography of Belize. The Land and Its People. (Chap. 7, Pgs. 45-53)</p>
<p><b>Latitude and longitude:</b> simple problem solving involving eastern and western meridians and time differences. Identifying and inserting lines of latitude on blank map 0°-equator, 23 1/2° N &amp; S. 0° longitude Prime Meridian/Greenwich meridian</p>	<ul style="list-style-type: none"> <li>- A Geography of Belize. The Land and Its People. (Chap. 3,Pgs.26-35)</li> </ul>
<p><b>Earth movement and structure:</b> simultaneous earth movements, rotation and revolution and their effects on the earth. More difficult problems involving time (importance of knowledge of time differences) the four season. Structure of the earth.</p>	<p>World Geography Updated Ed. Bae wald Frazer) ( Chap. 2, Pg. 18.)</p>

## PLANNING THE USE OF PICTURES

As long as there is sufficient room, (a) or (b) may be used. Pupils can be divided into groups and walk around to examine each picture or set of pictures in turn. Each group should not be larger than four. To avoid chaos, precise instructions should be given: for example, pupils have to be told to move to another picture at a given signal and move in a particular direction. Method (c) could be used if there is insufficient space in the classroom for free movement or if there are enough pictures for each pupil or pair of pupils to have one.

The teachers' imagination and creativity may suggest several possibilities for organizing work with pictures. They may choose to direct the exercise with the entire class at one time or with small groups while the rest of the class works on other assignments. Alternatively, teachers may choose to have their pupils work independently in small groups or as individuals.

### STRATEGIES FOR USING PICTURES

**Strategy 1:** Before the children examine the pictures, teachers may do one of the following:

- (a) write the questions on the board (**this should be done before the lesson**)
- (b) attach a list of questions to each picture which the children may read as they examine the picture,
- (c) guide the children in raising questions of their own.

Which alternative they choose, teachers must then set the children to the task of finding the answers to the questions that have been raised. After the children have found out the answers, teachers may check them orally and follow with a general class discussion based on the response of the children.

**Strategy 2:** Teachers may begin by first displaying the pictures and conducting an open class discussion in which the class is asked to 'tell what you see'. It should be a short unstructured session in which the children's powers of observation and imagination are set free. Teachers should supply information only when necessary. After the initial discussion, teachers should direct the picture analysis with questions designed to help the children gather as much information as possible from the pictures. They may start off with simple questions calling for recognition or recall and move on to questions which require more abstract and concentrated thinking.

### ACTIVITIES

Select a picture large enough to be used with a whole class.

- (a) Say what grade you would use it with and why.
- (b) Say what you would expect the pupils to learn from the picture.
- (c) Prepare some questions about the picture and list them in the order in which you would ask them.
- (d) What follow-up activities would you require?

## PLANNING THE USE OF PICTURES

The teachers must carefully select the picture they are going to use from their resource materials collection. They must make sure that it illustrates the topic or theme being explored. They should then prepare themselves for the lesson by asking the following questions:

- What does the picture tell me?
- What will the children learn from the picture? (Answers to this question can then be stated as understanding, attitude and skill objectives.)
- Will what they learn be relevant to the topic or theme I am dealing with?
- What questions can I ask to make sure that they get as much information and understanding from the picture as possible?
- In what section of the lesson can the picture be most effectively used? (Motivation, development, culmination)
- How shall I display the picture?
- How will I organize the class?
- What follow-up activities can I plan which would ensure that the children gain maximum benefits from the picture?

The activities which follow the use of pictures in a lesson should also be carefully planned as presentation by itself is not enough. A follow-up is desirable to reinforce learning. Depending on the picture, it may take the form of:

- a second viewing;
- a discussion of the picture relating it to the problem or topic being explored;
- a dramatization of events which could have happened before or after the scene shown in the picture;
- a story or a poem based on the picture;
- a suggestion for a suitable title for the picture;
- a collection of other illustrations dealing with the same topic as the pictures they have seen. These can be organized in a scrapbook or displayed in the classroom.

Before showing the pictures, teachers should ensure that the class knows what to look for by providing questions or by guiding their pupils in raising questions for themselves. Teachers should also provide background information where necessary.

Pupil participation should be expected and encouraged during the presentation. Teachers May use method a, b, or c

- (a) pin or stick pictures on the wall at various points in the room;
- (b) place pictures flat on tables, desks or benches;
- (c) pass the pictures around the class.

## WORLD, Earth's Movement

Standard IV	Resources
<p><b>Weather/climate/water:</b> The water cycle and types of clouds. The weather bureau and the weather instruments. Natural Disasters-depth treatment of hurricanes, use of tracking chart to insert path of selected storms which affects Belize-floods, volcanoes and droughts. Winds-factors influencing climate in general; some types of climate; tropical, desert, equatorial</p>	<p>A Geography of Belize. The Land and Its People. (Chap. 10, Pgs 67-73)</p>
Standard V	Resources
<p><b>Theme: MAP WORK Landforms, water bodies, grid</b></p> <ol style="list-style-type: none"> <li>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 blank map).</li> <li>2. <b>Latitude and Longitude:</b> 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.</li> <li>3. <b>Earth movement and structure:</b> The effect of rotation and revolution on time and world climate respectively. The changes in land forms and water bodies caused by (a.) earth movement and structure (b) location-plate Tectonic-(theory &amp; details)</li> <li>4. <b>Weather/Climate/Water:</b> The wind belts and their functions other climate types-natural disasters and their effects-climatic variations and their influence on natural vegetation.</li> </ol>	<ul style="list-style-type: none"> <li>- Belizean Studies Module I (Pgs. 9-10)</li> <li>- Atlas of Belize (Pgs 3-4)</li> <li>- A Geography of Belize. The Land and its People (Pgs. 45-53)</li> <li>- Caribbean Social Studies (Bk.6, Pgs. 28-32)</li> <li>- Belizean Studies Module I (Pgs. 6-8)</li> <li>- Atlas of Belize (Pg. 13)</li> <li>- Destination Belize (Magazine) Belize Tourism Board p.</li> <li>- Caribbean Social Studies (Bk. 6, Pgs. 8-9)</li> <li>- A Geography of Belize. The Land and Its People (Chapter 2, Pgs. 17-19)</li> <li>- Caribbean Social Studies (Bk. 5, Chap I, Pgs1-19)</li> <li>- World Geography (Chap.3, Pgs33-34) Updated Edition (Baerwald/ Frazer)</li> </ul>

## WORLD, Mapwork—Landform, Waterbodies

Standard VI	Resources
<p><b>Theme: MAPWORK-Landforms, water bodies, grid.</b>  <b>Physical environment</b>-detailed description of the Belizean land mass and the political developments made in specific areas-(map work) industrial areas (map work)</p>	<p>A Geography of Belize. The Land and Its People (Chap. 7, Pg.45-53)</p>
<p><b>Latitude and Longitude</b>-Insertion of important grid lines-use of knowledge in problem solving, application of grid knowledge to different world regions</p>	
<p><b>Earth movement and structure:</b>                      Plate tectonics theory and its implication for Belize and the volcanic ring-Diagrammatic representation of revolution.</p>	<p>Caribbean Social Studies (Pgs. 5-13)                      A Geography of Belize. The Land and Its People. (Chap. 2, Pgs. 17-19)</p>
<p><b>Weather/Climate/Water:</b> Definition of types of weather developed. Description and location of climate types-effects on the environment. Changes in atmospheric and climatic conditions-For example, global warming, acid rain, el niño and la niña. Detailed description of climatic conditions expected in the different zones. Belize's climate-advantages and disadvantages-natural vegetation world regions.</p>	<p>- Caribbean Social Studies(Bk.6, Pgs.40-48) (Mike Morrissey)                       Modern Caribbean Geography. (John Niles) Chap.4 (Pg. 26)</p>



## PICTURES

Photographs, slides, postcards, pictures from magazines, books and newspapers and movie films are ideal resources for discovery teaching. They may be used to:

- arouse interest,
- establish background and provide information,
- facilitate concept learning,
- recall old experiences and suggest new ones,
- help pupils understand times and places removed from their own life space,
- facilitate comprehension,
- provide experiences necessary for making comparisons,
- demonstrate processes,
- dramatize ideas or events,
- generate questions,
- create opportunities for interpretation and value judgment,
- motivate investigation,
- provide topics for research by the class or by individuals,
- strengthen observation skills,
- provide opportunities for developing discussion skills,
- aid recall for summarizing or recording.

Pictures are probably the most effective visual aids available to teachers. Children can learn to 'read' pictures as surely as they can the printed page. For many, it is an even more rewarding experience for it calls upon them to explore, speculate and hypothesize in ways greater than their limited reading skills will allow. They are able to talk about and communicate thoughts and ideas which might otherwise be withheld. This makes still pictures ideal for use with children of limited reading ability. Though they may not be able to read the text, they can still understand the same ideas if they are presented pictorially and discussed in class.

Pictures in textbooks are often treated as decoration and ignored. But picture analysis is an important skill; it will make pupils visually literate and increase their knowledge. Some types of pictures are more easily viewed by the class than others. The most convenient way is to project a slide onto a white surface. Large pictures, photographs and posters can be pinned to a display board or chalkboard so that they can be viewed from any point in the room. Smaller pictures taken from newspapers or magazines can be mounted on cardboard. In order to prolong their life, such pictures could be sprayed with clear varnish or covered with plastic. Large classes and small overcrowded classrooms pose problems for teachers who wish to make use of small pictures in their lessons.

## LEARNNG IN A GROUP

### CHILDREN LIVE WHAT THEY LEARN

When children live with criticism,  
They learn to condemn.

When children live with hostility,  
They learn to fight.

When children live with ridicule,  
They learn to be shy.

When children live with shame,  
They learn to feel guilty.

When children live with tolerance,  
They learn to be patient.

When children live with encouragement,  
They learn confidence.

When children live with security,  
They learn to have faith.

When children live with fairness,  
They learn justice.

When children live with praise,  
They learn to appreciate

When children live with approval,  
They learn to like themselves

When children live with acceptance and friendship  
They learn to find love in the world.

