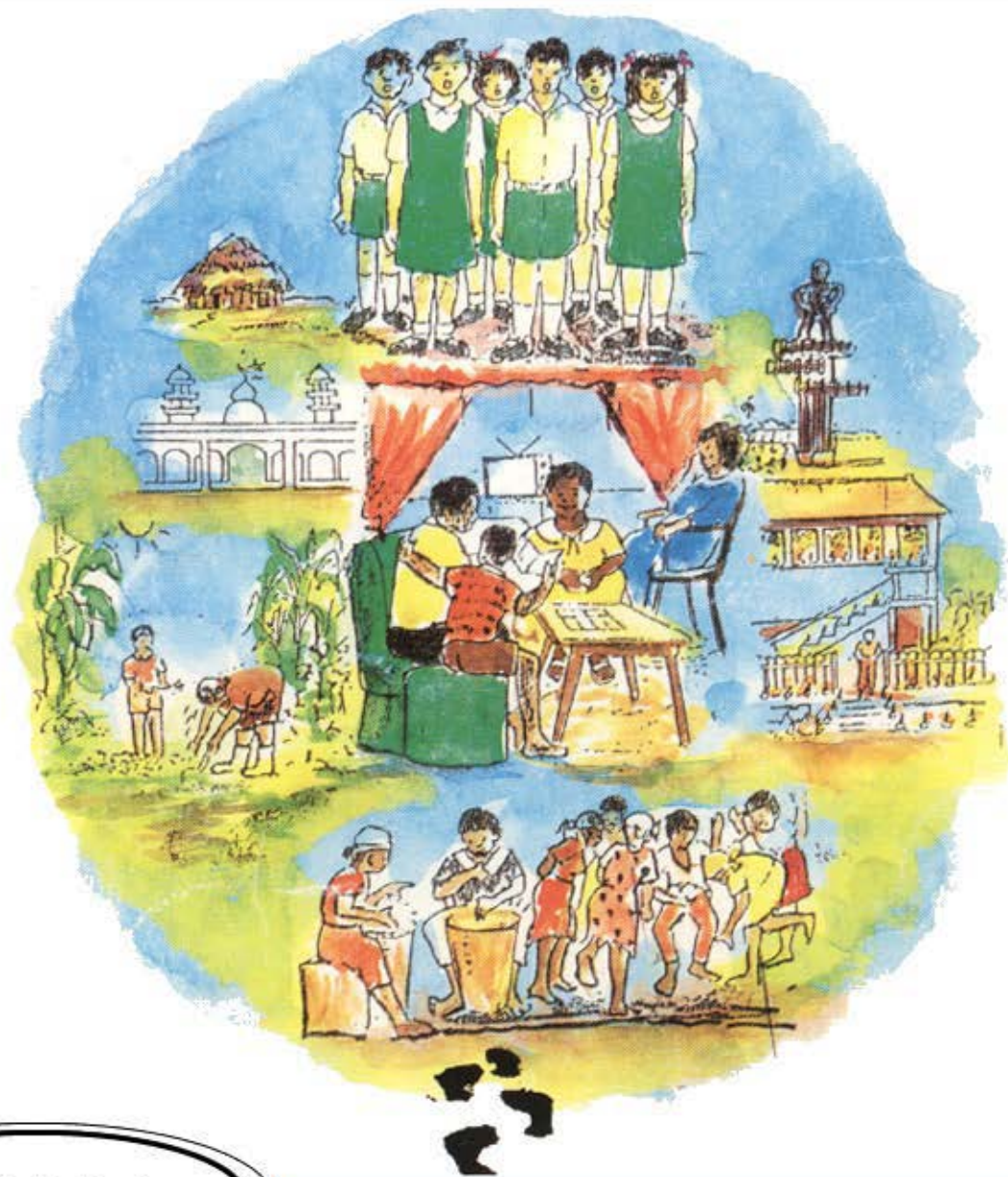


Social Studies For Our Children

Book 4



Easy Path Series

A GOG/EFA-FTI Project

NOT FOR SALE

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* * * * *

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SOCIAL STUDIES FOR OUR CHILDREN

BOOK 4

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A GOG/EFA-FTI Project

Easy Path Series

NOT FOR SALE
PRINTED FOR THE MINISTRY OF EDUCATION
GOVERNMENT OF GUYANA.

FOREWORD

One welcomes the publication of this series of textbooks as part of the Primary Education Improvement Project funded by the Inter-American Development Bank and the Government of Guyana.

This series of texts has been long in planning, writing and producing. In the process however, many Guyanese have developed skills in textbook writing and publication. This will serve Education well in the future.

We congratulate all those responsible for the production of these texts. They have done a good job. Guyanese children at the Primary level, and, indeed, the society as a whole, will be the beneficiaries of their labour.

Thanks to the Inter-American Development Bank for its financial support. Primary Education in Guyana will benefit considerably with the availability of relevant reading material.

Dale A. Bisnauth
Senior Minister of Education
and Cultural Development

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1 People in the Communities

In your community you will notice that the people are different. They may have a different colour of skin, different kinds of hair and different facial features. In our towns and villages there are different kinds of people. They may even speak another language. However, whatever the colour of our skin or the type of hair we have, we who were born in Guyana are all Guyanese.



Let us look closely at the children in the picture. These children are all Guyanese. Look at their faces and their hair.

The Guyanese People – The Amerindians



The people in this picture are Amerindians. They are the descendants of the first people who lived in British Guiana now known as Guyana. Their forefathers travelled from their homeland in Asia hundreds of years ago. To travel to our country, they passed through North America and Central America before reaching Guyana, in South America. On the map on page 3, you will be able to see where these places are found. On their journey here, many of them settled along the way. There were no cars, ships or aeroplanes in those days.

Can you say how they moved from one place to another?
Find out what the words **descendants** and **forefathers** mean.

Where they came from

Map of the World, showing the route taken by the Amerindian ancestors to Guyana.



The Earth has a roundish shape. If we fold this paper to form a cylinder 'A' and 'B' would come close together. The Bering Strait near to 'A', which was then covered by ice, separates Asia and North America. It was thus easy to travel across.

Remember we said earlier that the ancestors of the Amerindians lived in Asia which is far away from Guyana.

- How do you think these people crossed from Asia to North America?
- Look at the arrows on the map. Where did the arrows start? Let us imagine that we were the Amerindian ancestors who left Asia and travelled to the area now called Guyana. First we had to cross the Bering Strait which is a narrow body of water. At that time it was frozen, thus forming an ice-bridge.

After we crossed the bridge we arrived in a new place

which is now called North America. Since we were a moving people, we kept on walking. We came through Central America and then into South America. Once we were in South America we continued to spread out and this is how we reached Guyana. This journey was a very, very, long one and took hundreds of years.

For you to do

Use the map on page 3 and do the following:

1. Trace the route taken by the ancestors of the Amerindians.
2. Find out if the ice-bridge is still there.
3. Identify the three continents through which the Amerindians passed on their way to Guyana.

How the Amerindians lived

When the ancestors of the Amerindians came here, they brought their own way of life. They did many of the things any group of people did, but in their own special way. They hunted for food and built homes. They dressed in their own special way. They celebrated special occasions such as births, marriages and deaths. They even had a special celebration after their work was done. In all of these activities, they used whatever things they got from the land around them.

Their food

The Amerindians obtained their food by farming, hunting and fishing. They used the blowpipe, spear, and bow and arrow to fish and hunt. They also planted cassava. They made cassava bread.



They also made farine, a powdered cassava meal. They liked to eat pepper-pot, whether it was made with meat or fish. In times of plenty, they dried and smoked their meat and fish to preserve them. They enjoyed drinking paiwari and cassiri. These drinks were made from cassava. Today many Amerindians continue to hunt in the same way and eat the same foods. They also use other Guyanese dishes.

Making cassava bread.
Talk about some of the things you see in this picture.



Their Craft-work

The Amerindians are talented people. They are skilled in producing a variety of craft items by using materials from the forest plants. They use the tibusiri, mucru, nibbi and awara straw to make hammocks, sifters, matapi, pieces of furniture and mats. They also use coloured beads from plants to make necklaces and armbands which they wear mainly on special occasions. They decorate their craft-work with these beads. Some of them also carve the trunks of trees to make ornaments. They use the bark and fruits of some trees to make a dye with which they colour their craft-work.



For you to do

1. Find the names of Amerindian craft-work in the work search.

w	a	c	n	p	s	a	e	b
a	s	i	f	t	e	r	s	a
r	b	f	o	q	x	i	j	s
i	e	i	r	t	p	b	m	k
s	p	e	g	a	i	l	s	e
h	a	k	t	u	y	d	h	t
l	h	a	m	m	o	c	k	s
s	m	l	s	w	z	f	d	g
q	u	a	k	e	s	e	c	a

The solutions are
written upside down

sitters, matapi
warshis
quakes, ham-
mocks
baskets

2. Draw two pieces of Amerindian Craft.
3. Make models of Amerindian Craft for your Social Studies Corner.

The Africans

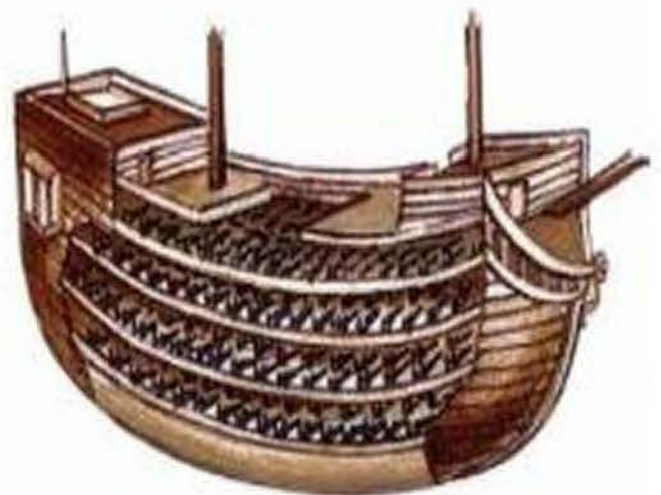
If you look back at the picture on page 1 you may be able to pick out an African child. Her forefathers came from Africa. There are many Guyanese boys and girls whose forefathers came from Africa. These people were captured and brought to the Americas and the Caribbean. They came by ships. If you look at the map on page 8, you will see that for the Africans to reach Guyana, the ships had to cross the Atlantic Ocean.





The journey took as many as eight weeks if the ocean was calm, and longer, when the ocean was rough. This was a very dangerous trip for the Africans. They were always closely packed in the hold of the ship. They lay in chains on wooden shelves.

This hold was dark and hot. They could hardly move. Their food supply sometimes ran out and they were forced to go without food. All of this caused diseases. Many of them died before reaching here. Of course some captains of vessels took care of the Africans. They made sure they had enough food, exercise and a doctor on board. They knew that dead Africans meant less money for the traders.



Their life in Guyana

You may wonder why the Africans were taken from Africa and brought to Guyana. The answer to this is that they were to be used as labourers. They worked on the large cotton, coffee and sugarcane plantations. These plantations were found in Guyana and other parts of the Caribbean in the sixteenth century. These plantations were owned by Europeans, who came from England, France and Netherlands (Holland) to live here, and become rich. The Africans were the people who worked on these plantations. They were called slaves and were not paid for the work they did. They toiled from sunrise to sundown in the fields and factories. The system under which the Africans lived and worked was called **slavery**.



For you to do

1. Look at the map of the world on page 8 and find these places – Africa, North America, South America and Guyana.
2. Trace the route that was taken by the Africans to Guyana.
3. Find out how people travel today from Africa to Guyana.

Leaving the Plantations and setting up villages

For more than two centuries our African foreparents toiled on the sugar plantations. They did not like this forced system of work. Persons in England, especially those in the church, did not like the conditions under which the Africans worked. These groups of people held meetings and protested to the English government about the evils of slavery. Finally the African slaves were set free. It was later said that the slaves were set free, because the plantation owners found it too expensive to feed, clothe and house them.

