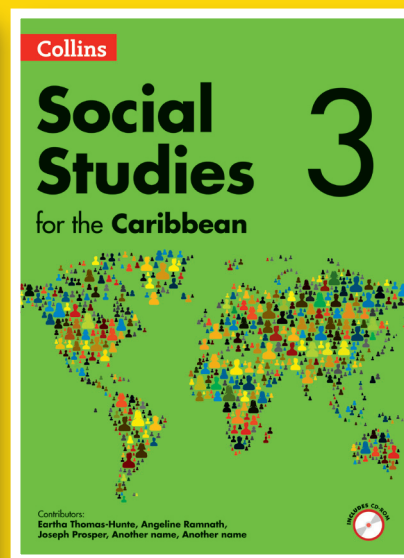
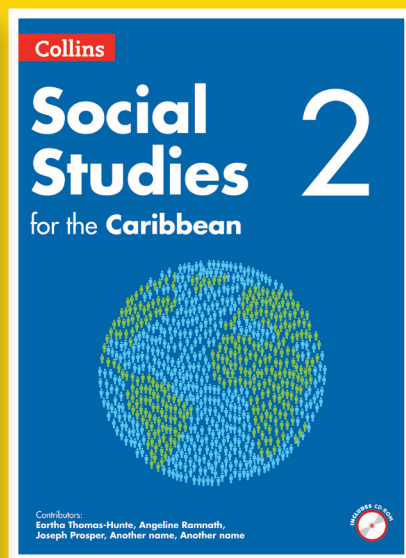
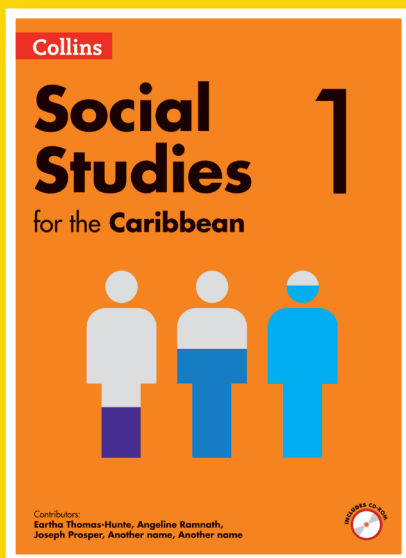


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Sample Units



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Contents

Contents and Features	2–3
Sample Unit Student Book 1	4
Sample Unit Student Book 2	8
Sample Unit Student Book 3	12

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Social Studies

for the Caribbean

Contents Form 1

How to use this book

- Unit 1:** My Personal World
- Unit 2:** The Nature of Work
- Unit 3:** History
- Unit 4:** Rules, Regulations, Rewards, and Sanctions
- Unit 5:** Our Multi-Cultural Society
- Unit 6:** Religious Studies
- Unit 7:** The Caribbean Region
- Unit 8:** Physical Resources and our Environment
- Unit 9:** Geography

Glossary

Index

Acknowledgements

Contents Form 2

How to use this book

- Unit 1:** Personal Relationships
- Unit 2:** The Meaning of Democracy
- Unit 3:** Trinidad and Tobago's Heritage
- Unit 4:** Mapping Trinidad and Tobago
- Unit 5:** Humanitarian Law
- Unit 6:** The Natural Environment
- Unit 7:** Developing Human Resources
- Unit 8:** Economic Diversification
- Unit 9:** The Caribbean Area
- Unit 10:** Caribbean Cultural Heritage
- Unit 11:** Physical Characteristics of Trinidad and Tobago

Glossary

Index

Acknowledgements

Contents Form 3

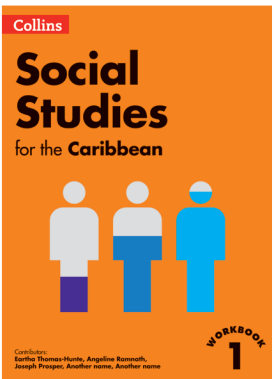
How to use this book

- Unit 1:** Preparing for the World of Work
- Unit 2:** The Electoral Process in Trinidad and Tobago
- Unit 3:** National Identity
- Unit 4:** Economic Diversification
- Unit 5:** Structure and Function of Government
- Unit 6:** Economic Development
- Unit 7:** The Caribbean Area
- Unit 8:** Economic Development