## WORLD, Resources

Infant 1	Resources
<b>Theme: Resources</b> 1. Things we use and things we can do. Many things we use are called Resources.	- Caribbean Social Studies (Bk. 2 pg. 4)
2. Examples of some resources are- soil, water, plants and food.	- Caribbean Social Studies (Bk. 2 pg.4)
3. Some things we do are also resources, for example, when goods are produced or when services are performed.	- Caribbean Social Studies (Bk. 2 pgs. 8/11) - Caribbean Social Studies (Bk. 2 pgs. 19/23)
4. <b>Natural Resources</b> – Conservation of the environment – examples of protected areas, Crooked Tree Wild Life Sanctuary, Guanacaste National Park, Cockscomb Basin Wildlife Sanctuary. The Sea-Marine Life, PACT.	- Belize Audubon Society - Hugh Parkay Foundation Marine Resources (Publication on Marine Products) - PACT video commercials

Infant II	Resources
<b>Theme: Resources</b> 1. People have different kinds of skills. They can build houses, make musical instruments, plant crops, drive vehicles and prepare tasty dishes. These skills are examples of human resources.	- Caribbean Social Studies ( Bk 2 pg. 12/15& 30)  - Belize Primary Social Studies Bk. I Tapir series (pgs. 50-55)
<b>Natural Resources</b> – Conservation of the environment. The protected areas provide protection for both flora and fauna.  Some examples are Crooked Tree Wildlife Sanctuary, Guanacaste National Park, Blue Hole National Park and the Barrier Reef System. PACT—Protected Areas Conservation Trust	- Caribbean Social Studies Bk. 4 (pgs. 44-45) - Belize Today Its History, Culture and Eco system. (A Resource Book for Teachers & Students. (Belize Tourism Board) Unit 4. (pgs.139-140) - Belize Audubon Society - Destination Belize (magazine) - Belize Tourism Board p. 63-64, 76-82, 140-141 - Hugh Parkay Foundation



## WORLD, Different Kinds of Resources

Standard I	Resources
<p><b>Theme: Different kinds of Resources</b></p> <p>1. Natural resources derived from the environment</p> <ul style="list-style-type: none"> <li>- Water and soil as they relate to farming</li> <li>Animals and plants as they relate to food production.</li> <li>- <b>Capital resources</b> – The money and machines used to produce goods and services.</li> </ul>	<ul style="list-style-type: none"> <li>- Caribbean Social Studies (Bk. 4 pgs. 39/43)</li> <li>- Caribbean Social Studies Bk. 4 (pgs. 46-49)</li> <li>- Belize Primary Social Studies Bk. I (pg. 49)</li> <li>- Toucan Series</li> </ul>
<p>2. <b>Human resources</b> – Labor and skills used to carry out production in factories and industries.</p>	<ul style="list-style-type: none"> <li>- Caribbean Social Studies Bk. 3 (pgs. 26-37)</li> <li>- Caribbean Social Studies Bk. 4 (pg. 51)</li> </ul>

Standard II	Resources
<p><b>Theme: Resources</b></p> <ol style="list-style-type: none"> <li>1. Types of Resources.</li> <li>2. Examples of individual types of resources. renewable and Non-renewable-mineral, marine, human.</li> <li>3. Important-Natural resources of Belize and their location within.</li> <li>4. Natural regions and uses of those in the country.</li> <li>5. Concept of conservation and preservation and reason for same.</li> <li>6. Some ways in which resources can be destroyed/preserved</li> <li>7. Industries of Belize: main industry in child's district</li> <li>8. The leading industries of the country including Tourism</li> </ol>	<ul style="list-style-type: none"> <li>- Caribbean Social Studies (Bk. 4 Pg. 39)</li> <li>- Caribbean Social Studies (Bk.4 Pgs. 46-51)</li> <li>- Caribbean Social Studies (Bk. 4 Pgs. 51-55)</li> <li>- A Geography of Belize. The Land and its People. (Pgs. 77-79)</li> </ul>

## LEARNING IN A GROUP

The advantage of working in a group can include the development of:

- social skills (interpersonal intelligence) involved working and communicating with each other.
- cognitive skills through having to explain negotiate meanings and solve problems with each other.
- emotional support through being motivated by the enthusiasm of the group or its leading members. Grouping children together is only justified if it helps to promote more effective learning, and results in co-operative activity that extends what the individual could do alone.

### *The composition of groups*

How should groups be composed? Research indicates that groups of high ability children working together usually produce the highest degrees of understanding and performance in group work. Next in the level of performance came mixed ability and average ability groups with low ability groups working least well. High ability children tend to work well in whatever ability group they are put in. They work well together and in mixed or low ability groups they often take the lead in explaining the task and in organizing the thinking of the group. The fear that high ability children miss out in mixed ability groups is for the most part unfounded, if they are also given opportunities to work at optimal level with similar high ability children they can gain by taking the teachers role in helping the group.

### **Tasks for grouping**

The important factor about group work is that it is not just a social experience, but should impose certain cognitive demands on the child involved.

Activities suited to group work include:

- interpretive discussion, where groups investigate and discuss a given focus such as a picture, poem or artifact – pooling ideas, sharing experiences, or eliciting opinions to interpret or describe what they have been given. Examples include: group reading and putting things together in sequence.
- problem solving tasks-where group discuss an open-ended problem or situation and decide between possible courses of action. Examples include organizing a field trip, solving an environmental or social problem or preparing a group presentation.
- production tasks where groups work in teams to produce a material outcome, either be creating different prototypes and agreeing to the best, or contributing different elements to a joint product as in creating a newspaper or in working on one large project as in creating a model of a Maya temple.



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**Biographies**

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| 1. Hon. George Price         | 13. Baron Bliss           |
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| 3. Simon Lamb                | 15. Nurse Cleopatra White |
| 4. Samuel Haynes             | 16. Nurse Vivian Seay     |
| 5. Antonio Soberanis         | 17. Mrs. Gladys Stuart.   |
| 6. Dr. Karl Heusner          |                           |
| 7. Herbert Beaumont          |                           |
| 8. Sir Isaiah Mortar         |                           |
| 9. Leigh Richardson          |                           |
| 10. Thomas Vincent Ramos     |                           |
| 12. Marcus Garvey            |                           |

\* Copies of these Biographies can be had for a small fee from the Library.



**WORLD, Resources—Natural**

Standard III	Resources
<p><b>Theme: Resources</b></p> <ol style="list-style-type: none"> <li>1. The natural resources of Belize and their uses in industries</li> <li>2. Conservation and preservation efforts with respect to specific land areas- flora and fauna.</li> <li>3. Some endangered species of birds, animals and plants that no longer flourish in their once natural habitat.</li> <li>4. Protected areas. Access printed materials from PACT (Protected Areas Conservation Trust), Audubon Society</li> <li>5. Classification of industries e.g. Agriculture, marine, manufacturing services, forestry.</li> </ol>	<ul style="list-style-type: none"> <li>- Caribbean Social Studies (Bk. 4 Pgs. 44/46)</li> <li>- A Geography of Belize The Land and its People (Pgs. 75-76)</li> <li>- A Geography of Belize The Land and its People (Pg. 74)</li> <li>- Belize Today Its History, culture and Eco system (Belize Tourism Board) (Pg. 143)</li> <li>- A Geography of Belize The Land and its People (Pg. 76)</li> <li>- Social Studies Module No. 2 (Pgs 40-41)</li> <li>- A Geography of Belize The Land and its People (Pgs. 97-104) (Cubola Productions)</li> </ul>

Standard IV	Resources
<p><b>Theme: Resources</b></p> <ol style="list-style-type: none"> <li>1. Classification of natural resources and the identification of district location.</li> <li>2. Conservation and preservation strategies used to ensure a continued supply of specific resources – implications for tourism and other industries.</li> <li>3. Some industries which adversely affect other natural resources through e.g. pollution, imbalance in the eco-system.</li> <li>4. Some other effects of industry- displacement of people, immigration and migration.</li> </ol>	<ul style="list-style-type: none"> <li>- Social Studies Module 2 (Pgs. 37/39)</li> <li>- Modern Caribbean Geography 2<sup>nd</sup> Ed. (John Niles) (Pgs. 71/72)</li> <li>- A Geography of Belize The Land and its People. (Pgs. 78/79)</li> </ul>

**WORLD,**

Standard V	Resources
1. The role of Natural Resources in social, political and economic development of a country.	- A Geography of Belize. The Land and its People. Chapter 14 (Pgs. 94/103)
2. Conservation and preservation efforts made by government e.g. laws, closed seasons, recycling, anti-pollution measures.	- Belize Today- Its History, Culture and Ecosystem (Pgs. 140/147)
3. Some human activities which adversely affect some natural resources (e.g. slash and burn, dumped chemicals into water ways; misuse of land, building on quality agricultural land)	- Belize Today- Its History, Culture and Ecosystem. (Pgs.95/96). - A Geography of Belize. The Land and its People. (Pgs. 77/78) - Social Studies Module No. 2 (Pgs. 32/34)

Standard VI	Resources
<b>Theme: Resources</b>	
1. Distribution of natural resources by classification and role in Belize’s development.	- Belizean Studies Module 2 (Pgs. 36/37)
2. Impact of transportation and communication on such development.	- Atlas of Belize
3. Departments and organizations which monitor/protect natural resources.	- Belize Today Its History, Culture and Eco system (Belize Tourism Board). (Pgs. 140/147)
4. Uses of natural resources by grass root individuals, companies etc.	- A Geography of Belize. The Land and its People (Pg. 104)
5. Trade in products ( <b>map work</b> ) to illustrate location, trade routes etc.	- Atlas of Belize

**MISCELLANEOUS**

**Brochures from Belize Audubon Society**

- (1.) Half-moon Caye Natural Monument
- (2.) Crooked Tree Wild Sanctuary
- (3.) Cockscomb Basin Wildlife Sanctuary
- (4.) Guanacaste National Park.
- (5.) Blue Hole National Park

**Other Brochures**

- A checklist of the Birds of El Pilar Archaeological Reserve, Produced by Friends for Conservation and Development
- Explore Rio Bravo (Programme for Belize)
- Land of Discoveries Maya World “Mundo Maya”.
- Government House (now the Belize House of Culture).



## VISUAL & AUDIO VISUAL RESOURCES

### VISUAL RESOURCES

1. Map of Belize
2. Physical/Political Maps of Belize
3. Map of the Caribbean
4. Map of the World
5. Globes
6. National Symbols
7. Charts
8. Pictures
9. Belizean flag
10. Costumes
11. Real clothing
12. Types of clothing of ethnic groups
13. Musical instruments
14. Craftsmen
15. Local materials
16. Paper, pencil, crayons

### AUDIO VISUAL

#### Electronic Resources

- Documentaries Video Tapes
  1. Land of Belize
  2. Sea of Belize
  3. Belize Maya Heritage
  4. History of Belize (**Channel 5**)

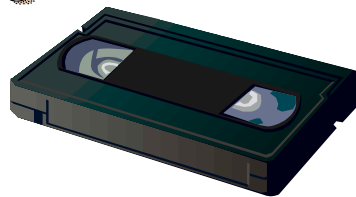
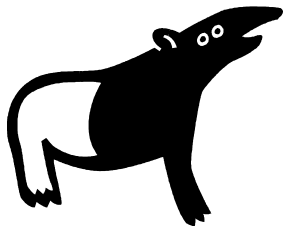
#### Belize Audubon Society

- Half-moon Caye National Monument
- Slide Programme
- Cockscomb Basin Wildlife Sanctuary Slide Programme

#### Belize Tourism Board

- (1.) C.D-The Tourism Song
- (2.) Video- Catch the Adventure

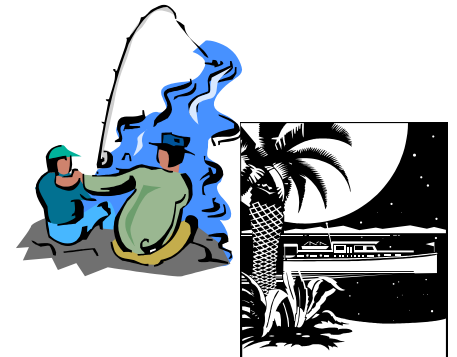
#### Internet



## WORLD, Tourism

Infant 1	Resources
<b>Theme: Tourism</b> 1. Who is a tourist? A tourist is anyone who takes a trip away from their home.	- Caribbean Social Studies "BELIZE" ( <b>Bk. 4 pg. 56</b> ) "A geography of Belize "The Land and its People ( <b>pg. 107</b> )"
2. What is tourism? Tourism is the movement of people to places outside of where they normally live work for short periods of time.	- A Geography of Belize ( <b>pg. 107</b> ) - Training modules in Tourism for primary school children. Unit I
3. Tourism provides a number of services and activities that meet the needs of the visitors.	- A Geography of Belize ( <b>pg. 102</b> ) - Training Modules in Tourism for Primary School children Unit 2 ( <b>Section I</b> ) - Caribbean Social Studies ( <b>Bk. 3 pgs. 38— 40</b> )