In Guyana all slaves became free on August 1, 1838

The Africans were very happy when they were freed. After they were freed, they were able to make their own decisions about their lives. Today, Guyanese still celebrate this day as Freedom Day. Here are some of the things they did after they were freed.

- Moved away from the plantations.
- Pooled their savings from wages and bought abandoned plantations.
- Set up villages on these lands.
- Did part-time work on the plantations and farming on their own lands.
- Worked hard co-operatively, to make their villages successful.

The First Village

An abandoned plantation named Northbrook on the East Coast of Demerara was the first piece of land bought by the slaves. They built a village on it. It was later renamed Victoria after a Queen of England. Today Victoria is known as the first Co-operative Village in Guyana.

Besides farming, the free Africans did many other things. They practised their customs on the plantations. Those customs were passed down to us. Today we still practise some of them. Some are listed below:

Dance

- Queh-Queh

This is a period of merry-making before a wedding.

It may be for a night or a number of nights. The women and men chant songs and dance in African style to the beat of drums.

During this celebration the couple is also told how to behave during their life together.



Masquerade

This is an African dance. A group of dancers and musicians dance through the streets of the village or town on festive occasions.



Some special features of the masquerade band are the flute man, the stilt dancer, the drum man, Bullcow, Mother Sally and flouncers in fancy tops and skirts doing special dance steps. The crowd usually throws money on the ground and the flouncers would dance and pick it up.

Food

Some of the African dishes passed down to us are metagee, cookup-rice, foo-foo and conkie.

- Metagee

This is a dish made up of ground provisions which are boiled in coconut milk. Salted fish, fresh fish or pickled meat and ochroes are usually added to it.

- **Cook-up-rice**

This is a dish made of rice and any peas boiled in coconut milk. Salted fish, pickled or fresh meat or any other meat can be added.

- **Foo-Foo**

This is a dish made up mainly of boiled green plantain. The boiled plantain is pounded in a mortar with a pestle. It is made into a ball and served with soup. It is sometimes eaten with a gravy or sauce.



- **Conkie**

This is a mixture of thick cornmeal, pumpkin, grated coconut and sugar wrapped in parcels made of plantain or banana leaves. The parcels are placed in boiling water to be cooked. Some times yellow plantains and dried fruits are added to the mixture to make the conkie more tasty.

- **Craft**

African craft consisted mainly of the making of musical instruments and carved decorated ornaments.



They made flutes, shack-shacks, and other musical instruments. The materials used to make musical instruments were coconut shells, pods from trees, calabashes, corks and empty cans. Drums were made from the skins of deer, cow and goats. Soft wood from the trees in the village was used, for carving figures and objects, for example, birds, other animals and fruits. To make decorated ornaments the Africans used beads, wood, bamboo, straw and dyes. They wore these decorated ornaments, when celebrating special occasions such as Freedom Day.



For you to do

With the help of your Teacher/Parent.

1. Make one musical instrument used by the Africans. List the materials used to make the instrument.
2. Practise an African dance with the help of your parents and teachers.
3. Explain how the Africans were able to buy a village of their own.
4. Name one other village where Africans settled.
5. Learn the songs sung by a masquerade band or a song sung at a queh-queh. An elderly person in your community can be invited to teach the songs.

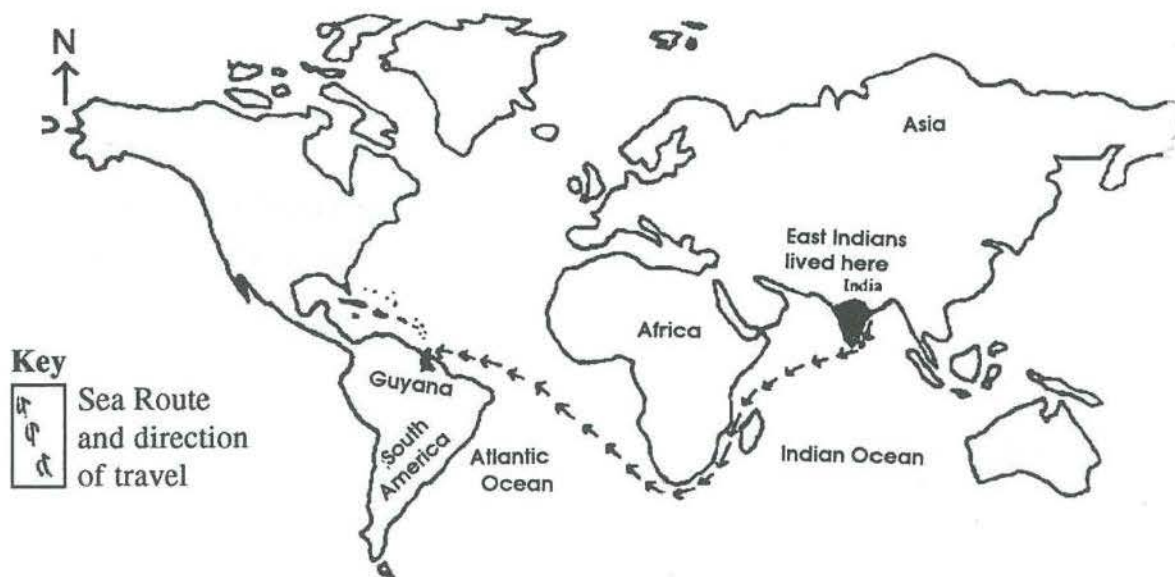
The East Indians

Another group of people who came to work in Guyana is the East Indians. They came from India which is found on the Eastern side of the world.

For this reason they were called East Indians. You will remember that when the Africans were freed, most of them moved away from the plantations to the villages. The plantations lost many of their workers. Because of this loss, the Europeans brought the East Indians to work on the plantations.

Coming to Guyana

The first set of East Indians landed in Guyana on the **5th May, 1838**. They travelled thousands of miles in two ships called the **M.V. Whitby** and the **M.V. Hesperus**. They crossed two oceans to reach Guyana. The voyage took over two months. The conditions were very bad. The food was poor, the ships were overcrowded and there was a shortage of medicine. As a result, some of the East Indians died. Below is a map of the world showing their voyage from their home to Guyana.



East Indians as Indentured Labourers

Unlike the Africans, who were brought as slaves, the East Indians came as indentured labourers. They signed a contract called an Indenture. In this contract they agreed to work for a number of

years on the plantation. They were paid a small sum for their labour. At the end of the period they were free to choose either to return to India or to settle in the country. Many of them chose to remain and become Guyanese.

A contract is an agreement between two persons or groups.

We will now look at some differences between slaves and indentured labourers.

1. The slaves were brought from Africa while the indentured labourers came from India.
2. The slaves were unpaid labourers for life. However, the indentured labourers were paid wages and were bound by a contract to work for a number of years.
3. Slaves could be sold to a new master while indentured labourers could not be sold.

Their life on the Plantation

The East Indians, like the Africans, worked very hard on the plantations. They were badly treated. They worked all day in the fields and received very low wages.



They lived in long ranges called logies. These were divided into apartments and were sometimes built flat on the ground with earthen floors. Each apartment was very small. They had no proper toilets or pipes with clean running water. At the end of their Indentureship, the East Indians planted much of their own food. They also started to grow rice in Guyana on large fields, in the same way they grew rice in India. They also planted garden crops.

They worked in a co-operative way. They helped each other, at planting and harvesting time. They spent their money wisely by buying land. Some of the East Indians became businessmen. Many of the East Indians now live in Housing Schemes near to the sugar estates. They still work in large numbers on the sugar estates.

Plantations are large cultivated areas of land.
Today the sugar plantations are called estates

Their Culture

The East Indians who came to Guyana were allowed to practise their religion. Today in Guyana most East Indians still practise their various cultures.

Birth Customs – The Muran

When a male child is born to an East Indian Hindu family, the members of the family perform this custom – the child's head is usually shaved by the baby's uncle or a barber. This is done on the seashore or river banks.

Look at the picture on page 18. What is this picture all about? Does it tell you anything? Let us discuss it. The picture shows us a custom that is practised by the East Indians.



It is believed that the hair of the baby is unclean. The child cannot be fed salty foods unless this hair is shaven off. This is usually done on the 3rd, 5th, 7th or any odd month after the child's birth. However, most babies heads are shaven on the third or fifth month after birth. After this, the babies can be fed salty food. There is a gathering of relatives and close friends to mark this occasion. There is usually a feast on that same day when different kinds of vegetables are cooked.

Naming the Child

A custom practised by Hindus and Muslims is the method used for naming their children. They both seek the advice of their holy men, on what name to give their children. The holy men use the religious books to guide them in finding correct names for the children.

Language

The foreparents of many of the East Indians spoke the Hindi or Urdu language. Today, many of the East Indians in Guyana,

during their religious ceremonies still chant or sing in Hindi and Arabic. At the mosque and temples, the priest holds classes in these languages. Many young children attend these classes to learn the language of their foreparents.

Here are some examples of Hindi and Arabic words,

English	Hindi	Arabic
book	Kitab	Kitaabun
school	madarsa	madraratun
leadpencil	kalam	kalamun risaas
mother	mata	um mum
father	pita	abun
teacher	adyapak (guru)	ustadhun (mudar-risun)
church	mandir gaow	masjid/mosque
village	gaow	karyatun

Dress

The formal dress of the early East Indian woman is comprised of the sari, gaharara, orhni, kameez and shalwar. At home they wore long skirts and short blouses to the waist, Their heads were tied with a headkerchief called a romal. The men wore kurtah and dhoti.



Look at the saris worn by the East Indian girls. Some East Indians still wear this type of dress. However, most East Indians only use this type of dress at religious ceremonies and sometimes at fashion pageants. For example, in the Miss Diwali Contest, the contestants usually dress in saris.



Dance

In the ancient days, the East Indians were famous for their music and dance steps. When they came to Guyana they were able to keep that part of their culture. Today, at special occasions they perform these dances. Let us read about two of these dances.

Kathak

Kathak is a dance of Northern India. It is the art of telling a story by dance. Story-tellers known as kathakars tell the story by words, song and dance.



5 Nationhood

Our National Awards

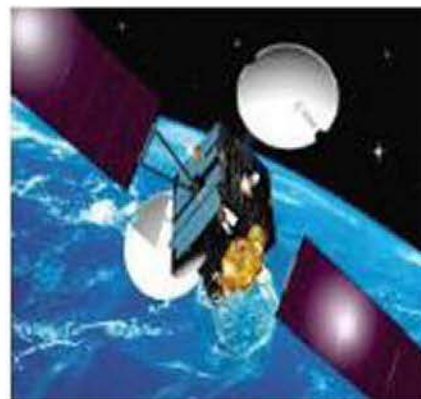
You and your friend might have received gifts for doing well in class, learning your Bible verses in Sunday School, winning races at your school sports or taking part in a festival. These gifts are often called **Awards**.

Adults also receive awards for making important contributions to their community and nation. These awards are given every year.



Do you know at what national event the National Awards are announced? Look carefully at the picture above. Can you tell what is happening? The picture shows someone receiving a National Award. This ceremony at which awards are presented is called an "Investiture Ceremony". Members of the community

The television brings, to our homes information about what is happening in our country and other parts of the world. The information we receive on the television is transmitted by a satellite. This information can be seen and heard sometimes when the event is actually happening. For example we can see cricket as it is being played in Barbados or Australia.



For you to do

1. Prepare a radio message about your School Fair.
2. Role-play a radio announcer reading birthday greetings for children, on the programme, 'Sunshine Corner'.
3. Role-play the Postman or Postwoman as he or she carries out his or her duties.
4. Ask your teacher to discuss with your class the importance of satellites.

Points to Remember

- People long ago kept in touch with each other by various means.
- The Amerindians painted on rocks to communicate with one another.
- The early Africans used their 'talking drums' to send messages.
- Some other means of communication are the blowing of conch shells, ringing of bells, men on horseback or walking to take oral messages.
- Today we communicate by modern means such as letters, telephones, radios, newspapers, televisions, faxsimile and computers.

Calling all teachers of Regions 1, 8 and 9. Aircraft will arrive tomorrow morning at 09:00 hrs. to pick up teams for National Schools Athletics' Championships in Albion. This message is sent by the National Sports Chairman of the Guyana Teachers' Union.