Glossary

Index

Acknowledgements



Workbooks

Workbooks are available to accompany each of the Student Books

Features

Illustrations help show students Social Studies topics in a local and global context

Each spread has interesting activities, such as research, project, discussion and practical activities to help students learn and understand

Clear **explanations** introduce each topic

Learning objectives tell students what they will be learning about on these pages

Case studies help students to further develop and learn about the topic

Did you know...? contains fascinating extra facts and information

Unit 5: Our heritage

Cultural backgrounds: Trinbagonians

The **fusion** of different cultural backgrounds has helped to provide a rich heritage for the people who live in Trinidad and Tobago today. Looking after that heritage is a great responsibility.

Multi-cultural

Trinidad and Tobago is a **multi-cultural** society, which means there are people of many different cultures living in the country. There are Indo-Trinbagonians and Afro-Trinbagonians, as well as people with mixed cultural backgrounds.

Heritage and cultural heritage

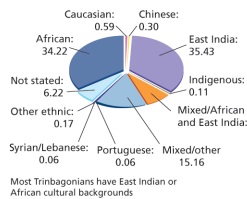
Heritage is something that is inherited from the past – you do not make it. Heritage can be natural, like mountains and rivers, or Pigeon Point Beach. Heritage can also be cultural and this includes music, dances, poetry and buildings.

Exercise

- Why is Trinidad and Tobago called a multi-cultural society?
- Give two examples of natural heritage.
- Give two examples of cultural heritage.
- Look at the pie chart.
 - What percentage of people have East Indian backgrounds?
 - What percentage of the population is descended from the Amerindians?
 - Are there more people with Chinese backgrounds or with Syrian-Lebanese backgrounds?

We are learning how to:

- explore the term cultural background
- explain the term multi-cultural



Trinbagonians celebrate their national identity in many ways

National identity

The people who live in Trinidad and Tobago may be from different cultural backgrounds, but they also have a national identity. Trinbagonians or 'Trinis' are part of one nation.

Having a **national identity** means belonging to a state, or a nation, and sharing this feeling of belonging with other people. It also means recognising that not everyone in the group is the same. All countries have national symbols, like flags, that help to create a feeling of national identity.

Case Study

Music and national identity

The music of Trinidad and Tobago is closely linked to the national identity of Trinbagonians. Music has brought people on the islands together and helped them to achieve independence, a sense of identity and a sense of belonging. Music speaks to Trinis.

The African people, who came as slaves from West Africa, brought Kaiso music with them. They sang about their hard lives and criticised the slave owners as they worked on the plantations. The songs had political messages that the slave owners did not understand.

Later, when French immigrants and their slaves arrived, this developed into Calypso music which was sung first in French Creole and later in English. Calypso allowed people to express themselves in song before they were allowed to vote and take an active part in politics.

Soca has evolved from Calypso. Soca in its many forms – Chutney, Groovy, Paranga and Ragga – is a real **fusion** of African, Indian and Caribbean sounds and rhythms.

Questions

- Where did Kaiso music originate?
- Name three ways in which music has contributed to a feeling of national identity in Trinidad and Tobago.
- What 'political messages' do you think were in the songs sung by the slaves?
- Is music an important part of your life as a Trinbagonian? Why or why not?

5.2

Discussion

In groups, discuss what your national identity is. What symbolises, or shows, this identity? How do you express your national identity? What makes you proud of being a Trinbagonian?

Did you know...?

When you reach the age of 15 years old you are entitled to a National Identity Card. This shows that you are a Trinbagonian.

Research

Working in groups identify something that you think is an important part of your heritage in Trinidad and Tobago. Do some research on the Internet and talk to people in your family and community. Do a short presentation to the class. Explain why we should appreciate this part of our heritage.

Key vocabulary

cultural backgrounds
fusion
heritage
multi-cultural
national identity

Questions check students' understanding of each section

Colour photographs help show students Social Studies topics in a local and global context

Key vocabulary are the most important new Social Studies words on this page. Students can look up their meanings in the Glossary.