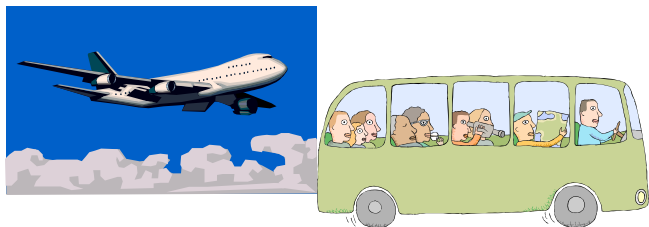
Infant 11	Resources
<b>Theme: Tourism</b> 1. Tourists travel for different reasons	- Caribbean Social Studies "BELIZE" ( <b>Bk. 4 pgs. 59-60</b> )
2. Some to learn about people of other places, others about people and things. For-recreation e.g. Sporting activities. Leisure –e.g. vacation. Adventure – e.g. jungle treks, shopping. Better climate.	- A Geography of Belize ( <b>pg. 10</b> ) "The Land and its people" - Training Modules in Tourism Primary School children. Unit 3 ( <b>pg. 13</b> ) ( <b>Section I</b> )



## WORLD, Tourism

Standard 1	Resources
<p><b>Theme: Tourism</b></p> <p>1. How people travel in Belize. By using the three modes of transportation – land, air and water.</p>	<ul style="list-style-type: none"> <li>- Caribbean Social Studies (Bk. 5, Pgs. 84-89)</li> </ul>
<p>2. Tourists are most likely to use the following means of transportation.</p> <p>Cars, buses, trucks, motor bikes and golf carts.</p> <p>Ships, Yachts, boats and canoes.</p> <p>Airplanes and helicopters.</p>	<ul style="list-style-type: none"> <li>- Training Modules in Tourism for Primary school children unit 4 pg. 18 (Section I)</li> <li>- Caribbean Social Studies(Bk. 3 Pgs. 16/18)</li> </ul>

Standard 11	Resources
<p><b>Theme: Tourism</b></p> <p>1. Tourism as an industry based on Belize's natural resources</p>	<p><b>Destination Belize</b> "Belize" Mother Nature's best kept secret" <b>(Belize Tourism Board).</b></p>
<p>2. Natural resource attractions to Tourists – location of examples value/advantages and dis-advantages.</p>	<p>Training Modules in Tourism for primary schools in Belize Unit 6 (pg. 29)</p>
<p>3. Baboon Sanctuary, Blue Hole, Guanacaste Park, Hol Chan Marine Reserve, Cockscomb Basin, Jaguar Reserve.</p>	<p>Social Studies Course Module 9 Tourism (pgs. 13-14)</p> <p>Belize Audubon Society</p> <p>Destination Belize (Magazine ) Belize Tourism Board</p>



## HUMAN RESOURCE

NAME	ADDRESS	PHONE NUMBER	RESOURCE PERSONNEL
<i>Belize Ex-servicemen League</i>	A 24 Nurse Findley Crescent	227-3626	Mr. Bernard Adolphus
<i>Girl Guides Association of Belize</i>	86 Regent Street	227-6179 Cell-610-2719 (only mornings)	Ms. Marilyn Young. (Tr.) Sister Elsa Pallotti Convent
<i>Young Women Christian Association – YWCA</i>	119 Freetown Rd./St. Thomas Street	203-4971	Mrs. Sonia Linares
<i>Young Men Christian Association- YMCA</i>	Faber's Road Ext.	222-5497	Mr. Kerrick Williams
<i>Scout Association of Belize</i>	City Center	227-0413	Mr. Orlando Garcia
<i>Anglican Cathedral</i>	25 Southern Fore-shore	227-3363	Mr. Lloyd Faber
<i>Holy Redeemer Cathedral</i>	114 North Front Street	222-2122	Bishop Dorrick Wright



## HUMAN RESOURCE

NAME	ADDRESS	PHONE NUMBER	RESOURCE PERSONNEL
<i>Cooperative Department</i>	Belize City	227-5826	Mr. Aaron Ogaldes (Education Coop Officer) Ms. Felicia Leslie (Secretary)
<i>Immigration/ Nationality Department</i>	Belize City	222-4620	Officer-in-charge.
<i>Post Office Department</i>	North Front St., Belize City	227-22-1	Mr. Elston Wade
<i>Department of Transport</i>	Regent Street	223-6802	
<i>United Democratic Party</i>	90 Antelope Street Ext.	227-02000	Hon. Patrick Faber.
<i>Belize Telecommunication Ltd</i>	Regent Street	Regent Street	
<i>Belize Water Services Ltd</i>	7 Central American Blvd	7 Central American Blvd.	
<i>Belize National Teacher's Union</i>	Coney Drive	223-4811	Mr. George Frazer
<i>National Trade Union Congress of Belize</i>	City Center	227-1596	Mr. Randolph Johnson Ms. Joan Anderson
<i>Belize Christian Workers Union</i>	107 Cemetery Road	227-2150	Mr. James McFoy
<i>Belize Telecommunication Workers Union</i>	7154 Slaughter House Road	223-4809	Mr. Paul Perriot

## WORLD, Tourism

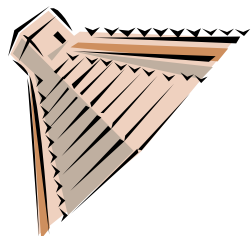
Standard 111	Resources
<b>Theme: Tourism</b>	- Caribbean Social Studies (Bk. 5, pgs. 94-101)
1. Jobs created by Tourism	
2. Industries and resources used in their creation.	- Training Modules in Tourism for primary schools in Belize. Unit 10. Section I "The people who work in Tourism", (pgs. 50-56.)
3. The pros and cons of Tourism	

Standard IV	Resources
<b>Theme: Tourism and Other Industries.</b>	- Training Modules in Tourism for primary schools in Belize Unit 5 (Pg. 23)
1. Importance of Tourism; the impact of tourism on the environment (positive and negative) transportation and communication services used in tourism and other industries – adequacy of some (general) selected industries.	- Social Studies Course Module 9 (Pg. 17)

Standard V	Resources
<b>Theme: Tourism and Other Industries</b>	- Training Modules in Tourism for primary schools in Belize Section 2 Unit I (pgs. 56-75)
1. Brief history of tourism, types of tourism, areas which cater to individual types. The main industries in Belize. Trading partners ( <b>special conditions if any</b> )	
The importance of transportation and communication of different industries. Location of industries and advantages and disadvantages of location.	

## WORLD, Tourism

Standard VI	Resources
<p><b>Theme: Tourism and Other Industries</b></p> <p>1. Economic impact of tourism; careers in tourism; Tourism support services; sustainable tourism.</p>	<ul style="list-style-type: none"> <li>- Training Modules in Tourism for primary schools in Belize Unit 4 (pgs. 90/103/109)</li> <li>- Social Studies Course Module 9 (pg. 15)</li> </ul>



## HUMAN RESOURCE

NAME	ADDRESS	PHONE NUMBER	RESOURCE PERSONNEL
<i>Belize Chamber of Commerce &amp; Industry</i>	63 Regent Street	227-3148	Ms. Sybil Eiley
<i>Mundo Maya</i>	Ministry of Tourism Constitution Drive, Belmopan	822-3393	Dion Pascasio Chief Executive Officer
<i>Belize Zoo &amp; Tropical Education Center</i>	29 mls. Western Hwy, Belmopan P.O. Box 1787 Belize City	220-8004 Education <a href="mailto:@BelizeZoo.org">@BelizeZoo.org</a>	Mr. Celso Pott/offers summer courses to teachers.
<i>National Library Service</i>	Princess Margaret Drive	223-4248	Mrs. Trevelee Wil- liams
<i>National Sports Council</i>	City Center Contact Pallotti High School	203-3702	Ms. Merlett Dillett (Pallotti High School)
<i>Protected Areas Conservation Trust</i>	2 Mango St., Belmo- pan	822-3637	Modesta Cal, Com- munications Officer Ms. Nikki Tillett, Training Officer Sharon Ramclam, Project Officer Jose Perez, Pro- gramme Officer
<i>Programme for Belize</i>	1 Eyre Street	227-5616	Mr. Herbert Haylock. PF <a href="mailto:Bel@BTL.net">Bel@BTL.net</a>
<i>Meteorology Department</i>	International Airport	225-2054	Mr. Ramon Frutos Deputy Chief
<i>Fire Department</i>	Belize City	B.E.C Layout 227-2579	Mr. Karl Longsworth
<i>Labour Department</i>	Belize City	227-4027/43	Mr. Adelfino Vasquez, Acting Deputy Labour Com- missioner



## HUMAN RESOURCE

NAME	ADDRESS	PHONE NUMBER	RESOURCE PERSONNEL
<i>Belize Audubon Society</i>	12 Fort St., Belize City	223-4988	Mr. Dirk Francisco Lecture series will be started for teachers in September/October (Diana Wade Technical Information)
<i>Belize Tourism Board</i>	Level 2, Central Bank Building Gabourel Lane	223-1913	1. Ms. Janine Alpuche 2. Dr. Vincent Palacio 3. Mr. Anthony Mahler
<i>Belize Police Force</i>	Racoon Street Police Station	227-2222 Ext. 203-206	Inspector Diana Garcia
<i>Social Security Board(Belize)</i>	Princess Margaret Drive	223-2834	
<i>Meso American Biological Corridors (Barrier Reef Systems)</i>	Ministry of Natural Resources, Belmopan City Newtown Barracks	222-2868 223-3895 223-4561 223-4526	
<i>Hugh Parkey Foundation</i>	P.O. Box 1818 71 North Front St. , Belize City	223-4526 223-2302 223-7874	Teresa Parkey ( G.M.)
<i>Belize City Council</i>	109 North Front Street	227-2308	
<i>Belize Arts Council</i>		227-2458	Mr. Leroy Green (Community Arts Coordinator)
<i>Belize Archives Department</i>	Belmopan	822-207	Ms. Lizette Thompson

## GOVERNMENT & CITIZENSHIP, Myself & My Family

Infant 1	Resources
<b>Theme: Myself and My Family</b> 1. My name, age and sex 2. My height and weight 3. My family	- Caribbean Social Studies Bk. I Topic 1 (Pgs. 1-3)
<b>Theme: My family and My Home, Myself</b> 1. Myself as part of the family 2. Myself as part of the class 3. Myself as a part of my neighborhood	- Caribbean Social Studies Bk. I Topic 2 (Pgs. 4-16) Topic 3 (Pgs. 17-21)  - Caribbean Social Studies Bk I Topic 22 (Pgs. 22-31)  - Caribbean Social Studies Bk I Topic 3 (Pg. 20)
<b>Theme: Myself and My Family Rules</b> 1. Rules at home help us to be safe 2. Rules at home help us to have good Manners 3. Rules at home help us to be respectful	- Caribbean Social Studies Bk. I Topic I (Pg. 7)  - Caribbean Social Studies Bk. I Topic 3 (Pg. 17)

Infant 11	Resources
<b>Theme: Myself and My family</b> 1. My personal growth 2. Personal data 3. Family members 4. Responsibilities of family members	- Caribbean Social Studies Bk. I (pgs. 2-3) - Caribbean Social Studies Bk. I (pgs. 9-10) - Caribbean Social Studies Bk. I (pgs. 11-21)
<b>Theme: Interdependence with myself and my family</b>  <b>Home and Family</b> 1. My home 2. Types of families 3. Family members 4. Basic needs of families	- Caribbean Social Studies Bk. I (pgs. 4/5)  - Social Studies Module No.6 (Section I)  - Belize Primary Social Studies Bk. I Tapir Series Unit I (pg. 7)

