

Grade 1 Social StudiesTCC

Unit Lesson Plan #2

Grade: 1

Strand: Time, Continuity and Change (TCC) - History

Date:

Standards:

- *TCC.I.* Demonstrate a knowledge, understanding and appreciation of history.
- *TCC.II.* Understand historical timelines and global perspectives.
- *TCC.III.* Understand and appreciate traditional values.

Benchmarks:

- *TCC.I.A.* Identify place of origin, societal heritage, and cultural norms of VI ancestry (Amerindians, Europeans, African ancestors).
- *TCC.I.B.* Explore the African kingdom of Khemet and its relationship to the modern world.
- *TCC.I.C.* Analyse the origins of slavery, the implications of the slave trade (key reasons, methods and the emancipation period.)
- *TCC.I.D.* Examine the evolution of the VI government from 1834 through the present.
- *TCC.II.A.* Examine the passage of time as it relates to family, community, VI, Caribbean region and the world.
- *TCC.II.B.* Analyse and interpret primary and secondary historical resources.
- *TCC.III.A.* Reflect on knowledge and skills and demonstrate positive VI values and attitudes.

Lesson 1: BVI Agriculture in the World

Lesson 2: Garden Journal, Change in the Garden

Lesson 3: Mount Healthy

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Strand	Time, Continuity and Change
Lesson Plan	BVI Agriculture and the World
Lesson Duration	
Reference	<i>TCC.I.A. Identify place of origin, societal heritage, and cultural norms of VI ancestry (Amerindians, Europeans, African ancestors).</i> OCOM.I. Listen and speak effectively in formal and informal situations.

Objectives

Learn about the origins of the traditional crops in the BVI, and the events that led to their local cultivation;

Summary of Tasks

(1) Outline the diversity of crops that are traditionally grown in the BVI. Throughout history plants were brought here from across the world.

(2) Take the class into the garden to identify plants there. Identify those that were brought here and/or cultivated by Amerindians, Africans and Europeans. Discuss the relevance of these to each culture and the role they played in the development of cultural identity.

(3) As a class, pin point on a world map in the classroom the origin of these plants. Add a pinpoint for the BVI, and use thread to join the origins of plants to the BVI.

(4) Ask the questions: Is our diet local? Is our diet sustainable? Does our diet celebrate our environment? How can we improve?

Materials

World Map
Colourful pins and threads

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Strand	Time, Continuity and Change
Lesson Plan	Changes in the Garden
Lesson Duration	
Reference	<i>TCC.II.A. Examine the passage of time as it relates to family, community, VI, Caribbean region and the world.</i> WRT.I. Compose coherent and organised forms of writing for a variety of purposes and for specific audiences using current strategies and technology. WRT.II. Use the conventions of written and oral English correctly.

Objectives

Understand and document the passage of time in the Garden.
To record and comprehend accurate data.

Summary of Tasks

- (1) Introduce the notion of change in the garden. Ask the questions: What are our seasons? When do we plant? When do we harvest? What affects this change? How does the soil change? How do humans affect this change?
- (2) Give students flash cards. Have students brainstorm on one card key events that happen in the Garden over the course of one year.
Refer to students garden journals to identify changes in the garden over time. This exercise can be done over the period of a year. Identify if any events were missed in the brainstorming activity.
- (3) Share the results of the brainstorm with the class. Ensure that all key events are included;
 - (a) Making compost
 - (b) Collecting water
 - (c) Planting seeds
 - (d) Preparing soil

- (e) Feeding soil
- (f) Pulling weeds
- (g) Watering plants
- (h) Removing crops
- (i) Harvesting
- (j) Pest management
- (k) Crop planning
- (l) Selling/eating produce

(4) Students can draw an image of each event on their cards with the term written on the back.

(5) Students arrange these images in sequential order to show how a garden changes over time. Discuss the importance of the order, i.e. adding compost before planting, watering after planting, harvesting before seeds mature, when to take cuttings, etc. and how this affects growth.

(6) Ask students to predict what will happen in the garden in one week, one month, one year.

(7) Identify what factors may affect these changes in a positive or negative way.

(8) Ask the questions: How can we support the positive effects? How can we avoid or manage the negative effects?

Materials

Flash Cards and coloured pencils, crayons, etc.
Garden Journal

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Strand	Time, Continuity and Change
Lesson Plan	Mount Healthy Field Trip
Lesson Duration	
Reference	<i>TCC.I.</i> Demonstrate a knowledge, understanding and appreciation of history. <i>TCC.II.</i> Understand historical timelines and global perspectives. <i>OCOM.I.</i> Listen and speak effectively in formal and informal situations.

Objectives

To build appreciation for historic BVI agricultural sites. Understand the relevance of slavery in our modern context.

Summary of Tasks

(1) Re-introduce the idea that our methods of farming have changed throughout history. Compile a list of tools and practices we are familiar with in modern agriculture in the BVI. Compile a complementary list detailing historical tools and practices.

(2) Class visit to Mount Healthy to learn about the agriculture and slavery history of the place

Materials

Assistance from GreenVI to take kids on trip (call this number for support:)