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Our multi-cultural society

We are learning how to:

- explain the terms ancestor and cultural background

Trinidad and Tobago is a country that embraces many different cultures and people. This makes it unique.

Ancestors

Our **ancestors** are the people from whom we are **descended**. They are members of our family who lived before us.

The ancestors of people who live in Trinidad and Tobago today come from many different countries. Some people are descended from the Amerindians who first lived on the islands, while others are descended from people who came to live here as immigrants.

These immigrants came from Africa, India, China and European countries such as France, Spain, Holland, Britain and Portugal. Immigrants also came from other Caribbean countries and from Middle Eastern countries such as Syria and Lebanon.

Exercise

1. Read the verse from the calypso *Brother Marvin*. Where did this person's ancestors come from?
2. Compare the ancestor mentioned in this calypso to your own ancestors. Then write a few lines of a calypso about your own ancestors.
3. Name six countries from which our ancestors came. Find these places on a map of the world.

Each of these immigrant groups added to the social, religious, ethnic, linguistic and cultural landscape of Trinidad and Tobago.

The **diverse** cultural and religious backgrounds of these groups allow for many festivals and ceremonies throughout the cultural calendar year in Trinidad and Tobago.



Discussion

Which of these people are your ancestors: your cousins, your great-grandmother, your great-great-grandfather, your uncle?

*I am the seed of mih
father
He is the seed of mih
grandfather
Who is the seed of Bahut
Ajah
He came from Calcutta
A stick and bag on he
shoulder
He turban and he kapra
So I am part seed of
India, India
from Jahai Bhai by
Brother Marvin*

Culture and cultural background

5.1

Culture is what makes one group of people think, act and interact with other people in certain ways. It makes a group of people special and different from another group.

A cultural background includes things that a group of people share, like their religion, language, music, traditions, customs, art and history.

The culture of people from Trinidad and Tobago is rich and diverse. People worship in different ways. Some people are Hindus, while others are Christian or Muslim. Everyone speaks English, but people also speak Chinese, Bhojpuri and Creole.

Some people eat rice and sometimes they eat it with chopsticks, instead of knives and forks. They listen to music played on the drums and on the sitar. They celebrate Diwali, Emancipation Day and Christmas.

On 16–17 June 2012, the Trinidad and Tobago Dragon Boat Federation, hosted their second Annual Tobago Dragon Boat Festival at the Pigeon Point Heritage Park. It is one of the island's most famous tourist attractions. Dragon boat racing has a history of 2500 years. The Dragon Boat Festival has become an important part of multi-culturism and is an important sporting event in Trinidad and Tobago.

Discussion

1. What is your cultural background? You can begin by answering these questions:
 - Which languages do you speak?
 - Where do you live?
 - Do you have religious beliefs? What are they?
 - Are you a boy or a girl? Does this matter?
 - How old are you?
2. Why is it important to understand and accept that people have different cultural backgrounds?

Project

Make a presentation about the cultural backgrounds of the students in your class. First, brainstorm your ideas as a class and decide who will do what. Then, work in groups and do your research. Use a computer to make your presentation. Include photographs or illustrations, as well as music.

Did you know...?

The sitar is a musical instrument that comes from India. Mungal Pantar from Trinidad and Tobago is a famous sitar player.



Key vocabulary

ancestor
cultural background
descended
diverse

Cultural backgrounds: Trinbagonians

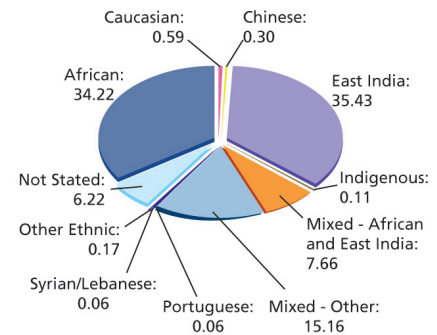
We are learning how to:

- explore the term cultural background
- explain the term multi-cultural

The **fusion** of different cultural backgrounds has helped to provide a rich heritage for the people who live in Trinidad and Tobago today. Looking after that heritage is a great responsibility.

Multi-cultural

Trinidad and Tobago is a **multi-cultural** society, which means there are people of many different cultures living in the country. There are Indo-Trinbagonians and Afro-Trinbagonians, as well as people with mixed cultural backgrounds.