## GOVERNMENT & CITIZENSHIP, My Community

Infant 11	Resources
<p><b>Theme: My Community</b></p> <ol style="list-style-type: none"> <li>1. My neighborhood</li> <li>2. Protecting and sustaining my neighborhood.</li> <li>3. Goods offered in my community and neighborhood-past and present.</li> </ol>	<ul style="list-style-type: none"> <li>- Caribbean Social Studies Bk. 2 (pgs 1-6)</li> <li>- Belize Primary Social Studies-Tapir series Bk. I (pgs 23/32)</li> <li>- Samples of goods.</li> </ul>
<p><b>Theme: Rules</b></p> <ol style="list-style-type: none"> <li>1. Rules at home help us to be responsible</li> <li>2. Community rules</li> <li>3. Safety rules in our community</li> <li>4. What happens when rules are broken</li> <li>5. An outstanding citizen in your community</li> </ol>	<ul style="list-style-type: none"> <li>- Caribbean Social Studies Bk. 1 (pgs. 11/12)</li> <li>- See 'Human Resources'</li> <li>- See 'Biographies'</li> </ul>

Standard 1	Resources
<p><b>Theme: Myself and My Family.</b></p> <ol style="list-style-type: none"> <li>1. My family within the community</li> <li>2. Changes within the community that affect my family</li> <li>3. Changes within the family</li> </ol>	<ul style="list-style-type: none"> <li>- Caribbean Social Studies Bk. I (pg. 13)</li> <li>- Caribbean Social Studies Bk. 2 (pgs. 25/27)</li> <li>- Caribbean Social Studies Bk. I (pgs. 14/15)</li> <li>- Belize Primary Social Studies Bk. I (pgs. 20/22) (tapir series)</li> </ul>
<p><b>Theme: Types of Family and their basic needs.</b></p> <ol style="list-style-type: none"> <li>1. Nuclear, extended and single parent</li> <li>2. Provision of basic needs for family</li> <li>3. Roles of family members</li> <li>4. Needs and wants of the family</li> <li>5. Family tree</li> </ol>	<ul style="list-style-type: none"> <li>- Social Studies Module No. 6 Section I</li> <li>- Caribbean Social Studies Bk. I (pg. 10)</li> <li>- Belize Primary Social Studies Tapir series. (pgs. 14/21)</li> </ul>
<p><b>Theme: Services offered in my neighborhood in the present and past.</b></p> <ol style="list-style-type: none"> <li>1. Workers in the community</li> <li>2. Workplace of community workers</li> <li>3. Types of work done by community workers</li> </ol>	<ul style="list-style-type: none"> <li>- Caribbean Social Studies Bk. 3 (pgs. 10-15)</li> <li>- Belize Primary Social Studies Bk.I Tapir Series (pg. 52)</li> </ul>
<p><b>Theme: Rules</b></p> <ol style="list-style-type: none"> <li>1. Outstanding, law-abiding citizen in the country</li> </ol>	<ul style="list-style-type: none"> <li>- Caribbean Social Studies Bk. 4 Topic 6 (pgs. 88-89)</li> </ul>

## CARIBBEAN SOCIAL STUDIES SERIES BOOKS 1-6 CONSULTANT

Mike Morrissey

Caribbean Social Studies No.1	Caribbean Social Studies No.2
<p><b>Environment</b></p> <ul style="list-style-type: none"> <li>• Basic needs. (Pgs 1-8)</li> <li>• School and school activities (Pgs 22-31)</li> <li>• The home and family (Pgs 9-21)</li> <li>• Weather (Pgs 32-38)</li> </ul>	<p><b>Local community (Pgs 1-6)</b></p> <ul style="list-style-type: none"> <li>• Different types of community (Pgs. 6-15)</li> <li>• Change in the community (Pgs 25-33)</li> <li>• Work and communication (Pgs. 16-24)</li> <li>• Comparison with other community (Pgs 34-43)</li> <li>• New words (Pgs 44)</li> </ul>
<p><b>Caribbean Social Studies No. 3</b> Administrative Divisions within a country</p> <ul style="list-style-type: none"> <li>• Local administration (Pgs. 12-15)</li> <li>• Settlements (Pgs. 1-11)</li> <li>• Agriculture, industry, transport and leisure (Pgs. 16-59)</li> <li>• Glossary (Pgs. 60)</li> </ul>	<p><b>Caribbean Social Studies No. 4</b> Individual countries in the Caribbean</p> <ul style="list-style-type: none"> <li>• The landscape and people (Pgs. 1-38)</li> <li>• Tourism and trade (Pgs. 56-74)</li> <li>• Using resources (Pgs. 39-55)</li> <li>• Government and the development of the nation (Pgs. 75-105)</li> <li>• Glossary (Pg. 106-108)</li> </ul>
<p><b>Caribbean Social Studies No. 5</b> Caribbean Region</p> <ul style="list-style-type: none"> <li>• Location, geography and culture (Pgs. 1-50)</li> <li>• The people and their history and culture (Pgs. 51-77)</li> <li>• Cooperation and trade (Pgs. 78-120)</li> <li>• Glossary (Pgs. 121-123)</li> </ul>	<p><b>Caribbean Social Studies No. 6</b> "Earth-Our Home"</p> <ul style="list-style-type: none"> <li>• Understanding our planet (Pgs. 1-60)</li> <li>• Using the earth's resources (Pgs. 61-131)</li> <li>• The Family of Nations (Pgs. 132-152)</li> <li>• Glossary (Pgs. 153-155)</li> </ul>

## RESOURCE BOOKS

RESOURCES	GOVERNMENT/CITIZENSHIP
<ol style="list-style-type: none"> <li>Caribbean Social Studies Bk. 3 (Series Consultant, <b>Mike Morrissey</b>)</li> <li>Caribbean Social Studies Bk. 6 (Series Consultant, <b>Mike Morrissey</b>)</li> <li>The Nation We are Making “A Junior History of Belize by <b>Jessica Gordon Nembhard</b>.</li> <li>Belize Today Its History, Culture and Ecosystem (A resource book for teachers and students).</li> <li>Caribbean Social Studies Bk. 2 ( <b>Series Consultant, Mike Morrissey</b>)</li> <li>Belize Primary Social Studies Bk. I Tapir Series.</li> <li>Caribbean Social Studies Bk. 4</li> <li>A Geography of Belize The Land and its People.</li> <li>Modern Caribbean Geography 2<sup>nd</sup> Ed. (<b>John Niles</b>)</li> <li>Social Studies Module No. 2</li> <li>Belizean Studies Module No. 2</li> <li>Atlas of Belize</li> </ol>	<ol style="list-style-type: none"> <li>Constitution of Belize</li> <li>Caribbean Social Studies “BELIZE” Millennium Edition Bk. 4 <b>Clara Pastor/ Geraldine Holland</b>.</li> <li>Caribbean Social Studies. <b>Bk. 5</b></li> <li>Caribbean Social Studies (<b>Bk. 6</b>)</li> <li>Proposals from the facilitation (<b>Bze-Guatemala Territorial Differendum</b>).</li> <li>How we are governed “BELIZE”.</li> <li>Social Studies Module Government</li> <li>Inside Belize <b>Tom Barry/Dylan Vernon</b></li> <li>13 Chapters of a History of Belize (<b>Assad Shoman</b>)</li> <li>History of Belize – <b>Narda Dobson</b></li> <li>Belize “A Junior History – <b>Philip Seabrock</b>.</li> <li>Topics in Belizean History</li> </ol>

### RIGHTS/RESPONSIBILITIES

<ol style="list-style-type: none"> <li>The Rights to a future 2000. A Situational Analysis of Children in Belize.</li> <li>A future without child labour. <b>International Labour Conventions Application</b>”)</li> <li>Agenda 2000-2001 the right to know my rights.</li> <li>The Nation we are Making “A Junior History of Belize by <b>Jessica Gordon Nembhard</b>.</li> <li>Voices of Belizean children (<b>UNICEF</b>)</li> <li>Caribbean Children’s Opinions Concerning Their Rights (<b>UNICEF</b>)</li> </ol>
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## GOVERNMENT & CITIZENSHIP, Types of Government

Standard 11	Resources
<b>Theme: Types of Government</b> <ol style="list-style-type: none"> <li>Belize has a democratic government. Democracy refers to fundamental freedom</li> <li>Freedom of movement</li> <li>Freedom of choice</li> <li>Freedom to own property.</li> <li>All of the above rights have corresponding duties.</li> </ol>	Belize Constitution Chapter II “Protection of Fundamental Rights and Freedoms”. <b>No. 3 Pg. 5</b> <b>No. 10 Pg. 14</b> <b>Nos. 12/13 Pgs. 17/18</b> <b>No. 17</b>
<b>Theme: Structure of local government.</b> <ol style="list-style-type: none"> <li>City, Town and village council</li> <li>The Alcalde system</li> <li>The need for laws and rules</li> </ol>	- How we are governed Part V ( <b>pg. 17</b> )
<b>Theme: Financing the Local Government</b> <ol style="list-style-type: none"> <li>Concepts of taxation.</li> <li>Tax distribution.</li> </ol>	- Caribbean Social Studies Bk. 4 ( <b>pg. 83</b> ) - How we are governed Part V ( <b>pg. 17</b> )
<b>Theme: Need for Rules</b> <ol style="list-style-type: none"> <li>Respect for law and authority.</li> <li>Traffic rules.</li> <li>Safety rules.</li> <li>Respect for the flag.</li> <li>Respect for the anthem</li> </ol>	- The National Flag - Atlas of Belize - Cassette/tape recorder

Standard 111	Resources
<b>Theme: How we are governed</b> <ol style="list-style-type: none"> <li>What is the Constitution? The Constitution for an Independent State of Belize was passed on 20<sup>th</sup> September 1981.</li> <li>The Constitution is the Supreme Law of Belize.</li> <li>It affirms that the nation be founded upon principles which acknowledge the supremacy of God</li> <li>It proclaims principles of social and economic justice and equal opportunity</li> <li>It requires policies of statements which protect and safeguard the unity, freedom, sovereignty and territorial integrity of Belize</li> </ol>	Belize Constitution <b>Chapter I</b> (a.) The State and The Constitution Pg. 4 No. 2 (b.) Caribbean Social Studies Bk. 4 ( <b>pg.77</b> ) The use of Guest Speakers: lawyer, magistrate, police officer - How we are governed Part I ( <b>pgs. 1-2</b> ) The Constitution of Belize. Pg. 2 (a.) The Constitution of Belize Pg. 2 (b.) The Constitution of Belize Pg. 2/3 (e)

**GOVERNMENT & CITIZENSHIP, The Constitution**

Standard IV	Resources
<p><b>Theme: The Constitution</b> 1. The Democratic Process- meaning and application</p>	- Handbook on the Democratic Process in Belize (Elections)
<p><b>National changes</b> 1. The National symbols – origin and meaning</p>	- Caribbean Social Studies Bk. 4 (Pgs. 84-88)
<p><b>Citizenship</b> 1. Meaning 2. Who is a Belizean? and how Belizean Citizenship may be obtained</p>	- Belize Constitution Chap. 3. Citizenship (Pgs. 30-31)
<p><b>Democracy and the Democratic process.</b> 1. The three branches of government and their function- introductions. 2. Changes in Electoral divisions-reasons for</p>	- Caribbean Social Studies Bk. 4 (Pgs. 78-82) - Belize Constitution Chapter VI Section 90 (Pgs. 80-81)