Broadcasts and messages heard on the radio are sent from the National Radio Station. The Radio Station is located in Georgetown with a Transmitting Station at Sparendaam on the East Coast of Demerara. The transmitting station makes it easy for regions of Guyana.

At the radio station, **programmes** are put together by programme managers and other staff members.

Your teacher should be able to arrange a field-trip for you to the radio station, to observe how the station operates.

Television




Some families also have in their homes, other means of communication, such as the television.

Communication by radio

Radio is one of the most popular means of sending messages or information from one place to another in Guyana and other parts of the world.

There are **transmitting stations** that receive signals which transmit the information from the radio station to the radios in our homes. Do you have a radio in your home or school? If so, you may have heard different types of messages that are sent to people in communities other than your own.

Radio	Types of information
	<ul style="list-style-type: none">- Religious Programmes- Broadcast to Schools- Death Announcements- News-casts- Commercials- Sports- Messages- Children's Programmes
radio beaming messages	

Here are two kinds of messages you may have heard on the radio.

Calling Mark King of Kaieteur Top.
Aircraft bringing supplies of food and fuel.
Meet it at 14:00 hr. on Thursday 21st May.
This message is sent by Leon Walcott of
Georgetown.

1

John writes a letter to his friend and puts it in an envelope.

2

- Goes to the Post Office or Postal Agency.
- Purchases stamps.
- Puts stamps on the envelope.

3

- Puts letter into the mailbox outside the Post Office.
- Letters are collected and sorted by Postal Workers.
- Letters with similar addresses are put together in mail bags.



4

- Mail bags with letters are sent either by road, water or air to Post Offices in other communities or countries.
- Mails are delivered at their various addresses by postmen and postwomen.

New ways of Communication

In the world today, we communicate through:

- books
- magazines
- letters
- telegrams
- cables
- newspapers
- telephones
- radios
- radio phones
- televisions
- computers
- faxsimile



Communication by letter

Letter writing is one of the oldest means of communication. Today in many of our communities, people write letters to inform their families, relatives and friends in other communities or countries about events at home. Let us see how a letter gets from one village to another.

These are some old ways of keeping in touch. This method of keeping in touch is known as **Communication**.

Do you know that in villages today, people still use some of the old means of communication?

- In some villages church bells ring to announce church services, weddings and funerals.
- Men or boys often go on foot or on bicycle ringing a bell to make announcements about important meetings or some form of entertainment. This is often done in the rural areas.
- Ringing of a bell through the village may also inform villagers of the death of someone.



Oral Communication

- In the Rupununi Savannahs, men on horseback carry messages from one village to another. Where it is difficult to travel by horse or boat, men travel on foot.

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Talking drums

You will remember after the Africans were freed, they settled in different villages on the coastland. The Africans had their own ways of keeping in touch. The members of one plantation or village sent messages to another village or plantation through the beating of drums. These drums were called "talking drums".



Conch shells

Another means of sending messages in the African villages was the blowing of the conch shells. These shells were blown as warning signals to alert villagers of danger such as the destruction of farms by animals. It was also used to tell the people in the villages about events, such as the arrival of important visitors to the village, for example, the arrival of the Governor. Today fishermen in the village still use this method to inform villagers that they have brought in their catch of fish and shrimp for sale. If you live in a village, you will observe that housewives on hearing this shell either go to the koker or landing, or wait by the roadside with a bowl or dish to buy their supply of fish.



4 How Communities keep in Touch

Keeping in touch long ago

In Chapter 1, we read about the Amerindians of the past who lived in the forest regions of our country. The Amerindian communities kept in touch with each other by writing and painting on rocks. These paintings are known as Timehri Rock paintings. Timehri means painting, writing or marks found on rocks. On the rocks were drawings of animals in the community, such as monkeys, lizards and sloth. There are also other shapes and marks which tell the story of the way of life of the Amerindian communities.

Here are some ancient Amerindian writings. How many of these symbols can you name?



If you live in Region 7, you may have noticed these paintings near Imbaimadai in the Pakaraima Mountains. On a map of Guyana, find Region 7 and let your teacher show you where Imbaimadai is found.

Many other service groups help in the community. Some of these Service Groups are, Community Policing Association, Church Youth Groups and the Jaycees.

For you to do

1. Make a list of leaders in your community.
2. Identify a leader in your community.
 - (a) Write up a 'pen picture' of the leader as done in the text.
 - (b) Display your work in the reading corner or library.
3. With your teacher's help compile a folder on one of these groups:
 - (a) (i) Rotary Club
 - (ii) Jaycees Club
 - (iii) Boy Scouts
 - (b) Display your work in the reading corner or library.

Points to Remember

1. Leaders are persons who usually take charge of any activity.
2. People become leaders because of their dedication to their jobs or hobbies.
3. Service Groups also function as leaders to help in the community.

The Lions – A Service Group

Below is a picture of a Lions Club at a meeting.



The LIONS CLUB in Guyana serves the communities in many ways. They plan projects such as the building of community centres and parks. They sponsor eye clinics and fund-raising events. The Corriverton Lions Club was the first service group to contribute \$500,000 towards the purchase of books for a newly built library at Corriverton.

The Rotarians – A Service Group

Below is a report. It tells us how a service group helps in the community.

Berbice Rotarians conduct medical outreach

Eleven doctors, ten nurses and a team of Rotarians conducted a major community health exercise. The residents of Lighttown and Sheet Anchor villages on the East Bank, Berbice River were given free medical attention and drugs. Skin infections, eye problems and hypertension were some of the ailments treated. Dental care was also done. The people of these villages have always suffered from the lack of doctors, nurses and a health clinic.

An Educator



Dr. Daphne Persico was a hardworking teacher, headteacher and Chief Education Officer. She served her country in the field of education and social work for many years. She was the first female Chief Education Officer in Guyana and the Caribbean. Guyanese are proud of her.

A Businessman

Mr. Peter D'Aguiar was a brilliant and hard-working businessman. He was the Chairman and founder of Banks DIH Limited. His firm's products of soft drinks, snack foods, malt and liquor are being sold in Guyana, the Caribbean, North America and Europe.

A Service Group

The LIONS is an international organization. There are over 40,000 clubs in communities throughout the world including Guyana. Their motto is "IN SERVICE TO THE COMMUNITY".

A Sportsman



Clive Lloyd is an outstanding Guyanese and West Indian test cricketer. He successfully led the West Indies Cricket Team as Captain from 1974 - 1988. Clive Lloyd was born on 31st August, 1944. He grew up in Queenstown, Georgetown. He started to play cricket with the Demerara Cricket Club (DCC) in 1966 - 67. He also played cricket for Lancashire county in England.

Some of his outstanding achievements are:

- Captain of the Guyana Cricket Team.
- Captain of the West Indies Cricket Team.
- Under his captaincy the West Indies Cricket Team became:
 - the first World Champions in one day cricket competition.
 - winner of the first two Prudential World Cup Cricketing Trophies.
 - winner of three Benson and Hedges Cup Trophies and the Sir Frank Worrell Trophy.
- The Guyana Cricket team led by Captain Clive Lloyd won the Shell Shield and Geddes Grant Harrison Line Trophies in 1983. This made Guyana Double Caribbean Champions.
- He has scored over 29,000 runs in first class cricket with seventy-six (76) centuries.

For his great feats as a cricket captain and leader of the West Indies team, he was awarded the Cacique Crown of Honour - C.C.H. by his country, Guyana. Many youths of Guyana have joined cricket clubs to become a great cricketer like Clive Lloyd.

Below you will read about persons who became leaders

- through their jobs,
- and those who joined together with others in a group and worked as leaders.



An Ex-Public Servant and Social Worker

Ms. Eileen Cox is a Guyanese who attended The Bishops' High School many, many years ago. She held many important positions as a public servant. She was the first President of the Guyana Consumers' Association.

Ms. Cox had for many years fought for consumers to be protected from unfair businessmen. She felt that consumers who pay for goods and services should be given fair treatment. This organisation tried to help consumers who have complaints against dishonest manufacturers and shopkeepers.

The Government has recognised Ms. Cox as a leader in the community. For a job well done, Ms. Cox has received two National Awards. They are the Medal of Service and the Golden Arrow of Achievement. Ms. Cox's dedicated work has encouraged many more Guyanese to provide service to their community.

3 Leaders of the Community

How people become leaders.

Leaders are persons who are prepared to take charge and lead. They are found in all jobs in the community. There are religious and social workers who are leaders. There are also leaders in education.

People in the community become leaders in many different ways.

Some community leaders are elected. Examples of elected leaders are the Mayor and City or Town Councillors and the Village Chairmen and Councillors.

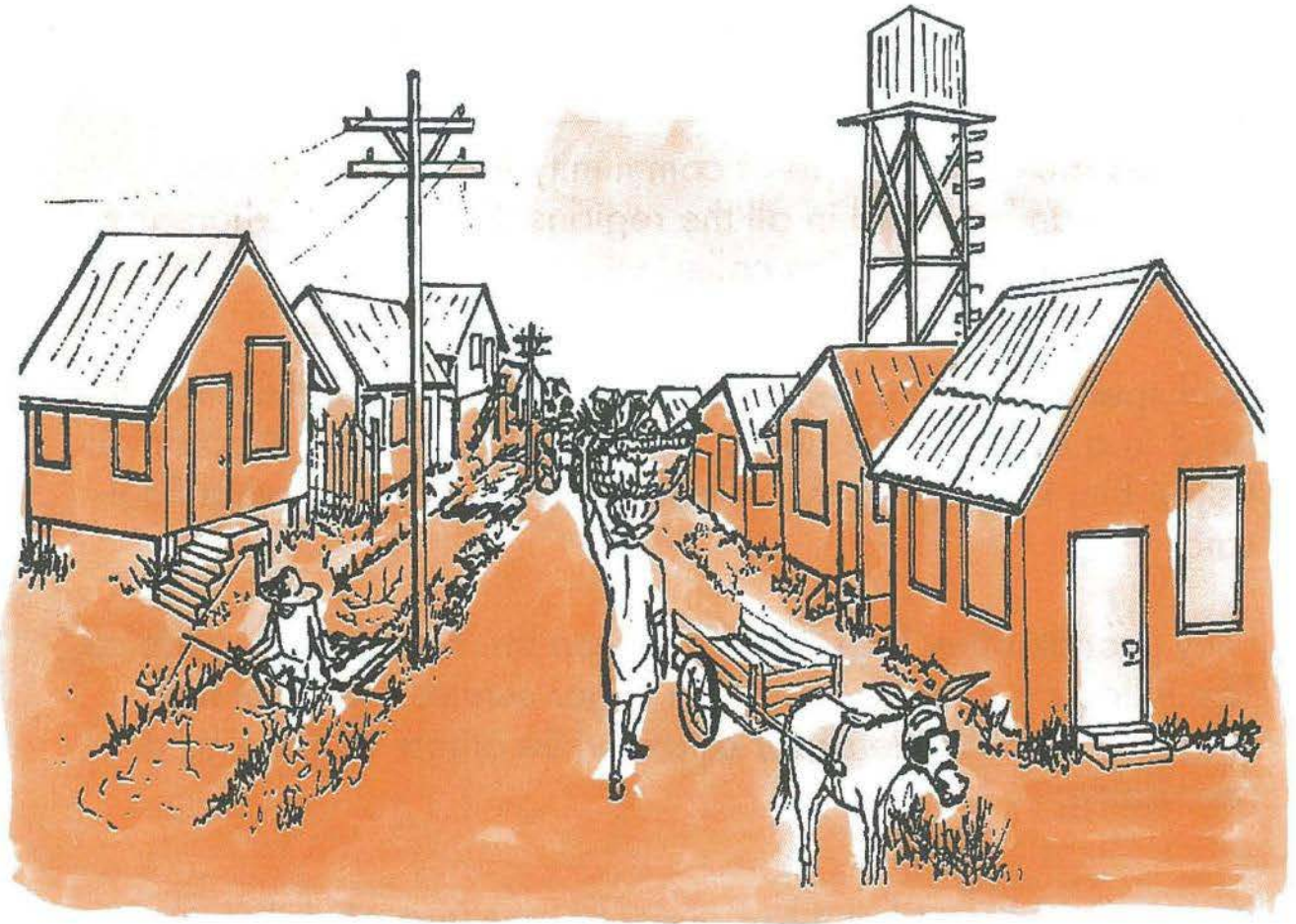
Other people have jobs which make them leaders of the community. Your class teacher, the librarian, the priest or the policeman are leaders of the community. These persons were not voted for or elected, but take on the role of leaders because of the work they do.