Most Trinbagonians have East Indian or African cultural backgrounds

Heritage and cultural heritage

Heritage is something that is inherited from the past – you do not make it. Heritage can be natural, like mountains and rivers, or Pigeon Point Beach. Heritage can also be cultural and this includes music, dances, poetry and buildings.

Exercise

1. Why is Trinidad and Tobago called a multi-cultural society?
2. Give two examples of natural heritage.
3. Give two examples of cultural heritage.
4. Look at the pie chart.
 - a) What percentage of people have East Indian backgrounds?
 - b) What percentage of the population is descended from the Amerindians?
 - c) Are there more people with Chinese backgrounds or with Syrian-Lebanese backgrounds?



Trinbagonians celebrate their national identity in many ways

National identity

5.2

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Case Study

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Soca has evolved from Calypso. Soca in its many forms – Chutney, Groovy, Paranga and Ragga – is a real **fusion** of African, Indian and Caribbean sounds and rhythms.

Questions

1. Where did Kaiso music originate?
2. Name three ways in which music has contributed to a feeling of national identity in Trinidad and Tobago.
3. What 'political messages' do you think were in the songs sung by the slaves?
4. Is music an important part of your life as a Trinibagonian? Why or why not?

Discussion

In groups, discuss what your national identity is. What symbolises, or shows, this identity? How do you express your national identity? What makes you proud of being a Trinibagonian?

Did you know...?

When you reach the age of 15 years old you are entitled to a National Identity Card. This shows that you are a Trinibagonian.

Research

Working in groups identify something that you think is an important part of your heritage in Trinidad and Tobago. Do some research on the Internet and talk to people in your family and community. Do a short presentation to the class. Explain why we should appreciate this part of our heritage.

Key vocabulary

cultural backgrounds

fusion

heritage

multi-cultural

national identity

Our natural vegetation

We are learning how to:

- identify and describe the natural vegetation of Trinidad and Tobago
- locate areas where vegetation types are found.

The islands of Trinidad and Tobago are located between the **tropics**, close to the Equator, so they enjoy warm weather all year round. There is a high level of rainfall, but unlike equatorial rainforests, Trinidad and Tobago have a wet season and a dry season. Most of the forests are dry forests.

Vegetation of the tropical rainforest

The plant life of the rainforest has some special features that help it to survive the conditions of this **biome**. For example, fan palms have large leaves that fan outwards. The size and shape of these leaves helps the plant catch sunshine and water. The spaces between the leaves allows extra water to wash away.

In a rainforest, there are not many soil nutrients deep underground. The fertile soil lies in a **shallow** layer. The trees can get all their nutrients from shallow roots. However, shallow roots are not strong enough to support tall trees.

Many trees of the rainforest have enormous **buttress** roots that stretch from the ground several metres up the tree trunk. This helps to support and anchor the tree.

Lianas are woody, trailing vines that climb up the trees. They use the trees as support so they can reach the light near the top of the canopy.

Exercise

1. Why is Trinidad and Tobago's environment described as tropical?
2. Give one similarity and one difference between a tropical environment and an equatorial environment.
3. Why do trees in rainforests need buttress roots?



A tropical rainforest, with Palm trees, in Trinidad's rainforests

Discussion

The rainforests have an extremely high diversity of different plants and animals. Discuss what characteristics of this environment make it a good home for so many different types of flora and fauna.

Case Study

6.9

The strange life of the banyan tree

The rainforests of Trinidad and Tobago have many fig trees, an important part of the ecosystem. Fig trees bear fruit several times in a year. Different species fruit at different times. This makes them a major source of food for birds, bats and monkeys.

The banyan (or strangler fig) is a special type of fig tree that has adapted to survive rainforest conditions. The forest floor is a difficult place for a tree to survive. There is not much light, and the ground is not very fertile. So, instead of growing in the ground, the banyan grows on top of another tree. Animals deposit the tiny, sticky seeds in the trees in their droppings. The seed germinates and sends thin roots down the trunk of the supporting 'host tree'.