Standard V	Resources
<p><b>Theme: The Constitution as the Supreme Law of the land.</b> 1. Events leading up to Independence Significance of September 10<sup>th</sup> Public meetings Legislative assembly Legislative council Political parties Self-government The Guatemalan claim Lobbying efforts Independence and its significance 21st September The three branches of government and their functions (details)</p> <p><b>National changes</b></p> <p>(i) Battle of St. George’s Caye and the effects of September 10<sup>th</sup></p>	<ul style="list-style-type: none"> <li>- I love to tell the story by Lawrence Vernon (pgs. 12-20)</li> <li>- Caribbean Social Studies Bk. 4 (pg. 94-99)</li> <li>- I love to tell the story by Lawrence Vernon (pgs. 24-25)</li> <li>- Caribbean Social Studies Bk. 4 (pgs. 95-96)</li> <li>- Government explains Heads of Agreement April 1981.</li> <li>- A History of Belize Nation in the Making (pg. 108)</li> <li>- Caribbean Social Studies Bk.4 (pgs. 97-99)</li> <li>- A History of Belize Nation in the Making (pgs. 110-113)</li> <li>- A History of Belize Nation in the Making (pgs 114-115)</li> <li>- Caribbean Social Studies ‘BELIZE’ Bk. 4 (pgs. 78-81)</li> <li>- How we are governed Part II (pgs. 3-8)</li> </ul>

**RESOURCE BOOKS**

WORLD	EARLY CIVILIZATION
<ol style="list-style-type: none"> <li>1. World geography (Baerwald/Frazier)</li> <li>2. A geography of Belize “The Land and its People (Cubola Productions)</li> <li>3. Modern Caribbean Geography 2<sup>nd</sup> Ed John Niles Caribbean Social Studies Bk.I</li> <li>4. Caribbean Social Studies Bk. 3 Caribbean Social Studies Bk. 4</li> <li>5. Caribbean Social Studies Bk. 5</li> <li>6. Caribbean Social Studies Bk. 6</li> <li>7. New Scholastic Headline World Atlas (Hammond)</li> <li>8. Caribbean Certificate Atlas(Mc. Millan)</li> <li>9. Atlas of Belize (Cubola Productions)</li> <li>10. Let’s Pass Social Studies (Progress Tests for the Caribbean) Janice B. Richards.</li> <li>11. Teacher’s guide for Primary School Coastal/Marine Resources Mesoamerican Barrier Reef Systems Project</li> <li>12. Activity guide for Belize Mesoamerican Biological Corridor.</li> <li>13. First Lessons in Physical Geography (Metric Ed.) Longman</li> <li>14. Caribbean Life and Environment Study “New Century Bks 1-5.(Julie Morton)</li> <li>15. Belize Environment and Me (Anna Dominguez Hoare)</li> <li>16. Caribbean Life and Environment Study No. 105 Workbooks. (New Century) by Julie Morton.</li> <li>17. The Environment of Belize “Our life support system”.</li> <li>18. Belize Today Its History, Culture and Ecosystems. (A Resource Book for Teachers &amp; Students).</li> </ol>	<ol style="list-style-type: none"> <li>1. Maya and African Teachers Resource Manual.</li> <li>2. 13 Chapters of A History of Belize (by Assad Shoman)</li> <li>3. History of Belize (By Narda Dobson.)</li> <li>4. A History of Belize “Nation in the Making” “Cubola Productions”.</li> <li>5. The Road to Glory The Battle of St. George’s Caye. A Novel History of Belize by Emory King</li> <li>6. Belize Today Its History, culture and Ecosystem (A resource Book for Teachers and students).</li> <li>7. Topics in Belizean History by Anthony Sabal.</li> <li>8. I love to tell the story by Laurence Vernon</li> <li>9. “BELIZE” African Civilizations Teacher’s Handbook (Primary School- Upper Division, By Aondofe Joe Iyo)</li> <li>10. “BELIZE” Maya Civilization Teacher’s Handbook (Primary School- Upper Divisions, By Angel Cal.) People Who Came Bk. I/II</li> <li>11. Chararicatures and Cartoons of Belize.</li> <li>12. Readings in Belizean History Vol. I &amp; II. by David Ruiz</li> </ol>

**RESOURCE BOOKS**

TOURISM	SOCIETY AND CULTURE
<ol style="list-style-type: none"> <li>1. Destination Belize (<b>Magazine of Belize Tourism Board</b>).</li> <li>2. Tourism School Booklet (<b>Mundo Maya</b>)</li> <li>3. Train Teaching/Learning Strategies for the use of the Mundo Maya Tourism School Booklet.</li> <li>4. Trade Directory of Belize 2003.</li> <li>5. Caribbean Social Studies Bk. 4 by <b>Clara Pastor/Geraldine Holland</b>.</li> <li>6. Caribbean Social Studies Bk. 5 series consultant <b>Mike Morrissey</b>.</li> <li>7. Belize Today Its History Culture and Ecosystem. Resource Book for Teachers/ students) Belize Foundation for Conservation.</li> <li>8. Teacher’s Resource Guide to Maya Archaeology/Ecology Tourism of Western Belize (<b>5-6</b>)</li> <li>9. Training Modules in Tourism for Primary School children.</li> <li>10. Environmental Agenda 2002 and Beyond Belize Audubon Society April 2002.</li> <li>11. Teacher’s guide for Secondary School Coastal and Marine Resources (<b>MBRS</b>)</li> <li>12. A geography of Belize The Land and its People (<b>Cubola Productions</b>)</li> <li>13. Social Studies Module No. 9</li> </ol>	<ol style="list-style-type: none"> <li>1. The Nation’s We are Making “A Junior History of Belize by <b>Jessica Gordon Nembhard</b>.</li> <li>2. Belize Today Its History, culture and Ecosystem A resource Book for Teachers/ students.</li> <li>3. A History of Belize, Nation in the Making (<b>Cubola Production</b>)</li> <li>4. Topics in Belizean History by <b>Anthony Sabal</b>.</li> <li>5. A geography of Belize Its Land and its people. (<b>Explorer series</b>) (<b>Cubola Production</b>)</li> <li>6. Caribbean Social Studies BELIZE Bk. 4 by <b>Clara Pastor/Geraldine Holland</b>.</li> <li>7. Caribbean Social Studies Bk. 5 <b>Mike Morrissey</b></li> <li>8. A History of Belize by <b>Narda Dobson</b></li> <li>9. A History of Belize.</li> <li>10. Atlas of the Caribbean.</li> <li>11. Atlas of the World.</li> <li>12. Maya Civilization in Belize Teachers Resource Manual.</li> <li>13. African History Teachers Resource Manual.</li> <li>14. Readings in Belizean History Vol. 3 (<b>Lita Hunter Krohn</b>)</li> <li>15. “BELIZE” African Civilizations Teachers’ Handbook (Primary School-Upper Division) by (<b>Aondofe Joe Iyo</b>).”</li> <li>16. “BELIZE” Maya Civilization. Teachers’ Handbook (<b>Primary School-Upper Division, by Angel Cal</b>)</li> <li>17. Students Companion</li> <li>16. The Bible</li> <li>19. Junior English Revised Edition.</li> <li>20. Garifuna Dictionary by <b>E. Roy Cayetano</b>.</li> <li>21. Garifuna History, Language and Culture by <b>Sebastian/Fabian Cayetano</b>.</li> </ol>

**GOVERNMENT & CITIZENSHIP, The Constitution**

Standard VI	Resources
<p><b>Theme: The Constitution</b></p> <ol style="list-style-type: none"> <li>1. Changes in the Constitution – how are they made?                             <ul style="list-style-type: none"> <li>● Reasons for changes made</li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>- Belize Constitution Chapter VI (<b>pgs. 51-80</b>) Sections 55-90</li> </ul>
<p><b>National changes. Changes in government after Independence</b></p> <ul style="list-style-type: none"> <li>● How government is financed</li> <li>● Responsibility of citizens</li> <li>● Government ministries and the Public Services</li> </ul>	<ul style="list-style-type: none"> <li>- Caribbean Social Studies Bk. 4 (<b>pg. 83</b>)</li> <li>- How We are Governed (<b>pgs. 11-16</b>)</li> </ul>
<p><b>Opposition and Private forces.</b></p> <ul style="list-style-type: none"> <li>● National budget and its disbursement</li> <li>● The role of the Opposition</li> <li>● Shadow ministers- the media-civil society</li> <li>● Organizations which serve/assist/monitor government’s actions (local and international).</li> <li>● Current events</li> </ul>	<ul style="list-style-type: none"> <li>- See Human Resource Listing</li> </ul>





## EARLY CIVILIZATION, Maya Civilization

Infant I	Resources
Theme: Maya Civilization 1. Contemporary society. The Maya in Belize: <ul style="list-style-type: none"> <li>• Music</li> <li>• Songs</li> <li>• Food and occupation</li> </ul>	<ul style="list-style-type: none"> <li>- Maya History “Teachers’ Resource Manual.”</li> <li>- Infant I (pgs. 32-33)</li> <li>- Infant I (pgs. 54-57)</li> </ul>
Theme: The Belizean Society- 1. Is made up of four main groups: <ul style="list-style-type: none"> <li>• Creole</li> <li>• Garifuna</li> <li>• Maya</li> <li>• Mestizo</li> </ul>	<ul style="list-style-type: none"> <li>- A Geography of Belize “The land and its people” Chapter 12. “The people of Belize” (pgs. 83-86)</li> <li>- Belize Today, “Its History, Culture &amp; Ecosystem (pgs. 154-160).</li> </ul>
Theme: Cross Culture use of: <ul style="list-style-type: none"> <li>• Music</li> <li>• Songs</li> <li>• Food and occupation</li> </ul>	<ul style="list-style-type: none"> <li>- Belize Today Its History, Culture &amp; Ecosystem (pgs. 162-192)</li> </ul>

Infant I1	Resources
<b>Theme: Maya Civilization</b> 1. Contemporary Society: <ul style="list-style-type: none"> <li>• Language</li> <li>• Housing</li> <li>• Recreation</li> </ul>	<ul style="list-style-type: none"> <li>- Maya History “Teachers’ Resource Manual”</li> <li>- Infant II-(pgs. 13-19)</li> <li>- Standard I (pgs. 18-19/21-23)</li> <li>- Infant II-(pgs. 42-43)</li> </ul>
<b>Theme: The Belizean Society</b> <ul style="list-style-type: none"> <li>• The Individual</li> <li>• The Family</li> <li>• The Community</li> </ul>	<ul style="list-style-type: none"> <li>- Pictures</li> </ul>
<b>Theme: The Belizean Society</b> <ul style="list-style-type: none"> <li>• The individual</li> <li>• The family</li> <li>• The community</li> <li>• Comparisons of Belizean African and Mayan Societies.</li> </ul>	<ul style="list-style-type: none"> <li>- Magazines</li> <li>- Pictures</li> </ul>

## THE RIGHT TO A FUTURE 2000 A SITUATIONAL ANALYSIS OF CHILDREN IN BE-

Responsibilities of the State	The Right to survival
<b>Article 4, The Right to Protection Pg. 88</b> <b>Article 19-</b> Protection from violence (Pg. 89) <b>Article 23-</b> Children with disabilities (Pg. 99) <b>Article 33-</b> Drug Abuse (Pg. 102) <b>Article 37-40</b> Juvenile Justice System (Pg.106-110) 4 (Pg. 40) The convention on the Rights of the child (Pg. 40) The convention process Confidentiality and the Right to privacy Article 16 (Pg. 48) The general principles as the underlying value base of the CRC (Pg. 49) <b>Article 3</b> “Best interest of the child (Pg. 50)” <b>Article 2</b> “Non-discrimination (Pg. 50)	<b>Article 6-</b> The Right to survival (Pg. 55) <b>Article 7-</b> The Right to a name and identity (Pg. 57) <b>Article 5-</b> The importance of Family (Pg. 61) <b>Article 20-</b> Children deprived of a Family Environment (Pg. 64) <b>Article 21-</b> Adoption (Pg. 64) <b>Article 27.4-</b> An adequate standard of living and maintenance ( Pg. 65) <b>Article 24-</b> The Right (Pg. 67)
<b>The Right to Development</b> <b>Article 28-</b> The Right to an Education (Pg. 78-83) <b>Article 31-</b> The Right to leisure (Pg. 84) <b>Article 32-</b> Child Labour (Pg. 85)	<b>The Right to Protection Pg. 88</b> <b>Article 19-</b> Protection from violence (Pg. 89) <b>Article 23-</b> Children with disabilities (Pg. 99) <b>Article 33-</b> Drug Abuse (Pg. 102) <b>Article 37-40</b> Juvenile Justice System (Pg.106-110)
<b>The Right to Participation Pg. 111</b> <b>Article 12 &amp; 13</b> The Development of children’s participation NCFC (Pg. 112-120)	