Sometimes, people become leaders because they willingly assist people in the community. These persons may belong to groups such as the LIONS' CLUB or YOUNG WOMEN'S CHRISTIAN ASSOCIATION. They may also belong to Culture, Sports and Religious Societies. The members of these groups take charge and lead in many ways. They may undertake community development projects such as the building of a children's home. The children's home may provide for the disabled, sick, the homeless and less fortunate children in the community. They may provide students of a school with a cheap, hot meal.

Points to remember

- In an Administrative Region there can be different types of communities.
- Some communities are Amerindian villages, others are towns or villages.
- Amerindian villages are found mainly in the forests, savannahs and along river banks.
- Communities have different types of buildings.

Here is one of the photographs which Paul took of his grandmother's village. How different is this community from your community?



For you to do

1. Now that we have looked at three types of communities can you say in which type you live?
2. Write a few sentences on what your community looks like.
 - (a) On a map of Guyana write in the names of two towns, two Amerindian villages and two other villages.
 - (b) Say in which Administrative Region each of the places named is found.

A Village in Guyana

Villages are usually small communities which have one main road, few stores and shops, few factories and vehicles. There may be a market near the roadside or in a building.

Villages are another type of community found in Guyana. Villages can be found in all the regions. Settlements where the Amerindians live are also called villages.

Paul spent part of his August holidays with his grandmother. She lived in a small village on the coastland of Berbice. His teacher asked him to describe the village to his class. This is what Paul said.

“My grandmother lives in a village on the coastland of Berbice. This village is near to one of the sugar estates. Some of the villagers work on the sugar estate while others do farming or rear cattle.

It is a small village but it has many houses, two churches and one primary school. It also has a community centre and a playground.

All the roads are built of clay, except the main one, which is built with stone and cement. Most of the houses are made of wood and are painted white. Almost all the yards have gardens in which vegetables and fruits are grown.

There is a small market where the villagers sell their produce. There are few cars which are used mainly to travel to other villages. People often walk, ride bicycles or use horse and donkey carts to travel from place to place.”

Here is a letter which he wrote to his friend Paul about his visit to the town.

Date

Dear Paul,

Greetings! Thank you for the birthday card you sent me. I received many gifts from my parents.

I paid a visit to Georgetown which is known as the 'Garden City'. There, I saw many beautiful places of interest such as the St. George's Cathedral, Stabroek Market, the Public Buildings, the Cenotaph, the 1763 Monument and the Promenade and Botanic Gardens.

In the town there are many surfaced roads, stores, markets, factories and important government buildings. It is very large and has many people living there. I enjoyed the sight-seeing, especially in the very busy shopping centre. There are many vehicles in this town, so I had to be very careful on the roads.

I hope the children of your village will be able to visit Georgetown or other towns such as New Amsterdam, Linden, Corriverton, Anna Regina and Rose Hall.

Your dear friend,
Jack.

For you to do

1. How is this town different from the Amerindian village?
2. Locate the six towns of Guyana on a map.
3. Say in which administrative regions these towns are found.
4. Find out why Georgetown is known as the Garden City.

A Town in Guyana

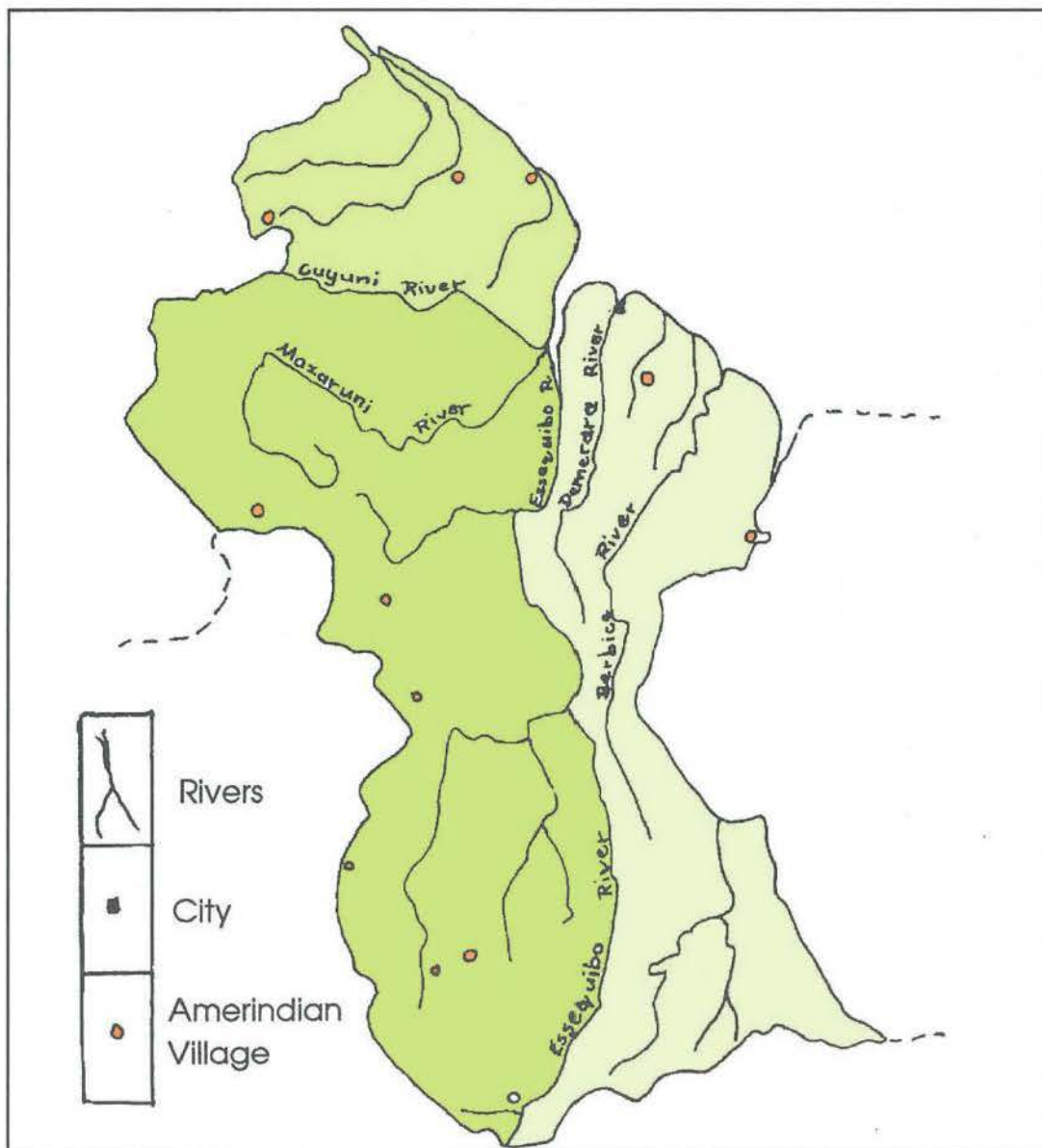
Towns usually have large numbers of people and important buildings such as offices, stores, shops, markets and factories. The streets are often crowded with people and you can also see many vehicles.

Jack lives in Mahdia in Region 8. He visited Georgetown with his classmates on a school tour. Here is a picture of a part of the busy shopping centre, Jack saw on his visit.



For you to do

1. Draw a Benab.
2. Here is a map of Guyana showing where some Amerindian Villages are found.
 - Let your teacher help you to find out in which region they are found.
 - Here are the names of other Amerindian villages – St. Ignatius, Santa Rosa and Annai. See if you can put in the names of other villages on the map.



The picture on page 24 shows the kind of buildings found in some Amerindian villages. These buildings are called benabs.

Some Amerindian homes have walls made of clay.

Materials used for making a benab are:-

- vines from the forest trees for strapping poles together.
- leaves from the trootie and manicole palms which cover the roof.
- bark from the big trees in the forest for making walls.
- branches from the young trees to support the roof.

There is a very large benab in Georgetown. The next time your teacher takes your class on a tour of the city, ask him or her to show you this benab. The Amerindian name for this benab is Umana Yana.

However we must not forget that many Amerindian homes have walls made of clay.

The Amerindians today still practise some of their old ways of living.

- They use cassava to make cassava bread and farine. These foods form part of their main diet.
- They fish and hunt by using bows and arrows and blow pipes.
- Many of them sleep in hammocks.
- They use the trunks of trees to make canoes.

2 Communities are different

A community is made up of a number of families living in one place.

There are different kinds of communities in our country. Some communities are villages while others are towns. Villages and towns are found on the coastland and along the banks of our rivers. Soesdyke is a village on the East Bank of the Demerara River while Rose Hall, on the Corentyne Coast, and Anna Regina, on the Essequibo Coast, are towns.

Most of our Amerindians live in villages in the forested and savannah regions of Guyana. Some of these villages are Baramita on the Bank of the Barama River and St. Francis Mission now renamed Moraikobai on the Mahaicony River. Look at a map of Guyana and find out in which Regions these places are found.

An Amerindian Village



Down

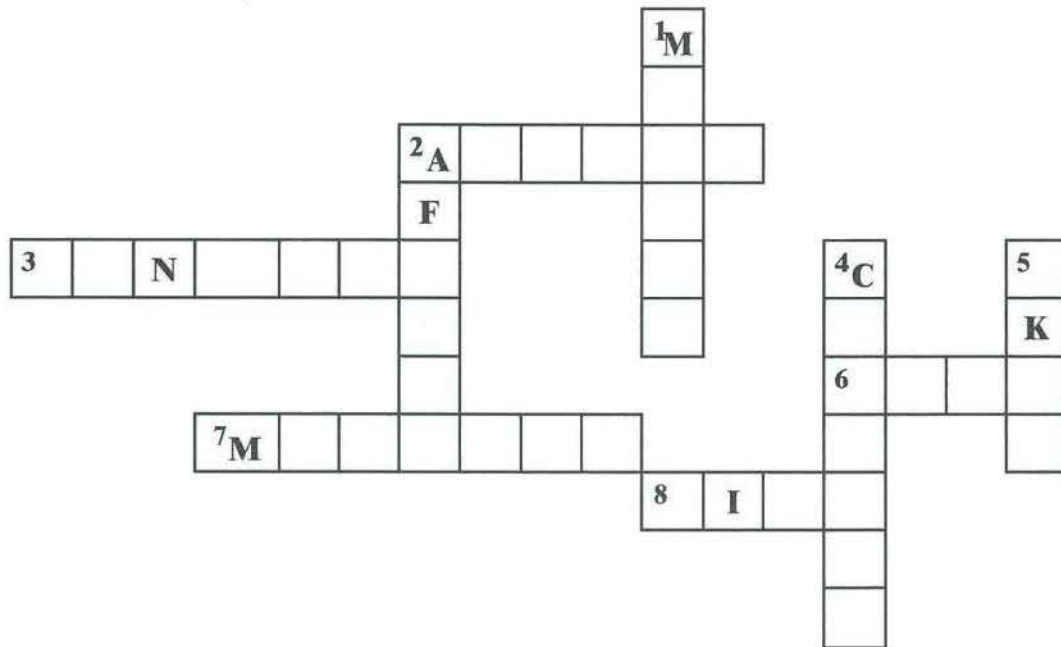
1. A muslim church
2. Slaves came to Guyana from this continent
4. A staple food planted by the Amerindians
5. Used to make musical instruments e.g. Drums

Points to Remember

- The Amerindians were the first people to come to the land now called Guyana.
- They came from Asia by crossing the Bering Strait.
- Amerindians are mostly found in the interior parts of Guyana.
- Africans were brought to Guyana as slaves from Africa.
- They worked very hard on sugar plantations for many years.
- They became free men in 1838.
- They bought old plantations to form villages. Their first village is now known as Victoria.
- The East Indians were brought to Guyana as Indentured Immigrants.
- The first set of East Indians labourers arrived in Guyana on the 5th May, 1838.
- They came to work on sugar plantations after the slaves were freed.
- Many of the East Indians remained and settled in Guyana after their period of Indentureship was over.
- Africans, East Indians and Amerindians have contributed greatly to the development of Guyana. They came from different places for various reasons and made Guyana their homeland.