When the roots reach the ground, they dig down for nutrients and water. At the top, the banyan grows thicker leaves than its host tree, robbing the host of sunlight at the canopy level. Meanwhile, it grows more roots that make a ring around the host tree, tightening and cutting off its flow of water and nutrients.

Eventually the banyan kills its host tree by strangling the trunk, cutting off the supply of sunlight at the canopy and stealing all the nutrients from its base.

Other adaptations of this tree include:

- wide-spreading buttress roots
- aerial roots that grow from the branches, and eventually reach the ground to form new trees
- umbrella-shaped canopies to catch more light
- waxy leaves to protect the tree from drying out in the sunlight or from wind high up in the canopy.

The tree also has a special relationship with a type of wasp that helps to **pollinate** the fruit.

According to Hindu tradition, Buddha once meditated under a banyan tree. It is considered a sacred tree of Burma, Ceylon and India. Banyan trees can live for hundreds of years and spread over an enormous area.

Research

Choose a tree or plant that grows in the rainforests of Trinidad and Tobago. Do some research and write up a report (adding photographs) describing what its main features are, where it is found and how it has adapted to its environment. Here are some examples:

- Trees – coconut palm, breadfruit, flamboyant, poui, cassia, matchwood, teak.
- Flowers – amaryllis lilies, hibiscus, bougainvillea, giant anthurium, heliconia.



A Banyan tree

Questions

1. Explain the name 'strangler fig'.
2. Why are fig trees and animals important to each other?
3. List ways that the banyan has adapted to the kind of environment we have in Trinidad and Tobago.

Key vocabulary

biome
buttress
pollinate
shallow
tropics

Animals in their natural habitat

We are learning how to:

- identify and describe the variety of animals found in Trinidad and Tobago.

The natural habitats in Trinidad and Tobago form homes for highly diverse communities of animals.

Animals of the aquatic habitats

The rivers and streams of Trinidad and Tobago support more than 40 types of freshwater fish. One very common species is the guppy. The wetlands, such as the Bon Accord Lagoon in Tobago, and the Caroni and Nariva Swamps in Trinidad, support reptiles, including the green anaconda and the mata mata turtle. A highly **endangered** species of mammal that lives in the canals and rivers near the Nariva Swamp, on the East coast of Trinidad, is the West Indian Manatee.



A West Indian Manatee swimming near the Nariva Swamp

Animals of the savannah

The savannah habitat is home to many types of mammals, including deer, armadillo, agouti, lappet, opossum and porcupine. The area also has rich birdlife. Some of the common savannah and grassland bird species include the scarlet ibis (the national bird of Trinidad), red-breasted blackbird (known as the soldier bird), blue-black grassquit (known as grassie or johnny-jump-up), striped cuckoo, gray kingbird, fork-tailed flycatcher, green-rumped parrotlet (known as parakeet), savannah hawk and the red-bellied macaw.



The scarlet ibis

Exercise

1. Identify four different natural environment types in Trinidad and Tobago.
2. For each environment, identify a bird, mammal and reptile found in that environment.

Marine animals

The sea life around Trinidad and Tobago has rich populations of fish. There are reef fish, as well as game fish such as grouper, marlin, barracuda and dolphin-fish. The sea is also home to reptiles such as turtles. There are still some



Oilbird parent and chicks on their nest in the Aripo Caves, Trinidad

dolphins in the area, but the whaling industry of the 1800s mostly destroyed the whale population.



Tropical fish at a reef in Tobago

6.10

Did you know...?

Trinidad and Tobago together have more species of birds than any other island in the Caribbean. However, the variety of birds is South American, not West Indian, because of the closeness to the South American continent.

Animals of the rainforest

Rainforests are some of the most **bio-diverse** places in the world. Most of the biodiversity is made up of insects. The insects, as well as the fruits of the trees, provide food for the rich variety of birds that live among the trees. On the forest floor are mammals such as deer, wild pig and tattoo.

Case Study

The Trinidad oilbird

The oilbird is the only **nocturnal** fruit-eating bird in the world. It is only found in Northern South America and in the Main Ridge Forest Reserve in Trinidad. During the day, the oilbird roosts or nests in caves. At night, it forages for fruit from the palm, laurel, incense and camphor plants. Oilbirds may fly up to 75 miles from their caves to find food.