**CARIBBEAN SOCIAL STUDIES SERIES BOOKS 1-6  
CONSULTANT  
Mike Morrissey**

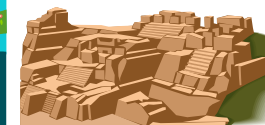
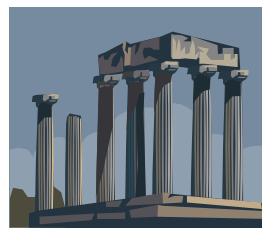
Caribbean Social Studies No.1	Caribbean Social Studies No.2
<b>Environment</b> <ul style="list-style-type: none"> <li>Basic needs. (Pgs 1-8)</li> <li>School and school activities (Pgs 22-31)</li> <li>The home and family (Pgs 9-21)</li> <li>Weather (Pgs 32-38)</li> </ul>	<b>Local community (Pgs 1-6)</b> <ul style="list-style-type: none"> <li>Different types of community (Pgs. 6-15)</li> <li>Change in the community (Pgs 25-33)</li> <li>Work and communication (Pgs. 16-24)</li> <li>Comparison with other community (Pgs 34-43)</li> <li>New words (Pgs 44)</li> </ul>
<b>Caribbean Social Studies No. 3</b> Administrative Divisions within a country <ul style="list-style-type: none"> <li>Local administration (Pgs. 12-15)</li> <li>Settlements (Pgs. 1-11)</li> <li>Agriculture, industry, transport and leisure (Pgs. 16-59)</li> <li>Glossary (Pgs. 60)</li> </ul>	<b>Caribbean Social Studies No. 4</b> Individual countries in the Caribbean <ul style="list-style-type: none"> <li>The landscape and people (Pgs. 1-38)</li> <li>Tourism and trade (Pgs. 56-74)</li> <li>Using resources (Pgs. 39-55)</li> <li>Government and the development of the nation (Pgs. 75-105)</li> <li>Glossary (Pg. 106-108)</li> </ul>
<b>Caribbean Social Studies No. 5</b> Caribbean Region <ul style="list-style-type: none"> <li>Location, geography and culture (Pgs. 1-50)</li> <li>The people and their history and culture (Pgs. 51-77)</li> <li>Cooperation and trade (Pgs. 78-120)</li> <li>Glossary (Pgs. 121-123)</li> </ul>	<b>Caribbean Social Studies No. 6</b> "Earth-Our Home" <ul style="list-style-type: none"> <li>Understanding our planet (Pgs. 1-60)</li> <li>Using the earth's resources (Pgs. 61-131)</li> <li>The Family of Nations (Pgs. 132-152)</li> <li>Glossary (Pgs. 153-155)</li> </ul>



**EARLY CIVILIZATION, Maya Civilization**

Standard I	Resources
<b>Theme: Maya Civilization</b> 1. Contemporary society, occupation and religion	- Maya History – "Teachers' Resource Manual". Summary of Maya History. Standard I (pgs.67-72) - Bk. 4 (pgs. 33-46.)
<b>Theme: African Society</b> <ul style="list-style-type: none"> <li>Africans who brought their culture to Belize</li> <li>Europeans who brought their culture to Belize</li> <li>The combination of European African and Mayan culture in (Britain Honduras) Belize</li> <li>Continued cross cultural adaptation to form the Creoles of Belize</li> </ul>	- Thirteen chapters of a History of Belize by Assad Shoman. (pg. 41)

Standard II	Resources
<b>Theme: The Maya Civilization</b> 1. The origin and development of Maya Civilization. 2. Mesoamerica 3. Maya of the pre-classic period.	- Maya History "Teachers' Resource Manual"(3 pgs. 1-3) - Maya History "Teachers' Resource Manual" Bk. 2 (pgs. 3-5/11-15)
<b>Theme: African Culture and Traditions</b> 1. Arts, crafts and music 2. Folktales 3. Land and People	- African History "Teachers' Resource Manual" - Standard I (pgs.52/9-11) - Infant II (pgs.16-22)
<b>Theme: African Culture and Civilization</b>	- A Handbook on Africa for primary school teachers in BELIZE (pgs. 32/34)



**EARLY CIVILIZATION, Maya Civilization**

Standard III	Resources
<b>Theme: The Maya Civilization</b> <ul style="list-style-type: none"> <li>• Maya Civilization continued</li> <li>• Classic Maya Civilization</li> <li>• Maya Science: writing, calendar and mathematics.</li> <li>• Architecture</li> <li>• Religion</li> </ul>	Maya History “Teacher’s Resource Manual Standard 4 <ul style="list-style-type: none"> <li>• Writing <b>pgs. 26-32</b></li> <li>• Calendar/Math – Std 3</li> <li>• <b>Pgs. 29-34/pgs. 26-28</b></li> <li>• <b>Pgs. 4-25 (Std 4)</b></li> </ul>
<b>Theme: African Culture and Traditions</b> <ul style="list-style-type: none"> <li>• Agriculture</li> <li>• Techniques used in farming</li> <li>• Crops grown</li> </ul>	- African History “Teachers’ Resource Manual”. Standard 2 ( <b>pgs. 20-29</b> )
<b>Theme: Trade</b> <ul style="list-style-type: none"> <li>• Routes</li> <li>• Goods</li> <li>• Currency</li> </ul>	<ul style="list-style-type: none"> <li>• African History Teacher Resource Manual Bk. 5 (<b>pgs 24/25</b>)</li> </ul>

Standard IV	Resources
<b>Theme: The Maya Civilization</b> <u>Classic Maya Civilization</u> <ol style="list-style-type: none"> <li>1. Maya Sciences: Writing, Calendar and Mathematics</li> <li>2. Religion</li> <li>3. How the society was organized-nobles, freed and slaves. Remains of Maya architecture in Belize location to mark where they lived.</li> </ol>	- Maya History “A Teachers’ Resource Manual” Std 4 ( <b>pgs.26- 32</b> ) Std 3 ( <b>pgs. 29-34/26-28</b> ) - Standard 4 ( <b>pgs. 33-46</b> )
<b>Theme: African Culture and Civilization</b> <ol style="list-style-type: none"> <li>1. How society was organized (social system) individual, family, caste classes, community, marriage kinship.</li> <li>2. Religion-compared with Maya and early day Creole to present day.</li> <li>3. Introduction of slavery into Belize – meaning – reasons- problems- Baymen.</li> </ol>	- African History Teachers’ Resource Manual, standard I ( <b>pg. 2.</b> ) - “A handbook on African for primary school teachers in Belize.” ( <b>pgs. 16-18</b> ) - “BELIZE” African Civilizations Teacher’s Handbook (Primary School -Upper Division) by Aondofe Joe Iyo. <b>UNIT FOUR: AFRICA-BELIZE CONNECTION (pgs. 26/32)</b>

**AFRICAN CIVILIZATION TEACHERS HANDBOOK PRIMARY SCHOOL-UPPER DIVISION (By Aondofe Joe Iyo)**

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Africa: The Cradle of Civilization .....	4
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<b>UNIT TWO: West African Kingdoms and Empires (c. 1<sup>st</sup> century A.D.-1900 A.D.)</b>	
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**EARLY CIVILIZATION, Maya Civilization**

Standard V	Resources
<p><b>Theme: The Maya Civilization</b> Classic-Post Classic Civilization</p> <ol style="list-style-type: none"> <li>Summary of developments to 800 A.D.</li> <li>Terminal Classic to Post Classic 1490-1500</li> <li>Conquest of the Maya by the Spaniards 1511-1547</li> <li>Activities in the region around Belize</li> </ol>	<p>- BELIZE Maya Civilization Teachers Handbook. Primary School – Upper Division Unit: (Pgs. 5/9)</p>
<p><b>Theme: African Culture and Civilization</b></p> <ol style="list-style-type: none"> <li>Stories of some West African Empires</li> <li>The African-Belizean continued connection through slavery</li> <li>A glimpse of the regions of Africa from which the slaves came-life before capture</li> <li>European expansion in Africa</li> <li>Development in the settlement in the Bay</li> </ol>	<p>UNIT: TWO BELIZE AFRICAN Civilizations Teachers Handbook( Primary School-Upper Division) By Aondofe Joe Iyo Unit: THREE (Pgs. 20/25) Unit: FOUR (Pgs. 26/32)</p>
Standard VI	Resources
<p><b>Theme: The Maya Civilization</b> Caste War in Yucatan and effect in Belize before settlement (1847-1919)</p> <ol style="list-style-type: none"> <li>Maya resistance to English colonization 1800-1895</li> <li>Belize’s living Maya and the Mestizo (Spaniards + Maya Ancestry) in the north (Caste War Refugees)</li> <li>Mayan organizations, heroes and heroines</li> </ol>	<p>Maya History Teachers’ Resource Material Std. 6 (pgs. 25/31)</p> <p>Pgs. 32/36 (Std. 6)</p> <p>(Std.6) pgs. 32/36</p> <p>Pgs. 43/57 (Std 6)</p>
<p><b>Theme: African Civilization</b></p> <ol style="list-style-type: none"> <li>European exploration and control of Africa</li> <li>Continuation of the Atlantic Slave Trade</li> <li>Mahogany works and slave life</li> <li>Emancipation and the new society</li> <li>The involvement of the Creole (Europeans + African Slaves)- The New Society</li> <li>Social, Political and economic activities</li> <li>Timeline to illustrate the arrival of the different ethnic groups</li> </ol>	<ol style="list-style-type: none"> <li>Thirteen Chapters of a History of Belize by <b>Assad Shoman</b>.Chapter Two and Three(<b>pgs. 21-26</b>) (<b>pgs. 53- 57</b>)</li> <li>A History of Belize by Narda Dobson (<b>pgs. 127-128</b>).</li> <li>Thirteen Chapters of a History of Belize (<b>pgs. 44-48</b>) (<b>pgs. 49-50</b>) A History of Belize “Nation in the making”. <b>Chapter 5 (pgs. 28-41)</b>.</li> </ol>