For you to do

1. Make a model of a logie in which East Indians lived, for your Social Studies corner.
2. Find out which group of East Indians will shave the baby's head.
3. When does the shaving of the baby's head take place?
4. Who does the shaving?
5. What happens after the shaving?
6. Find out the name given to the baby's uncle.
7. Find out other birth customs of the East Indians.
8. Can you name two occasions when East Indians dress in the formal wear?
9. Prepare a doll dressed in Indian wear for your Social Studies corner. Let your teacher assist you.
10. Complete this crossword.



Solutions

- Down*
1. Mosque
 2. Africa
 3. Cassava
 4. Skin
- Across*
2. August
 3. Gunghur
 6. Sari
 7. Metagee
 8. Pita

Across

2. Freedom Day is celebrated during the month of _____.
3. A single band worn around the ankles by dancers
6. A traditional female Indian wear
7. A popular food used by the Africans
8. This word means 'father' in Hindi

It has quite a lot of movements. They include fast foot work, spins and body expressions. Female dancers are dressed with long, wide, flowing shalwars and kameez. They also wear gold and silver jewellery. Both male and female wear a special band on their ankle call gunghur. The gunghur is made of tiny ankle bells that make a sound to blend with the beat of the drums.



Odissi

Odissi is a classical dance that has come from Odissa in India. This is a religious dance performed by devoted temple dancers. There are special movements for both the male and female dancers. The main feature of this dance form is the three-bend-posture, You can look at the picture which shows a dance posture. The dancer moves to the beats of Odissi music.



who are honoured receive their National Awards at this ceremony. The Executive President of Guyana distributes the awards at the ceremony.

National Awards are special gifts given to citizens and special persons by a National Award Committee of our country. They are given these awards for the work they have done for our country.

Persons who receive National Awards may be farmers, sportsmen, artists, soldiers, teachers, priests, engineers, and other types of workers. Persons who live in other countries and who have helped Guyana may also be given National Awards.

Types of Awards

Here are pictures of the symbols representing the major National Awards.



Order of Excellence



Order of Roraima



Cacique Crown
of Honour



Golden Arrow
of Achievement



Medal of Service

The highest National Award is the Order of Excellence. Two persons who were given this Award are the first Executive President of Guyana, the late Honourable Linden Forbes Sampson Burnham and the Honourable Janet Jagan who was also an Executive President. They received their awards for their work in Guyanese politics.

The second highest National Award is the Order of Roraima which is given for outstanding national effort. Ms. Viola Burnham, the widow of the late President L.F.S. Burnham was one of the persons who received this award.

The Cacique Crown of Honour and the Golden Arrow of Achievement are awarded to persons and groups. These awards are for their contribution to nation-building.

Many of our soldiers, policemen, firemen, public servants, community leaders and other workers have also received awards under the Order of Service, for protecting and serving our nation. This award can be either a military award or a service award.

Some National Awardees

Here are some persons who received National Awards. The reasons for giving these awards are also stated.



Janet Jagan, OE

She is a social worker who spent many years working with Guyanese women to develop themselves. She also supported her husband, President Cheddi Jagan, in his political work towards the attainment of Guyana's Independence. She was also an Executive President of Guyana.



Clive Lloyd, CCH

This cricketer is a great batsman. He was captain of the Guyana and the West Indies Cricket Team. He made the West Indies Cricket Team the best in the world during the 1980's.



Ptolemy Reid, OE

He was a very successful veterinarian and politician. He was a Prime Minister of Guyana. The late Dr. P. A. Reid was a very successful farmer.



The Woodside Choir, MS

This group is made up of many excellent musicians and singers and has won many competitions. It has performed at many national and international functions.

More about National Awards

To make it easier to write these awards we have made them shorter. Below are the abbreviations for some of our National Awards.

Order of Excellence	OE
Order of Roraima	OR
Cacique Crown of Honour	CCH
Golden Arrow of Achievement	AA
Medal of Service	MS
Military Service Medal	MSM
Disciplinary Service Medal	DSM

Persons who receive awards use the abbreviations after their names. For example, an Amerindian health worker Rita Hunter, who received the Medal of Service can write her name as Rita Hunter, MS.

For you to do

1. How should these persons' names be written after receiving National Awards. Follow the first example.

Joycelynne Loncke has received the Cacique Crown of Honour – Joycelynne Loncke, CCH.

Roland Da Silva has received the Cacique Crown of Honour – Roland Da Silva,_____.

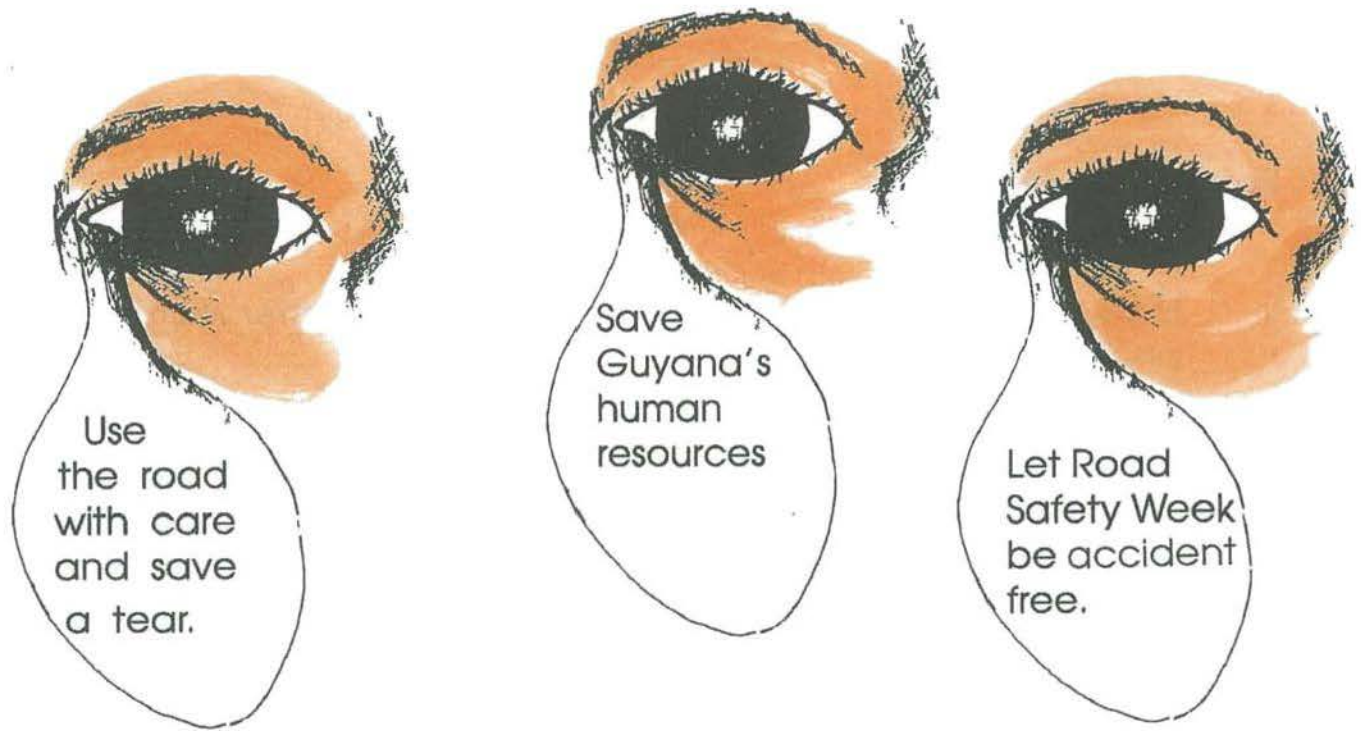
Kenneth De Abreu has received the Golden Arrow of Achievement – Kenneth De Abreu,_____.

Ramdular Sugrim has received the Medal of Service– Ramdular Sugrim,_____.

2. Name and describe our highest National Award.
3. Write the names of two persons who received the Order of Excellence.
4. Collect pictures of National Awards and paste them in your book.
5. Group awards were given to:
 - steel bands.
 - choirs.
 - co-operative societies.

Let your teacher help you to name some groups that have been given National Awards. Name the types of medals they received.

Nationally Celebrated Weeks Road Safety Week



These are some slogans that are used to observe Road Safety Week. Road Safety Week observances started many, years ago. This week is observed every year in the month of October. Drivers, cyclists, and pedestrians must use the road carefully at all times. Jay walking by pedestrians or speeding by vehicles can cause accidents. These accidents can cause damage to vehicles and cycles and injury or death to persons.

The traffic department of the Police Force has selected a week when road users – drivers of vehicles, cyclists and pedestrians – are reminded to practise all traffic rules. During this week, Schools' Safety Patrols take part in various activities to highlight observance of traffic rules.

Some of the activities during Road Safety Week are:

- visits and talks to schools by members of the Police Traffic Department
- rallies
- handing out leaflets on traffic awareness
- radio and television broadcasts on use of the road
- best drivers' competition.

For you to do

1. Discuss the slogans on page 52
2. Answer these questions
 - (a) Why is Road Safety Week important?
 - (b) How is Road Safety Week observed?
4. Make an acrostic

S - stand at the kerb and look right and left before crossing the road.

A
F
E
T
Y
5. Read this passage. See how many traffic offences you can list.

Alleged hit and run driver charged

A driver appeared before a Principal Magistrate at Court yesterday. The driver faced several traffic offences following an accident that involved a pedestrian. The pedestrian had broken a leg as a result of the accident. The driver was charged with dangerous driving, failing to stop at a traffic light, failure to stop after an accident, neglecting to render assistance after the accident and driving an unfit vehicle.

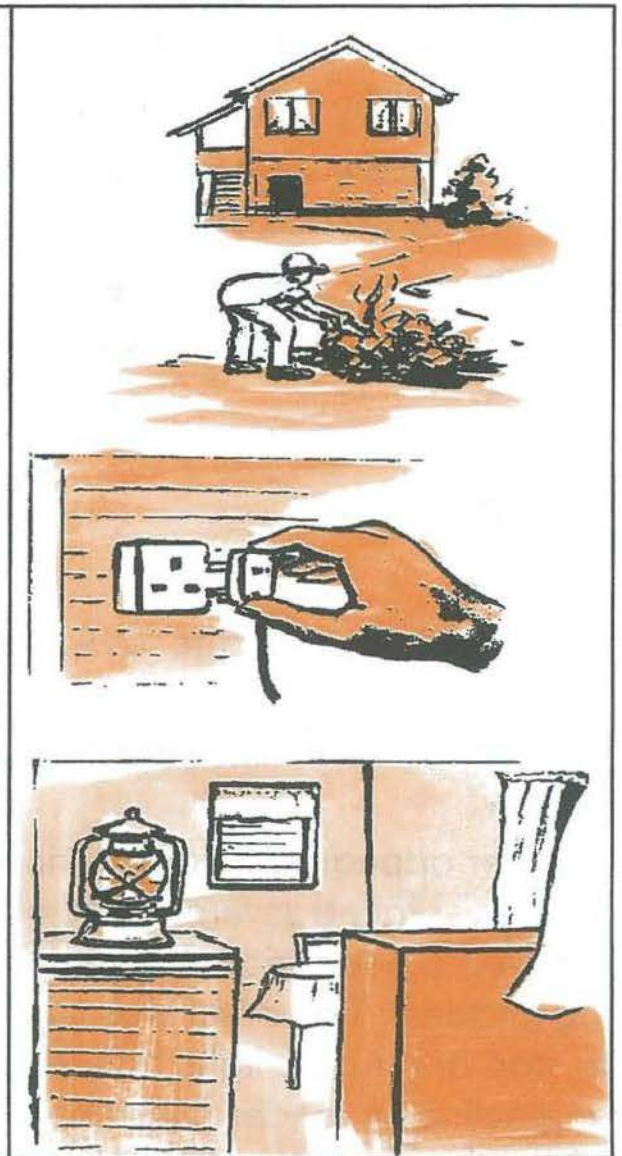
Fire Prevention Week

This week is observed every year in the month of October. Fires take place very often, sometimes through carelessness and through faulty electrical wires. Fires leave families homeless and sometimes in poverty. Everything they own can be destroyed within minutes by fire. To avoid fires:-

Don't do these



Do these



The dangers of fire have caused great concern to the members of the Fire Prevention Unit. 'Fire Prevention Week' is observed in order to draw the public attention to measures of avoiding fires. During this week, there are radio broadcasts, film shows and posters on Fire Prevention. There are also visits to buildings to check on safety equipment such as fire escape steps, fire extinguishers and electrical wiring. Fire drills are also done in schools and work places.