The breeding colony of oilbirds in Dunston Cave has been protected by the World Wildlife Fund since the 1990s. This protection programme has been very successful, with many chicks born to the colony.

The name oilbird comes from the young bird, which gets very fat. Before the oilbird was protected, people collected the fat baby birds for their oil.

Questions

1. What makes the oilbird unusual?
2. What activity threatened the population of oilbirds?
3. Do you think it is a good idea to protect the oilbird? Give reasons for your answer.

Project

Choose one of the topics discussed on pages 166–7 and present a project about it. Include information and pictures, as well as any special environmental issues that your topic raises.

Activity

Choose one of the vegetation regions you have studied. Create a photo collage of the flora and fauna found in this region.

Key vocabulary

bio-diverse
endangered
nocturnal

Our musical heritage

We are learning how to:

- explain the development of emerging subcultures through fusion and syncretism.

Trinidad and Tobago is a 'cultural melting pot', a meeting-place for cultural traditions. People from Africa, Europe and India make up the population, bringing together many different ethnicities, languages, religions and cultural traditions. Our local musical forms are a good example of the many **subcultures**. Each musical subculture is formed through a **fusion** of different influences and styles.

Steelband

The steelpan, an instrument originally made out of oil drums, was invented in Port of Spain in the 1930s. Steel band, also known as pan music, became very popular in the 1940s.

To make pan music, musicians strike steel pans of different sizes with long sticks padded with rubber bands at the ends.

The lead instruments are known as tenors, or ping pongs, and steel pans in different sizes can serve as alto, guitar, cello and bass.



A member of a steelband performing

Calypso

Calypso was originally the national dance of Trinidad and Tobago. The word 'calypso' originally came from the word 'kaiso', which is a West Indian phrase meaning 'Go on!'. Some characteristics of calypso are:

- a 4/4 time signature, with a syncopated beat
- Latin drum rhythms
- call and response
- simple harmonies
- songs that have a verse-and-chorus structure
- subject matter that makes fun of current issues.

The words of calypso often have social or political messages and are combined with the tradition of storytelling. Calypso has also developed into forms of soca.

Research

Choose a particular band or group to research. Find out when the band was formed, the names of the main members, some of their most popular songs, as well as any other interesting information about the group. Bring some of their music to share with your class, as well as pictures from newspapers or the Internet.

Soca

Soca is short for soul-calypso. It is an energetic mix of calypso, salsa and disco music. Characteristics of soca music include horns, Latin percussion, loud and fast drum beats, very loud bass guitar, rhythmic nonsense words or phrases, and lyrics about love and partying.

Chutney

Chutney music is a mix-up of Indian culture and other Caribbean flavours. Chutney music first appeared in the 1940s, at weddings, religious celebrations and in the sugarcane fields, and became very popular with Indo-Caribbeans.

The main instruments are the dholak, dhantal and harmonium. The harmonium provides the **melody** and the dholak and dhantal provide rhythm. The languages are Hindi, English and Bhojpuri. Traditional chutney music had religious themes, but nowadays the **lyrics** are more **contemporary**.

Rapso

Rapso is a blend of poetry and drumming with musical forms such as calypso, reggae, hip hop and soca, using African, Latino and Indian rhythms. It grew out of the political and social movements of the 1970s.

The term 'rapso' was first used in 1980, when the Network Riddim Band released *Busting Out*. Since then, newer rapso artists such as Kindred, Homefront, 3Canal and Ataklan have continued the form.

Exercise

The different subcultures in Caribbean music overlap with each other.

1. Explain this statement giving examples from the musical forms on these pages.
2. Chutney is a kind of Indian relish that mixes up different flavours – spicy, salty, sour and sweet. Explain why you think this name was chosen for chutney music.

3.3



Sally Sagram (left) performs at the Chutney Soca Monarch finals, 2011



Rapso band, 3Canal, performing in Port of Spain

Discussion

Discuss how each group or band or performer (shown above) does, or does not, fit into the subcultures on these pages.

Key vocabulary

contemporary

fusion

lyrics

melody

subculture

Heritage organisations

We are learning how to:

- explore ways of making the future world a better place
- discuss the state's role in preserving national heritage.