**SOCIETY & CULTURE, Ethnic Groups**

Infant I	Resources
<p><b>Theme: Ethnic groups in Belize</b></p> <ol style="list-style-type: none"> <li>1. My country of Belize</li> <li>2. There are several ethnic groups living in Belize</li> <li>3. Each Belizean belongs to an ethnic group or groups</li> <li>4. My Identity – I am a Belizean. I belong to the ethnic group/s</li> </ol>	<ul style="list-style-type: none"> <li>- Caribbean Social Studies BELIZE (Bk. 4, Pg. 33)</li> <li>- A Geography of Belize The Land and its people. (Chapter 12, Pgs., 83-88)</li> </ul>
<p><b>Theme: People are different</b></p> <ol style="list-style-type: none"> <li>1. Individuals within the Creole, African, Mayan, Mestizo, and Garifuna Societies</li> <li>2. The family structure and food preparation of:                     <ol style="list-style-type: none"> <li>(a). Garifuna</li> <li>(b). Creole</li> <li>(c). Compare Creole Society with Contemporary African Society through:                             <ol style="list-style-type: none"> <li>(a). The Individual child</li> <li>(b). The family structure</li> <li>(c). The food</li> <li>(d). Fellowships feeling – working, playing and worshipping together</li> </ol> </li> </ol> </li> </ol>	<p>“Belize Today” Its’ History, Culture &amp; Ecosystems</p> <ol style="list-style-type: none"> <li>(a). (Pgs 184-187)</li> <li>(b). (Pgs. 168-169)</li> </ol> <ul style="list-style-type: none"> <li>- A Handbook on Africa for Primary School Teachers in Belize.                     <ol style="list-style-type: none"> <li>(a). Pgs. 9-11</li> <li>(b). Pgs. 11-13</li> <li>(c). Pgs. 24-26</li> <li>(d). Pgs. 10-11</li> <li>(e). Pgs. 16-18</li> </ol> </li> </ul>

Infant II	Resources
<p><b>Theme: Ethnic groups in Belize</b></p> <p>My ethnic background:</p> <ol style="list-style-type: none"> <li>1. The Garifuna is a combination of Africans and Carib Indians.</li> <li>2. The Creole is a combination of Africans and Europeans.</li> <li>3. The Mestizo is a combination of Spaniards and Mayans. The Maya in Belize is a combination of several tribes – Mopans, Ke’tchi &amp; Yucatan. A comparison of the cultural behavior in language, recreation (music, games, dance, songs) arts and craft.</li> </ol>	<p><b>Belize Today</b> Its’ History, Culture &amp; Ecosystems.</p> <ol style="list-style-type: none"> <li>1. Garifuna (pgs. 183-184)</li> <li>2. Creole – (a.) (pgs 162-164) (b.) (pgs 166-168)</li> <li>3. Mestizo – (1.) pg. 174 (2.) pg. 175</li> </ol>

**A HANDBOOK ON AFRICA FOR PRIMARY SCHOOL TEACHERS IN BELIZE**

African Civilization and History
<p><b>African Civilization and History (Pg. 64-86)</b></p> <ol style="list-style-type: none"> <li>(a.) The cradle of civilization</li> <li>(b.) Ancient Kemet</li> <li>(c.) The East African Coast</li> <li>(d.) The Ancient Kingdom of Kush</li> <li>(e.) The Ancient Kingdom of Aksum</li> <li>(f.) The Great West African Kingdoms</li> </ol> <p>Africa, the land and its people (Setting) (Pg. 32-34).</p> <ul style="list-style-type: none"> <li>• Geography of Africa (Introduction) (Pg.34-35).</li> <li>• Africa is a continent (Pg. 35)                     <ol style="list-style-type: none"> <li>1. Africa’s Rivers and Lakes (Pg. 37-39)</li> </ol> </li> <li>• Major Deserts (Pg. 39)</li> <li>• Natural Features (Pg. 39-40)                     <ol style="list-style-type: none"> <li>(a.) Africa Topography (Pg. 41-42)</li> <li>(b.) Vegetarian</li> <li>(c.) Animal life</li> <li>(d.) Climate (Pg. 43-44)</li> </ol> </li> <li>• Way of Life Natural Resources (Pg. 45-47).</li> <li>• Human/Natural Resources (Pg. 47-64)                     <ol style="list-style-type: none"> <li>1. Africa’s Natural Resource (Pg. 47-64)</li> <li>2. From Hunting and gathering &amp; Agricultural Production (Pg. 52-56)</li> <li>3. Hunters/gatherers in Africa Today (Pg. 57-58)</li> <li>4. Subsistence Farming (Pg. 58-59)</li> <li>5. Land Ownership (Pg. 59-61)</li> </ol> </li> </ul> <p>Commercial Agriculture (Pg. 61-64)</p>

## A HANDBOOK ON AFRICA FOR PRIMARY SCHOOL TEACHERS IN BELIZE

African Civilization and History
Myself, (Pg.6-7) My Family (Pg. 9-11) My Community in Africa (Pg. 11-13)
<b>B. Ethnic groups and Language in Africa (Pg. 7-9)</b> (1.) Myself (Pg. 9-10) (2.) How children play in Africa (Pg. 10-11) (3.) My Family (Pg. 11-13) Extended Family in Africa (Pg. 13-14) (4.) Different types of Family in Africa (Pg.14-16) (5.) Religion in Africa (Pg. 16-18) (6.) How different community live in Africa (Pg. 18-20) (7.) Communal life style in Africa (Pg. 20-22) (8.) How people learn different Trades and Professions in Africa (Pg.22-23) (9.) How different people shop in Africa (Pg. 24) (10.) Some foods that people eat in Africa (Pg. 24-26) (11.) How people play music, and dance in Africa (Pg. 26) (12.) How people perform masquerades in Africa (Pg. 27-28) (13.) Stories and Folktales in Africa (Pg. 28-29) (ii) Some African Folk and wise saying(Proverbs)29 (iii) Some African Folktales (Pg. 29-32)



## SOCIETY & CULTURE, Ethnic Groups

Standard I	Resources
<b>Theme: Ethnic groups in Belize</b> 1. Cultural diversity of Belizeans <ul style="list-style-type: none"> <li>• Customs and traditions of all ethnic groups such as clothing, food and Implements used</li> <li>• Occupation and contribution of Ethnic groups</li> </ul>	<b>Belize Today</b> Its History, Culture & Ecosystem <ul style="list-style-type: none"> <li>• Pgs. 184-187</li> <li>• Pgs. 169-169</li> <li>• Pg. 178</li> <li>• Pg. 192</li> </ul>
<b>Theme: Contemporary Belizean Culture</b> Cross cultural sharing of food, music, dance and language <b>Contemporary African Culture</b> oral traditions, proverbs, Folklore, Myths and legends. <b>Contemporary Mayan Culture</b> <ul style="list-style-type: none"> <li>• Village organization, architecture, Folk tales and spirituality, comparison of Belizean, Mayan, African cultures.</li> </ul>	Caribbean Social Studies (Bk. 4 pgs. 34-35) Handbook on African for primary school teachers in Belize. <b>(a) Pg. 28-29</b> <b>(b) Pg. 29</b> <b>(c) Pg. 29-32</b> Dr. Colville Young’s Collection of Proverbs Characters & Caricatures of Belizean Folktales Collection of Garifuna folktales Maya history teachers’ resource manual. Standard I (a.) Village organization (pgs. 3-7) (b.) Folktales (pgs. 24-36) (c.) Spirituality (pgs. 61-64)

Standard II	Resources
<b>Theme: Ethnic groups in Belize</b> 1.Cultural diversity of Belizeans, Customs of ethnic group- education and family life 2.The comparison and contrast of ethnic groups, talents, particular skills, interests 3.Contribution of national heroes and heroines in the different ethnic groups	Topics in Belizean History by Anthony Sabal. History of Belize Nation In The Making (pg. 79) Caribbean Social Studies (Bk. 4, pgs. 88-89)
<b>Theme: African Culture and Traditions</b> 1. The Proverbs and Folk tales 2. The land and its people	Dr. Colville Young’s Collection of Proverbs Characters and Caricatures of Belizean Folktales A handbook on Africa for primary school teachers in Belize. (Pg. 29 & Pgs. 28-29) Pg. 32-34



**SOCIETY & CULTURE, Ethnic Groups**

**MAYA CIVILIZATION TEACHERS HANDBOOK PRIMARY SCHOOL—UPPER DIVISION**

<b>Standard III</b>	<b>Resources</b>
<p><b>Theme: Ethnic groups in Belize cultural diversity of Belizean</b> The effect of social changes (within ethnic groups) of Belize</p> <ol style="list-style-type: none"> <li>1. Interaction between and among ethnic groups</li> <li>2. Current events of each ethnic group</li> <li>3. The impact of Immigration and emigration on culture and society in Belize e.g. Central American immigrating to Belize</li> <li>4. Creole and Garinagu immigrating to North America</li> <li>5. Social Organizations to preserve values e.g. boys scout, youth clubs and sporting events</li> </ol> <p>Social activities to develop positive attitudes-social events e.g. church activities, community activities trips – family, groups and organizations</p>	<p>A History of Belize Nation in the Making (pg. 103)</p> <p>A History of Belize Nation in The Making (pgs. 104-105)</p> <p>A History of Belize Nation in the Making (pg. 103)</p>
<p><b>Theme: Maya of Classic Period</b></p> <ol style="list-style-type: none"> <li>1. Ways of making a living</li> </ol>	<p><b>Maya History Teacher’s Resource Manual</b> <b>Module B:</b> Ways of Making A Living in Classic Maya Times: 205 A.D-1,000 A.D.</p>

<b>Standard IV</b>	<b>Resources</b>
<p><b>Theme: Ethnic groups in Belize</b> Reasons for location choice for the concentration of the different ethnic groups How <u>three</u> selected culture groups organize themselves Origin of all the ethnic groups of Belize.</p> <p><b>Historical Buildings</b></p> <ul style="list-style-type: none"> <li>• The museum</li> <li>• St. John’s Cathedral</li> <li>• Holy Redeemer Cathedral</li> </ul> <p><b>Historical Places</b></p> <ul style="list-style-type: none"> <li>• Belize City Swing Bridge</li> <li>• Memorial Park</li> <li>• Barracks</li> </ul>	<p><b>Belize Today</b> It’s History, Culture &amp; Ecosystems (pgs. 154-160)</p> <p>See ‘Human Resource’.</p> <p>Historical Buildings and Places in pupils’ community</p>

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## MAYA CIVILIZATION IN BELIZE

### A Teacher's Resource Manual for Middle Division

#### Std III

#### A. Classic Maya Civilization (Part I)

##### Module

Physical Features of the Classic Maya Area (pg. 25)

The Land of the Maya of the Classic Period (pgs. 26-30)

Major Physical Features of Maya Area (pg. 31)

#### B. Ways of making a Living in Classic Maya Times (250 AD-1000)

Hunting, fishing and gathering in classic times (pgs.33-37)

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Agriculture (pgs. 37-38)

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#### C. Maya States in Classic Times: 250 A.D.-1000 A.D. (pg. 43)

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The State in the Central Lowlands

(a.) The Regional State of Tikal (pgs.48-49)

(b.) The Regional State of Calakmul (pg. 50)

(c.) The State of Caracol (pgs.50-52)



## SOCIETY & CULTURE, Ethnic Groups

Standard V	Resources
<p><b>Theme: Ethnic Groups in Belize</b></p> <ul style="list-style-type: none"> <li>Contribution of each ethnic group to the “Belizean Culture”</li> <li>Ways in which individual cultures are preserved.</li> </ul> <p><b>Historical Buildings</b></p> <ul style="list-style-type: none"> <li>The Bliss Institute (now the Bliss Centre for the Performing Arts)</li> </ul> <p><b>Historical Places</b></p> <ul style="list-style-type: none"> <li>Old Fire Station</li> <li>Old Market</li> <li>Gallon Jug</li> </ul>	<ul style="list-style-type: none"> <li>A History of Belize Nation in The Making (pgs. 104-105)</li> <li>See ‘Human Resource’ Listing</li> </ul>