In the country side, many families tend to have their kitchen outside. This is very important when their homes are made of branches and palms.



Long ago many homes had a separate section or hut for cooking. It would be harder for a fire in the kitchen, to destroy the entire house. Today some house are still built this way.

Remember at all times, that you should practise fire safety rules.



For you to do

1. Match these:
 - (a) We should not
- are removed from points after use.
 - (b) Make sure plugs
- smoking in bed.
 - (c) Keep lighted coils
- while they are lighted.
 - (d) Tell Mum or Dad to avoid
- play with matches or fuses.
 - (e) Never fill lamps
- in safe places and away from paper or clothing.

2. Collect pictures of fire extinguishers and buildings with fire escape steps. Paste them in your book. Write sentences about them.

3. Read and try to remember these hints on how to act if there is a fire.
 - (a) Leave a burning house as quickly as possible. Do not hide under the bed or in the bathroom.
 - (b) Stay away from a burning building at all times.
 - (c) Phone 912 for the fire service.

4.
 - (a) Tell your parents you must always be left at home with an adult.
 - (b) Stay away from stoves, matches or electrical switches.

5. With your teacher's help prepare a poster on, 'Fire Prevention'.

Youth Week

**YOUTHS ARE THE
FUTURE LEADERS
OF GUYANA**

**YOUTHS EDUCATE
YOURSELVES! SUCCESS
COMES THROUGH
HARD WORK**

**YOUTHS
FOR
NATION-BUILDING**

Such slogans as these are used in observance of Youth Week.

Youth Week is observed every year during the month of May. Independence Day, 26th May, falls in this week.

During 'Youth Week' attention is placed mostly on the young people in every community. This week gives them an opportunity to take part in activities, which will help them to develop themselves and the communities in which they live.

Some of the activities that are planned for this week are radio and television broadcasts, debates, seminars, community cleaning, visits to the shut-ins, sports and games, rallies, film shows, and fund-raising activities.

Here is a picture of children marching in a Youth Week Parade.



For you to do

1. Answer these questions:
 - (i) When is Youth Week celebrated?
 - (ii) How is it celebrated in your community?
 - (iii) Why is Youth Week observed?
2. Collect pictures of Youth Week activities from the newspapers and mount them on the bulletin board in your school.

Points to Remember

- A National Award is a reward given for outstanding service to the nation.
- Guyana has a number of National Awards.
- Any Guyanese or non-Guyanese can be given National Awards.
- A group can also be given a National Award.
- These awards are presented by the President, at a special ceremony called the Investiture Ceremony.
- National Awards can be written as abbreviations e.g. OE means Order of Excellence.
- Ensure that you take part in nationally celebrated weeks such as:
 - (a) Fire Prevention Week
 - (b) Road Safety Week
 - (c) Youth Week
- Motorists, cyclists and pedestrians should observe Road Safety rules at all times.
- Never play with matches, electrical wires or stoves.
- You should take part in activities that will help your community to develop.

NOT FOR SALE

6 Health and Safety Using Medicines

There are medicines such as aspirins which your parents keep in cupboards in their homes. Sometimes, when you feel unwell, you use aspirins or a cough syrup. They help you to feel better.



Medicines help to heal the body.
These medicines, may be in the form
of liquids, tablets, powders or ointments.

Medicine must be labelled. You must read the labels and use the medicine as directed. Medicine is different from sweets and drinks. You cannot use them as you like. Your family doctor, or pharmacist tells mother or father how you should take your medicine.

The amount of medicine you should take at a time is called a dose. This is stated on the label of the bottle or box. If you use more than the dosage stated on the label, you may not feel well. You may cause harm to your body and death may be the result. Here are examples of instructions for the use of medicines.

Dosage	Dosage
Take 1 tablet three times a day after meals.	Take 1 teaspoon every four hours. Do not exceed stated dose.

For you to do

Collect and bring to school, labels written on cough syrup boxes or medicine bottles. With the help of your teacher read the labels and talk about the dosage for the different kinds of medicine.

Leisure

“All work and no play makes Jack a dull boy.” Time for leisure is very important especially after a hard day’s work. There are many ways in which people engage in leisure activities or spend their time when they are not at school or work.

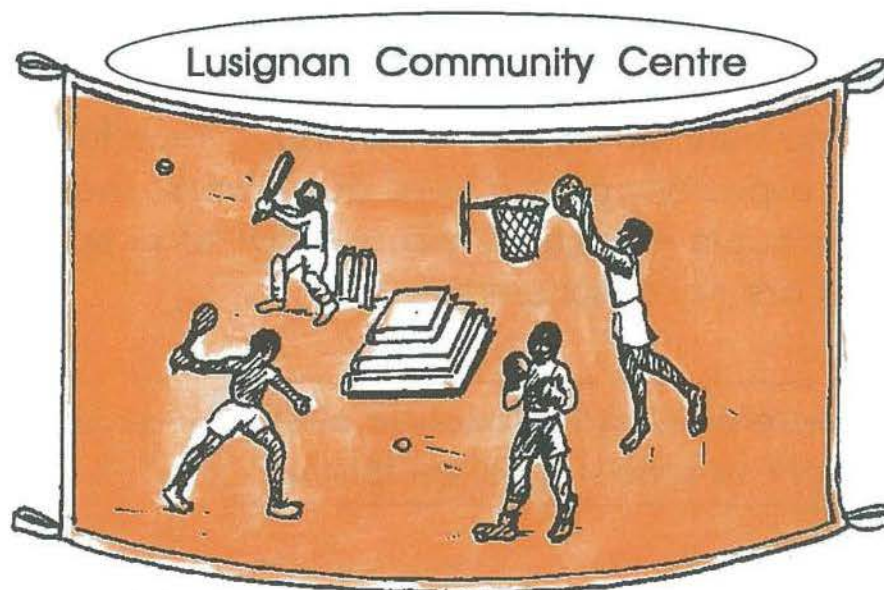
Recreation and relaxation after work or school is called leisure.

Communities everywhere have places where people can relax and recreate.

Some communities have parks and playgrounds

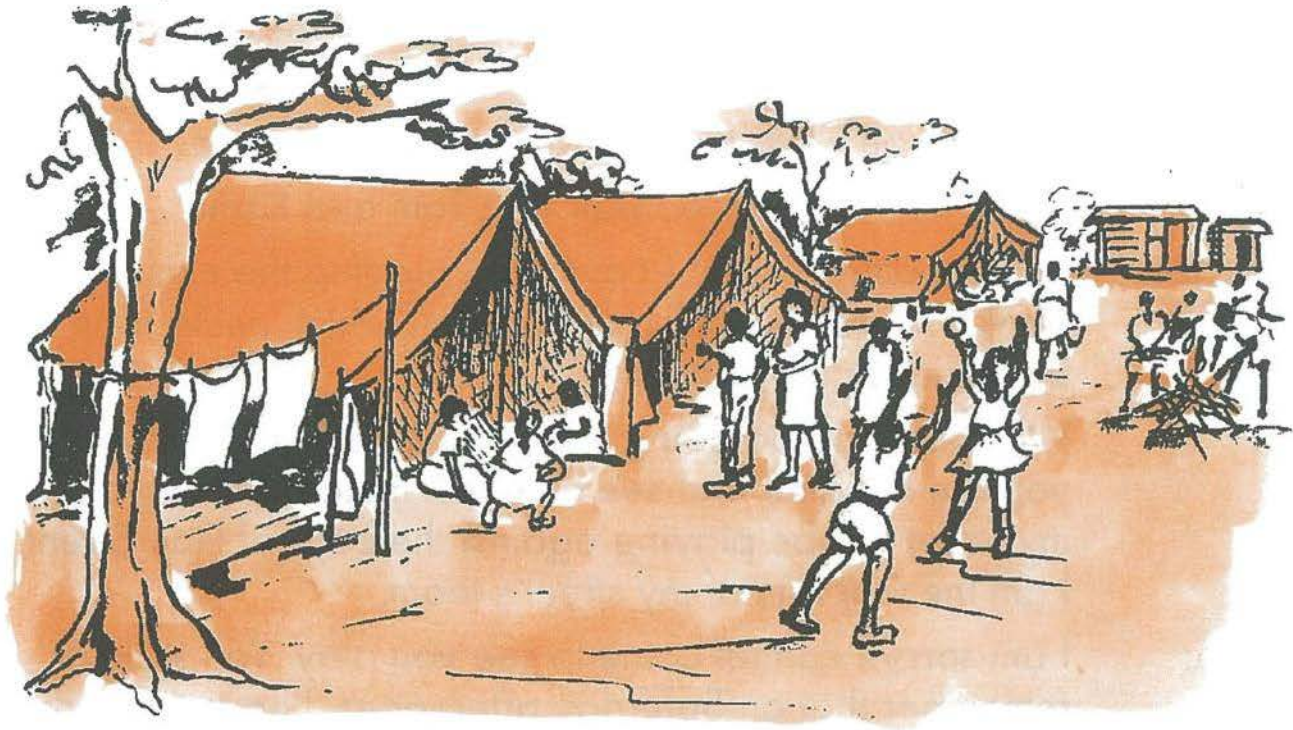


Some communities have cinemas or community centres



Banner showing different leisure activities that take place at a community centre.

Some communities have beaches and camping grounds.



Which one of these recreational places is found in your community?

Name it?

Relaxing during a weekend

It is Friday evening. Here is a telephone conversation between classmates, Ron and Dave.

Dave: Hello Ron!
Ron: Hello Dave!
Dave: How are you this evening?



Dave



Ron

Ron: I am quite well, thank you.

- Dave: Did you get home from school safely and on time?
- Ron: I missed the first bus but I got home before it was dark.
- Dave: I guess you were playing football after classes.
- Ron: Yes, I was playing football with Tom and Sam.
- Dave: When I came home, I continued reading the exciting book, "Adventures of Tom Sawyer" which uncle John gave me for my birthday.
- What will you be doing tomorrow afternoon? Would you like to come and see a cricket match. The boys in my street will be playing against the boys of Pine Street. I am the Captain of my street's team.
- Ron: I am sorry I cannot come to see you play. You should remember that on Saturday afternoons, I have to work in my parents' kitchen garden. It is also club afternoon. Tomorrow, there will be a special programme; it is the club's first anniversary.
- Dave: Bye Ron! Enjoy your week-end.

There are many other activities you could enjoy in your leisure time.

- You can play games in the park, playground or open spaces in your community.
- You can visit friends or relatives.
- You can visit the church, theatre, cinema or cultural centre.
- You can attend the meetings of your Bible Club or any other group.

Of course some children who live in the interior of Guyana may spend their weekends differently. They may work on their parents' farm, go swimming or hunting, do craftwork or help prepare food.

Tell your class how you spend your leisure or spare time. People benefit when they use their spare time to take part in useful activities. The activities help to keep the body fit and the mind alert.