UNESCO is the United Nations Educational, Scientific and Cultural Organisation. UNESCO is an international non-governmental organisation that aims to protect and preserve cultural and natural heritage across the world. UNESCO may list these as World Heritage Sites.

National Trust of Trinidad and Tobago

The National Trust of Trinidad and Tobago was established in 1991. It aims to improve communities by safeguarding the built and natural heritage. It does this by:

- buying properties that have special heritage values
- setting up reserves in places that are heritage sites
- maintaining, repairing or servicing places of heritage value
- making heritage sites, such as the National Museum and Art Gallery, available to the public so that people can visit and enjoy them
- encouraging research
- raising public awareness of heritage at events, such as First Peoples Heritage Week and National Archives Awareness week.
- advising the Government on heritage and conservation issues.

Exercise

1. How do organisations such as UNESCO and the National Trust help to make the future world a better place?
2. Whose responsibility is it to preserve national heritage – is it the responsibility of individuals, communities or government? Give reasons for your answer.



UNESCO World Heritage Site, Church of the Holy Trinity, Trinidad'

Did you know...?

Trinidad and Tobago has a strong relationship with UNESCO. In 1970 the Government of Trinidad and Tobago set up a National Commission for UNESCO with representatives from each of the government ministries.

Case Study

The Santa Rosa Carib festival

Before Columbus arrived in Trinidad, the island had a population of around 40 000 indigenous Amerindians. The Santa Rosa Caribs are the last remaining group of people that continue the traditional Amerindian way of life.

In 1785, the Spanish colonial government decided to establish a missionary station in Arima. The Amerindians resisted conversion to Catholicism until they believed they saw a vision of a Peruvian saint called Santa Rosa de Lima. Today, the Santa Rosa Caribs are descendants of the group of Amerindians that witnessed this vision and became devout Catholics. They still live as a community, cultivating cassava according to traditional methods.

The Santa Rosa Carib Festival takes place in August in the week before Independence Day. It honours the first people of the new world, and offers opportunities to share indigenous culture with the rest of the country.

It begins with a procession from the Santa Rosa Carib Community Centre to the Santa Rose R.C. Parish. After a ceremonial church service, which includes Carib customs with Roman Catholic traditions, the march continues through the streets of Arima. Other community groups, such as the Girl Guides, Red Cross and Cadet Forces, join in and march in solidarity.

Later in the day, the celebrations include musical performances and dancing. Visitors can also see how cassava bread is prepared.

Questions

1. Where do the Santa Rosa Caribs get their name from?
2. What do you understand by the word 'indigenous'?
3. The Santa Rosa Carib festival is an example of the mixing of cultures in Trinidad and Tobago. Explain.
4. Is it important to keep the traditions of the Santa Rosa Caribs alive? Give reasons for your answer.

3.2

Discussion

Have a debate in your class, with two teams arguing for and against the following statement:

Governments and communities must protect local cultures and traditions from being destroyed by global culture.

You may consider the following issues in your debate: language, history, heritage, tourism, diversity, values and identity.

Did you know...?

You can find out more about UNESCO's activities in Trinidad and Tobago at <http://unesco.org.tt/>

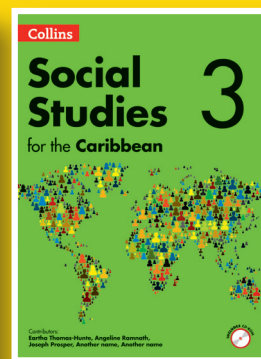
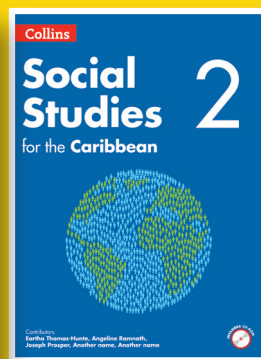
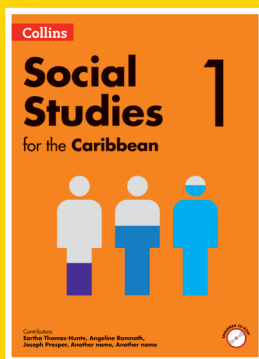
Research

Research a recent event that focuses on our national heritage. Present your findings in a short presentation to the class.

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