Standard VI	Resources
<p><b>Theme: Ethnic Groups in Belize.</b></p> <ul style="list-style-type: none"> <li>The Belizean culture in comparison with some others Latin America, Caribbean, North America.</li> </ul> <p>The role of the “Belizean Culture” on the economic development of Belize.</p> <ul style="list-style-type: none"> <li>Positive and negative changes in the various culture groups.</li> </ul> <p><b>Historical Buildings</b></p> <ul style="list-style-type: none"> <li>Government House (now the Belize City House of Culture)</li> </ul> <p><b>Historical Places</b></p> <ul style="list-style-type: none"> <li>Roger’s Stadium</li> <li>MCC grounds</li> <li>Fort Area and Baron Bliss Tomb</li> <li>Melitia Hall</li> </ul>	<ul style="list-style-type: none"> <li>A Geography of Belize The land and its People. (pgs. 83/86)</li> <li>“Government House House of Culture” Print Belize</li> <li>See Miscellaneous – Other Brochures</li> </ul>

## RIGHTS & RESPONSIBILITIES, You have rights

Infant I	Resources
<p><b>Theme: You have Rights</b></p> <ol style="list-style-type: none"> <li>The Right to a shelter</li> <li>Food and clothing</li> <li>Love and care</li> <li>The Right to an Education</li> </ol>	<p>The Right to a Future 2000. “A situational analysis of children of Belize”.</p> <ol style="list-style-type: none"> <li>Article 4 (pg. 55)</li> <li>Article 24 (pg. 21)</li> <li>Article 6 (pg. 55)</li> <li>Article 28 (pg. 78)</li> </ol>
<p><b>Theme: You have Responsibilities</b></p> <ol style="list-style-type: none"> <li>Caring for others</li> <li>Good manners at home, school and church and in other public places</li> <li>Respecting other people and their properties</li> <li>Show respect for the national anthem and the flag</li> </ol>	<ul style="list-style-type: none"> <li>- Caribbean Social Studies Bk. I (pg. 20)</li> <li>- Caribbean Social Studies Bk. I (pg. 12)</li> <li>- CD/CD player, “National Anthem”</li> <li>- Caribbean Social Studies “BELIZE” Bk. (pg. 84/pg. 87)</li> </ul>

Infant II	Resources
<p><b>Theme: You have Rights</b></p> <ol style="list-style-type: none"> <li>My rights at home and school.</li> <li>Ways rights are abused.</li> <li>Ways in which children’s rights are protected.</li> <li>People in the community who protect Children’s rights.</li> <li>Organizations that protect children’s rights.</li> </ol>	<p>Bk. The Right to a Future 2000. A situational analysis of children of Belize.</p> <ol style="list-style-type: none"> <li>Article 5 (pg. 61)</li> <li>Article 6 (pg. 89)</li> <li>Article 19 (pg. 92)</li> </ol> <p>NOPCA N (pg. 106)</p>
<p><b>Theme: You have Responsibilities</b></p> <p>Good manners in public places.</p> <ol style="list-style-type: none"> <li>The park - sharing and caring and waiting your turn.</li> <li>The restaurant – good table manners in general</li> <li>The right to show love of and desire (patriotism) to sing the National Anthem.</li> </ol>	<ul style="list-style-type: none"> <li>- Pictures</li> <li>- Caribbean Social Studies “BELIZE” Bk. 4 (pg. 87)</li> </ul>

## MAYA CIVILIZATION IN BELIZE

A Teacher’s Resource Manual for Middle Division
<p><b>Std II</b></p> <p><b>A. The Development of Maya Civilization</b></p> <p>(a.) Mesoamerica (pg. 2)</p> <p>(i) The Arrival of First Americans (pgs. 2-5)</p> <p>(ii) The Discovery of Agriculture (pgs. 5-6)</p> <p>(iii) Civilization of Mesoamerica (pgs. 6)</p> <p>Olmec Civilization (pg. 7)</p> <p>Olmec Culture (pgs. 7-8)</p> <p>Olmec Contacts in Mesoamerica (pgs. 8-9)</p> <p>(1.) Teotihuacán civilization (pg. 9)</p> <p>Teotihuacán culture (pgs. 9-10)</p> <p>Teotihuacán and Maya contacts (pg. 10)</p> <p>(2.) Aztec Civilization (pg. 11)</p> <p>Aztec History (pgs. 11-12)</p> <p>Aztec Empire (pg. 12)</p> <p>Aztec Religion (pgs. 12-13)</p> <p>Aztec Society (pgs. 13-14)</p> <p>The City of Tenochtilan (pgs. 14-15)</p> <p>The End of the Aztec Empire (pg. 15)</p> <p><b>B The Maya Pre Classic Period 2000 B.C. to 250 A.D (pg. 16)</b></p> <p>Sources of Maya History (pgs. 16-17)</p> <p>A time chart of Maya History to 1700 A.D. (pg. 18)</p> <p>Early Pre Classic Period, 2000 BC to 1000 BC (pgs. 19-20)</p> <p>The Middle Pre Classic Period, 1000-450 BC (pgs. 20-21)</p> <p>The Late Pre Classic Period, 400 B.C. – 250 A.D. (pgs. 21-24)</p>

## MAYA CIVILIZATION IN BELIZE

### A Teacher's Resource Manual for Lower Division

#### Unit I

##### **Introduction: A summary of Maya History**

- (1.) The land where Maya lived (pg. 2)
- (2.) Maya Farmers (pgs. 2-3)
- (3.) Maya Towns and cities (pgs. 3-4)
- (4.) Maya Society (pg. 4)
- (5.) Maya Mathematics, calendar writing (pg. 5)
- (6.) The End of Ancient Maya States (pg. 6)
- (7.) The Spaniards fail to convert the Belize Maya (pgs. 6-7)
- (8.) The Maya and the English up to 1847 (pg. 7)
- (9.) The coming of the Mestizo and Yucatec Maya (pgs. 7-8)
- (10.) The coming of the Q'eqchi and Mopan Maya (pg. 8)

#### Unit II

Maya Families and children (pgs. 9-19) (story)

#### Unit III

Maya Culture in Belize Today ( part 1) story

#### Unit IV

Maya Culture in Belize Today (Part II)

- (a.) Maya community

## RIGHTS & RESPONSIBILITIES, You have rights

Standard I	Resources
<p><b>Theme: You have Rights</b></p> <ol style="list-style-type: none"> <li>1. The Right to a name and nationality</li> <li>2. Each child should be registered at birth to become a legal citizen of the country of Belize.</li> <li>3. The Right to an Education.</li> <li>4. The Right to a healthy environment.</li> </ol>	<p>- The Right to a Future 2000. A situational analysis of children of Belize.</p> <ol style="list-style-type: none"> <li>1. Article 7 (Pg. 57)</li> <li>2. Article 7 (Pg. 57)</li> <li>3. Article 28 (Pg. 78)</li> <li>4. Article 24 (Pg. 67)</li> </ol>
<p><b>Theme: You have Responsibilities</b></p> <ol style="list-style-type: none"> <li>(1.) Respect for different cultures – people who are different culturally and racially should enjoy their own culture and yours.</li> <li>(2.) Respect and allegiance to the country's flag.</li> </ol>	<p>- The Right to a future 2000.</p> <p>- Articles 30</p> <p>- Caribbean Social Studies Bk. 4 (Pg. 84)</p>

Standard II	Resources
<p><b>Theme: You have Rights</b></p> <ol style="list-style-type: none"> <li>1. The right to know your rights.</li> <li>2. Parental guidance-Government's respect for the responsibilities of parents as well as other people involved in a child's life.</li> <li>3. A child's right to life.</li> <li>4. Government's obligation to ensure the survival and development of a child.</li> </ol>	<p>- The right to a future 2000.</p> <p>- "A situational Analysis of children in Belize".</p> <ol style="list-style-type: none"> <li>1. Article 5 (pg. 56)</li> <li>2. Article 5</li> <li>3. Article 6 (pg. 55)</li> <li>4. Article 6 (pg. 55)</li> </ol>
<p><b>Theme: You have responsibilities</b></p> <ol style="list-style-type: none"> <li>1. The aims of education dictate that you exercise your right to go to school, develop your personality, talents and physical abilities.</li> <li>2. Show respect for human rights and culture.</li> <li>3. Appreciate the value of your home and country.</li> <li>4. Prepare for life in a free society.</li> </ol>	<p>- The Right to a Future 2000</p> <p>- Article 29.1</p> <p>- Article 30</p>

**RIGHTS & RESPONSIBILITIES, You have rights**

Standard II I	Resources
<p><b>Theme: You have Rights</b></p> <ol style="list-style-type: none"> <li>1. Limitation of rights and penalties for their abuse.</li> <li>2. Ways to protect oneself.</li> <li>3. Positive attitudes abiding by your rights.</li> <li>4. Freedom of association and assembly.</li> <li>5. Freedom of thought.</li> </ol>	<ul style="list-style-type: none"> <li>- The Right to a Future 2000. “A situational analysis of children of Belize”.</li> </ul> <p>Article I Pg. 45. Articles 37, 39 and 40. Article 3 Article Article 15 Article 14</p>
<p><b>Theme: You have Responsibilities</b></p> <ol style="list-style-type: none"> <li>1. Respect and appreciation for the national symbols – The flag, the Coat-of-Arms, The National Flower, The National Tree, The National Bird.</li> </ol>	<p>Caribbean Social Studies Bk. 4 (pgs. 84-88) Atlas of Belize (National Symbols)</p>

Standard V I	Resources
<p><b>Theme: Rights</b></p> <ol style="list-style-type: none"> <li>1. Definition/development/importance. (review and expansion) <ul style="list-style-type: none"> <li>• Conventions and agreed - to rights.</li> <li>• Responsibilities associated with each right discussed to indicate importance and shared efforts.</li> <li>• Equal rights under the law-the right to an education.</li> <li>• Local and international organizations which focus on rights and abuses – UNICEF</li> <li>• Human Rights Amnesty International</li> </ul> </li> <li>2. Roles and functions, location</li> <li>3. Some examples of their operations</li> </ol>	<ul style="list-style-type: none"> <li>- The Right to a Future 2000. “A situational analysis of children of Belize”.</li> <li>- Article 28.1 (pg. 78)</li> </ul>

**RIGHTS & RESPONSIBILITIES, Rights**

Standard V	Resources
<p><b>Theme: Rights</b></p> <ol style="list-style-type: none"> <li>1. Individual (personal) political and economic rights and responsibilities.</li> <li>2. Organizations which monitor abuse of certain rights.</li> <li>3. Educators, social activists and volunteers and their roles in influencing social changes.</li> </ol>	<ul style="list-style-type: none"> <li>- “The Right to a Future 2000”.</li> <li>- “A situational analysis of children in Belize”.</li> </ul> <ol style="list-style-type: none"> <li>1. Article 12/13 (pgs. 111/116)</li> <li>2. Article 32 (pgs. 85-87)</li> <li>3. Article 28 (pg. 78)</li> </ol>

Standard V I	Resources
<p><b>Theme: Responsibilities</b></p> <ol style="list-style-type: none"> <li>1. Responsibility of the state in respect to international conventions affecting equality, survival, development, protection, participation and education.</li> <li>2. Human rights in general rights and responsibilities of citizens.</li> <li>3. Role of UNICEF</li> <li>4. Selected heroes and heroines present and past who fought for rights of Belizeans.</li> </ol>	<ul style="list-style-type: none"> <li>- The Right to a Future 2000. “A situational analysis of children in Belize.”</li> <li>- Articles 4 (pgs. 40 – 49)</li> <li>- Article 32 (pgs. 85-87)</li> <li>- A History of Belize Nation in the Making Pg. 79 “ True Belizean Heroes”</li> <li>- Caribbean Social Studies Bk.4 (pgs. 88-89)</li> </ul>