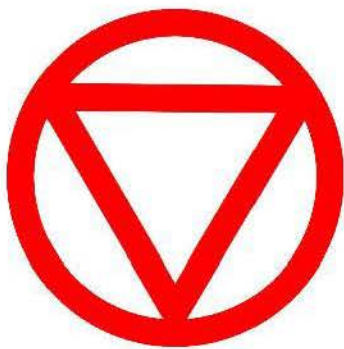
For you to do

1. Draw a poster showing one form of leisure activity which you enjoy.
2. Name some activities in which you can spend your leisure time when you are away from school.

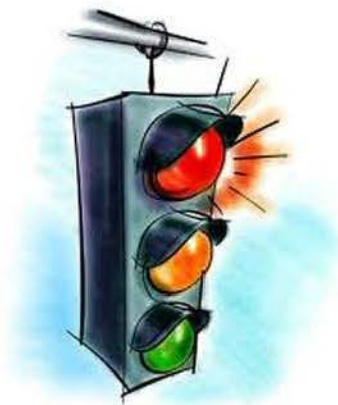
Traffic Safety

Safety practices on the road

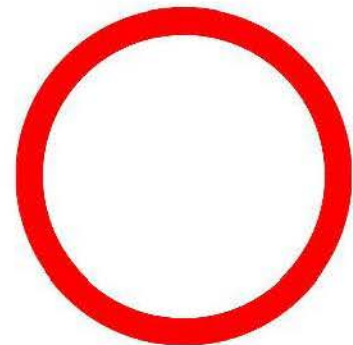
To help you use the road safely, there are signs and markings along the street or road. Can you recognize the following signs? They are all warning signs. Their descriptions are in a box on the next page.



(a)



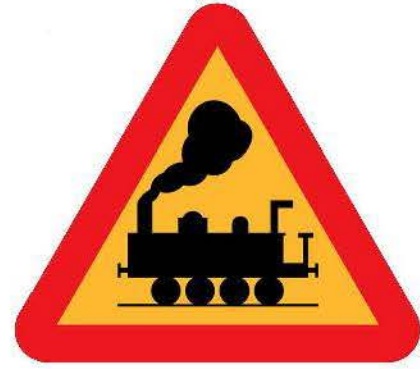
(b)



(c)



(d)



(e)



(f)



(g)

- (a) A no drive zone at a wide four corner.
- (b) Traffic lights control traffic.
- (c) 45 km/h tells you how fast you can drive.
- (d) Dangerous bend ahead.
- (e) A train crossing.
- (f) A pedestrian crossing.
- (g) School nearby. Drive carefully.

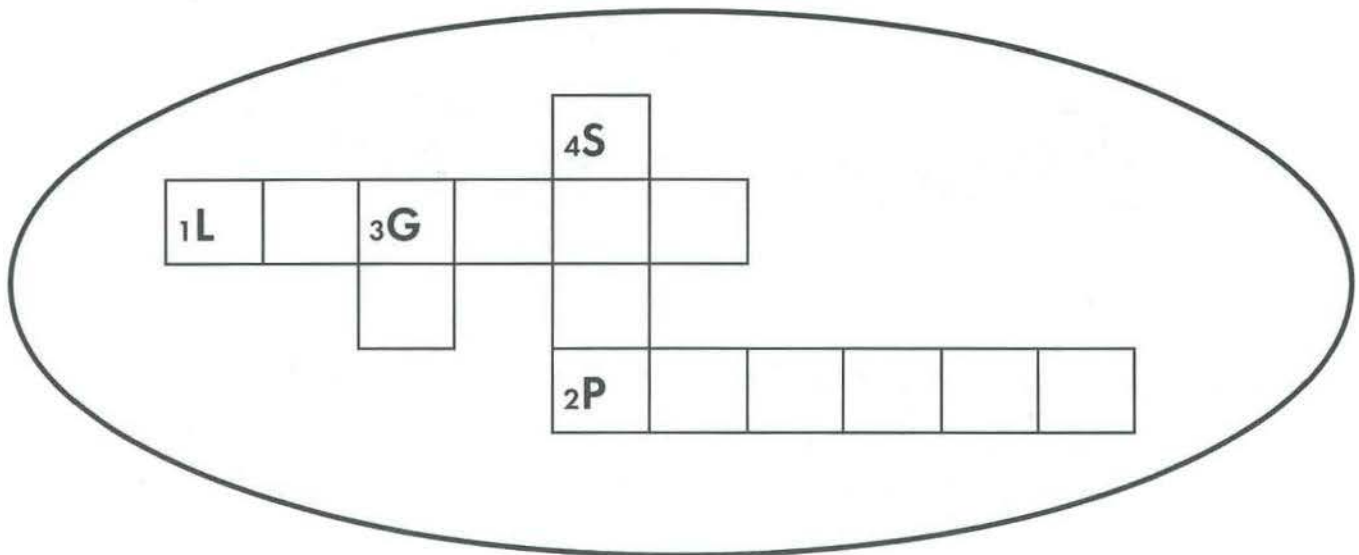
There are many other signs. Find out what they mean from an adult. You can draw them and write down their meanings.

- Road safety rules of our country say that cycles, cars and other vehicles must use the left-hand side of the road or street.
- People must walk on the right-hand side of the road, to face the on-coming traffic.

- When sirens from the fire engine, ambulance or police vehicles are sounded, other vehicles must pull in the near corner and stop to give way. Pedestrians must also stand in the corner until the vehicle passes.
- Vehicles must have working lights on at nights. Pedestrians must wear light – coloured clothing which can be seen better in the dark.
- When walking on a trail in the jungle be careful when you are walking under trees. Snakes like to lie in the dead leaves on the ground and in the branches of the trees. These snakes can attack you.

For you to do

Complete the crossword below, the clues are below.



Across

1. These are used to control traffic on the road.
2. They are usually on the lookout for persons who break the law.

Down

3. The green light says_____.
4. Vehicles must do this when they get to a major road.

Safety practices on and in water

The holiday makers are enjoying their boat ride and swimming. Those who swim are wearing goggles and life tubes. The boat carries life-jackets or life-belts which the passengers must wear when they go in the boat.



Why do you think the man in the boat is wearing a life-jacket? Buoys and poles in the water help to guide boats away from rocks. Therefore, all boat captains must look carefully for these river signals and obey the rules.

Some children who live along the river banks row or drive their own boats to school. They observe the signs near the landings to avoid accidents.

In our riverain communities like the Pomeroon, people travel from one place to another by boats. Here are some safety rules they follow.

- They sit evenly in the boat. They do not move around when the boat is moving.
- They are very careful when boarding the boat. They wait on the captain's instructions.
- They must wear life-jackets or life-belt at all times.

For you to do

Read this story and then answer the questions below.

**Overcrowded speedboat capsized, three drowned.
Fishing boat rescues others.**

"The speedboat was travelling very fast. It was not balanced. The captain did not slow down. He shouted, 'Sit firm!'. Seconds later the passengers fell overboard. Passengers shouted for life-jackets. No life-jackets were on board. It was like a night-mare.. A passing fishing boat rescued some passengers but failed to rescue the three."

- (i) List the safety rules which were not observed.
- (ii) If you were the Harbour Master list some of the penalties you would enforce to prevent careless use of the river.

Safety practices in the air

Children who live in the forests and savannahs of Guyana sometimes travel by air to the towns or villages on the coast. The distance from their community to the coast is very far and if they travel by road or trails they would take many days.



Pilots who fly the aeroplanes must follow air traffic rules. Here are some of them.

- At every airport when the aeroplane is ready to take off, air traffic controller tells the pilot by radio when it is safe to do so.
When the aeroplane is ready to land, the pilot sends messages to find out if the conditions are safe for landing. It will not be safe if it is raining heavily or if animals are on the runway/airstrip.
- At landing and taking off time, all travellers must fasten their seat belts and observe the no-smoking signs.
- Ground attendants make sure that airstrips and runways are free from animals or objects.

For a better way of life, try to:
Avoid stealing:



Sometimes you may see something that you would like to have e.g. a fruit in you neighbour's yard, or an item at home. Ask permission to take it.

Tell your teacher what the boys in the picture are doing.

Taking something without asking for it, is stealing.

Avoid abusive language:

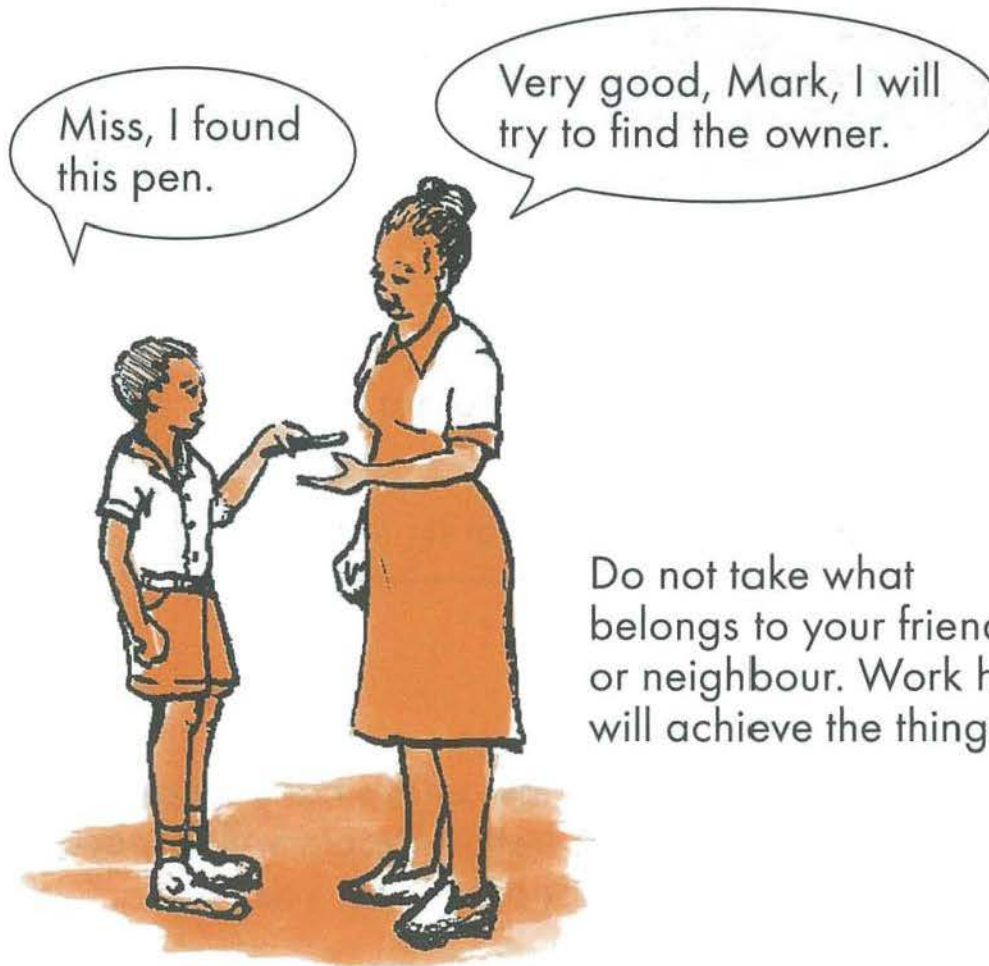
Using indecent language is against the law and is not accepted in our society. Clean, pure language is better. People will respect you. They will feel more comfortable speaking with you.

Do not swear or curse. It is unhealthy and disrespectful.

Rules for good behaviour have been made into laws in our country, Guyana. Can you imagine the disorder that would have existed if there were no laws in our country? Laws also help to improve our way of life. As children, we first learn that quiet speech is a sign of refinement. Even in church you learn rules-love your neighbour as yourself.

Rules or laws help to develop discipline among members of the community.

Study the scene below. Has Mark done the right thing?



Do not take what belongs to your friend or neighbour. Work hard and you will achieve the things you need.

Honesty is the Best Policy

3. Write two sentences stating how you could show respect to:
- (a) an old neighbour who does not see well.
 - (b) your friends or schoolmates on the street.
 - (c) the shopkeeper.

Rules we observe for better living

Read the newspaper clippings below. They tell us about some behaviours that are not good for a healthy community.

