

Grade 3 Social Studies TCC Unit Lesson Plan #2

Grade: 3

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: Food Origins

Lesson 2: Cattle Tax Riot

Lesson 3: Agricultural Timeline

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Strand	Time, Continuity and Change
Lesson Plan	Food Origins
Lesson Duration	
Reference	<i>TCC.II.</i> Understand historical timelines and global perspectives. <i>WRT.I.</i> Compose coherent and organised forms of writing for a variety of purposes and for specific audiences using current strategies and technology. <i>RDG.I.</i> Apply word analysis and vocabulary skills to comprehend reading selections.

Objectives

Understand the diverse origins of our food in the BVI

Summary of Tasks

(1) Explain the place of origin of common traditional foods. For example, explain the use of cassava among the V.I., Amerindians and the Africans. Ask the questions: How and why they are here?

(2) As a group. Explain the extent to which customs and traditions of early groups are present in today's culture (e.g. site names, words, music and dance, artwork, foods and methods of preparing them).

(3) Students to find something they eat today and trace where it came from. They can get information from family or the internet, etc. Create a model of the vegetable and present it and its history to the class.

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Strand	Time, Continuity and Change
Lesson Plan	Cattle Tax Riot
Lesson Duration	
Reference	<i>TCC.II.</i> Understand historical timelines and global perspectives. <i>OCOM.I.</i> Listen and speak effectively in formal and informal situations.

Objectives

Understand important historical agricultural events.

Summary of Tasks

(1) Introduce the historic event of the Cattle Tax Riot

(2) Organize class role play of event.

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Strand	Time, Continuity and Change
Lesson Plan	Agricultural Timeline
Lesson Duration	
Reference	<i>TCC.II.</i> Understand historical timelines and global perspectives.

Objectives

Understand the importance of agriculture to the BVI history

Summary of Tasks

(1) Teach the history of the BVI with relevance to agriculture

(2) Create an agricultural history timeline of the BVI – including the plantations, the change to substance agri (change in property prices) to modern day.

(3) Bring in local speaker Aragorn Dick-Read to talk about history.