

# Grade 4 Social Studies TCC

## Unit Lesson Plan #2

Grade: 4

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: Agricultural History Role Play

## Grade 4 Social Studies

<b>Strand</b>	Time, Continuity and Change
<b>Lesson Plan</b>	Agricultural History Role Play
<b>Lesson Duration</b>	
<b>Reference</b>	<i>TCC.II.</i> Understand historical timelines and global perspectives. <i>TCC.II.A. Examine the passage of time as it relates to family, community, VI, Caribbean region and the world.</i> <i>OCOM.I.</i> Listen and speak effectively in formal and informal situations.

### Objectives

Demonstrate an understanding of past, present and future agricultural practices  
Understand that the garden is constantly changing

### Summary of Tasks

(1) Give students the opportunity to select a role from a historical period in agriculture: plantation worker/cattle farmer tax riot/arawak/modern farmer now

(2) Have students write a journal entry based upon a day in the life of their character. Ask the questions: Ups, downs, goal, how do you feel? Who do you work with? What are you growing? Describe what you did, saw, heard, and how you felt when working?

(3) Share these entries to compare the different ways of living/growing of people. Students can come in dressed up as their person or bring the tool they used (found or made) for the show and tell.

(4) Give students five minutes to write down questions to ask small groups. Put students into small groups to have discussions based on these questions. During these discussions students should act in the role of their character.

### Materials