Magistrate tells young lad not to steal again

At the school's first assembly, Headteacher tells students to curb the use of indecent language

Mayor warns citizens against dumping rubbish at street corners

Court fines husband \$10,000.00 for wounding neighbour



"Mrs. Smith! We have come to help you."

Mrs. Smith was thankful. Randy and Sam carried the basket, while Mrs. Smith carried the bag. Mrs. Smith thanked the boys for being so kind, helpful and polite to her.

Randy and Sam showed how children should behave. They should always be courteous and show respect and care for the elderly. There are other ways in which you can show respect. Can you state a few of them? How do you show respect for the elderly at home? How do you help the blind on the street?

We must always show respect and care for the elderly.

For you to do

1. Read the conversation again. List the words that show care and respect.
2. From this list below, write the statements that show care and respect.
 - (a) Refusing to give an elderly person a seat in the bus.
 - (b) Helping a little child to cross the road.
 - (c) Helping an old man across the street.
 - (d) Throwing stones at dogs.
 - (e) Saying unkind things about someone.

7 Responsibilities to our Community Demonstrating respect and care



One Friday afternoon, Randy and Sam stopped at the snow cone cart on their way home. Read what took place.

- Randy: Good afternoon Mr. John!
Mr. John: Good afternoon boys! May I help you?
Randy: Kindly give me two snow cones.
Mr. John: Here are your snow cones.
Randy: Thank you, Mr. John.
Randy: Here is one for you, Sam.
Sam: Thank you Randy.
Randy: Look up the road. Who do you see?

Sam looked and saw Mrs. Smith, his neighbour. She was limping along with a bag and a basket with groceries. Randy and Sam approached Mrs. Smith and politely said, "Good afternoon

For you to do

Whenever you visit the airport or an airstrip, observe some of the safety signs and symbols used.

Points to remember

- Medicine must be prescribed by your doctor for you and the correct dose must be taken.
- Leisure activities help your bodies to keep healthy and keep your minds active.
- Practising safety rules protects you from danger. The observance of these rules helps you to avoid accidents when travelling by land, water or air.



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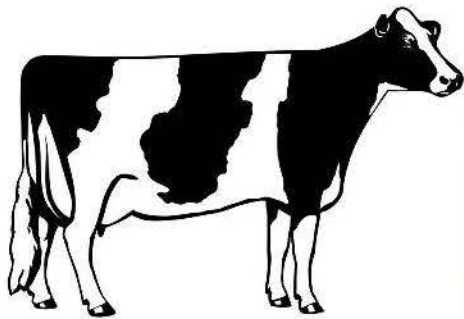
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2. Discuss with your teacher why we must care and protect our animals and plants.

Points to Remember

- Show care and respect for the elderly in your community.
- Observe rules and laws at all times.
- Take care of property, plants and animals in you community.

Trees provide us with food and help add beauty to our community. They also provide shade during hot, sunny days. Young children often pull at the limbs and leaves of trees as they pass along. This can destroy both the fruits and the trees. It can also spoil the beauty of the community.

Some communities have large areas of food crops. These crops include rice, ground provisions and green vegetables. The crops need special care in order to grow properly. The farmer takes care of his crops but sometimes he invites a specially trained person to advise him, when he has problems. This person is the **Agricultural Field Assistant**.

Plants should be cared for. They provide food and also help to beautify the community.

For you to do

Here are some useful animals and plants in the community.

1. Add letters to the blanks to complete the names-of these plants and creatures.



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-er-



-ibiscu-



Some boys like to go to birds' nest and take out the nestlings. Most time these birds die because they are too young to be removed from the nest. They also do the same with the young fish found in the trenches. This habit shows that they do not care for the animals in the community.

We must take care of the animals in our community. They can be useful in many ways.

Plants



Look at the picture. Have you ever done this?

What can happen to the young fruits?
What can happen to the tree?

Doing this helps to destroy the tree. You can also fall and hurt yourself.

Protecting animals and plants in the community

Animals

People in the community are responsible for caring animals and plants. The dog is a very useful animal in a community. It provides us with companionship and acts as a guard. There are other useful animals in a community. Can you name some of them?

Besides being fed and cleaned, animals need special care. There is a person who is trained to look after the health of animals. That person is a veterinarian but is usually called a vet. When our animals become sick, we either take them to the vet or ask the vet to visit them.



Birds are useful in a community. They help us to obtain new plants by pollinating flowers, and scattering seeds of fruits. They also eat many insects that may damage plants.



Avoid fights:



When your friends, classmates or persons you know are engaged in quarrels, try to make peace. If you disagree with your friend, try to settle the matter before you quarrel or fight.

Fighting does not solve problems. Use other means.

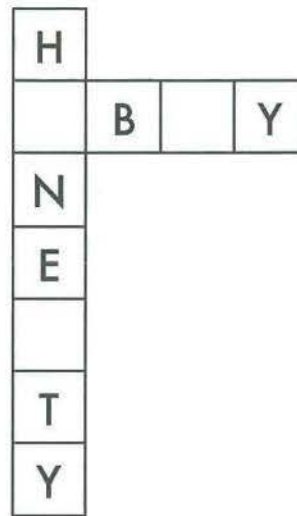
It is good for you, while you are young to follow rules, and the laws of the country. This will help you to become a responsible and respectable citizen.

Always be a responsible and respectable citizen.

For you to do

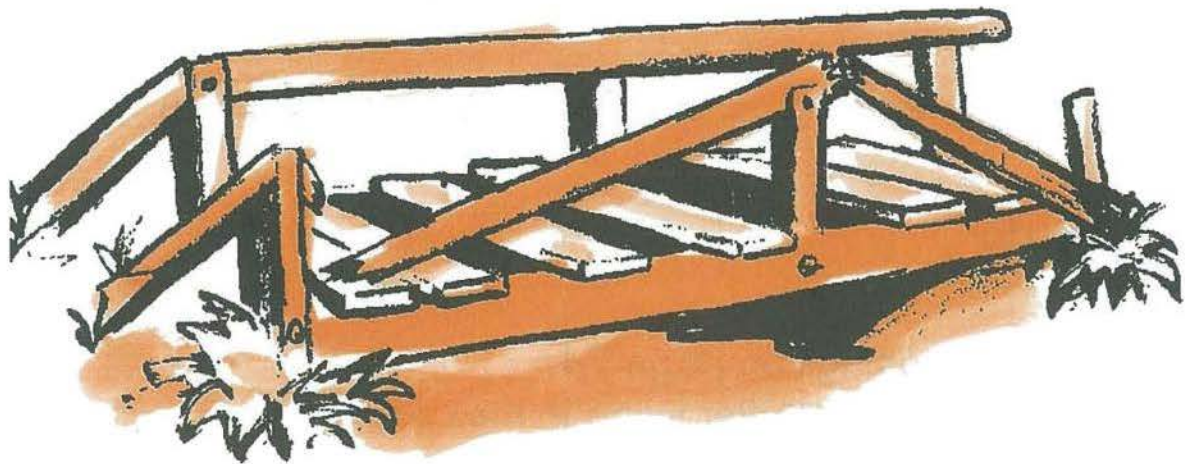
1. Read the clippings on page 74.
2. List three rules for better living in the community.
3. Make a mobile with these rules for a moral corner.
4. Answer these questions:
 - (a) What happens when people disobey laws?
 - (b) If you find some money on the floor in the classroom, what should you do?

5. Put in the missing letters in this criss-cross, to form two words that are concerned with our behaviour.



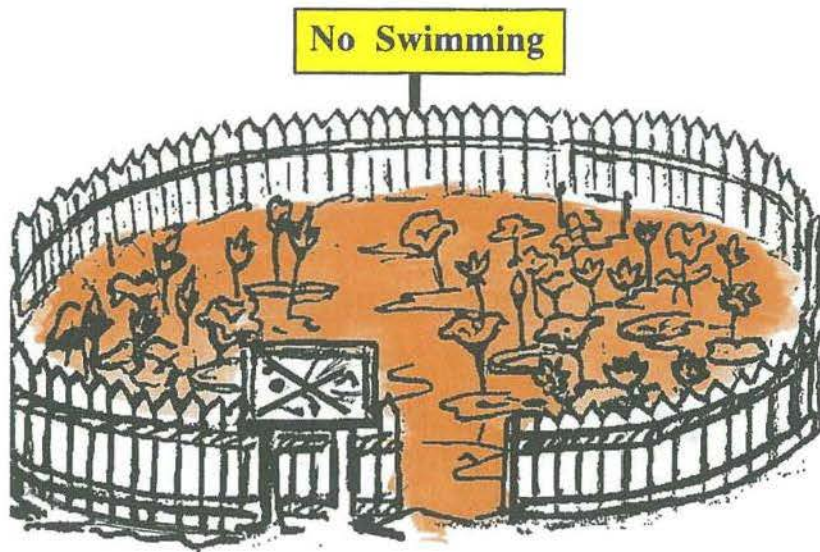
Protecting property in the community

Look at the bridge and describe it to your teacher. Can you tell what has spoiled its appearance?



Some people in the community have a habit of sitting on the rails of bridges. They also paste posters of meetings, parties and sports on the rails of bridges. Other people draw on the rails. These things are even done on buildings such as churches and schools. These habits spoil the neat appearance of our community. They help to make the community look untidy. These actions also help to destroy buildings in the community.

Caring for plants



This is a pond in which beautiful lilies grow. People buy these lilies to beautify their homes and to decorate other buildings on special occasions.

To take care of these lilies, a warning sign is put outside of the pond. It prevents people from bathing and swimming in the pond. It also prevents people from destroying the plants. Where else would you find signs which help to protect property?

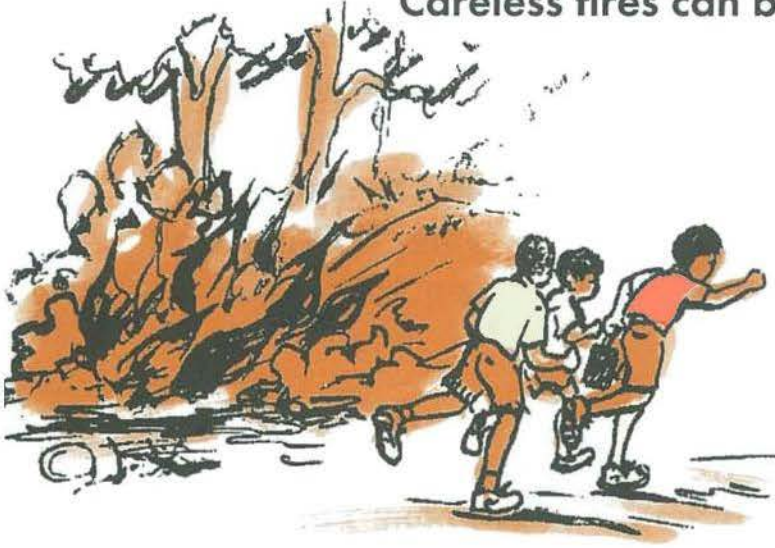
Note warning signs and obey them.

For you to do

1. Make a poster to show how public property can be protected.
2. Answer these questions:
 - (a) If you see some one pasting hand bills, on the rails of a bridge or on the walls of a building what would you do?
 - (b) Is it dangerous to set fire to very dry grass? Why?
 - (c) Is it wise to obey a warning sign. Why?

People in the community should help to care and protect property which includes bridges, buildings, electric poles, telephone booths and road and river signs.

Careless fires can be dangerous



One hot, sunny day during the dry season in August, Randy, Sam and their friend Jim, went to the backdam to catch fish.

They caught six fishes. While looking at the fishes they had caught, they decided that it would be a good thing to cook them there. Randy said, "We have no matches."

Jim said, "I have a box in my pocket".

The boys cleaned the fish and wrapped them with banana leaves. Afterwards, they made a fireside with stones, and gathered dried grass and sticks. They made a fire to cook the fish. The fire blazed and got out of control. It began to burn the dry grass nearby and spread to the rice farms across the dam. They boys became afraid and ran home. Fortunately, the fire was later put out by some people.

When the weather is hot and dry, be careful when lighting fires.

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