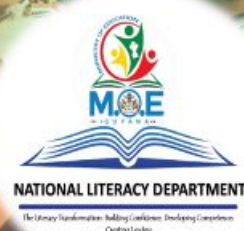


# ACTIVITY GUIDE

## SECONDARY LITERACY INFUSED SOCIAL STUDIES CURRICULUM GRADE 8



## **Note to the Teacher**

The Literacy Infused Curriculum-Activity Guide, is a document crafted by the Ministry of Education- National Literacy Department in collaboration with the Peace Corp Guyana. This document provides guidance for Social Studies teachers on activities and how the literacy skills can be developed using subject specific content and concept related activities.

The use of this guide allows teachers to present lessons that are student centred and addresses immediate literacy development needs. It is advised that this activity guide be used as a support to Consolidated Curriculum. Woven into the activities are the essential literacy skills that are needed by learners to become functionally literate.

This guide is in-keeping with the Ministry of Education's Objective to ensure that every possible opportunity is explored and made available to learners, so that they can achieve expected educational outcomes. The Infused Curriculum activities, provides opportunity for Reading, Vocabulary development, Critical Thinking and development of Writing Skills. Learners will be able to understand concepts and content better while completing activities geared to their level.

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## 1.1 RULES AND RESPONSIBILITIES AT THE WORK PLACE

- ❖ Roles and duties of the employees (workers).
- ❖ Roles and duties of the employers at the workplace.
- ❖ Trade Unions.

**WORD STUDY** - (Ask students what they know about the words.)

- EMPLOYER / EMPLOYEE / EMPLOYMENT: root = EMPLOY, meaning to use
- EMPLOYER: er = the person who employs
  - How many syllables are there? 3: EM – PLOY – ER
  - What are some other words ending in –ER? rapper, sitter
  - \*Note that some words end in –or: visitor, educator (look at the rule for when er /or is applied.
- EMPLOYEE: ee = the person who is employed
  - What are the sounds: E – M – P – L – OY – EE
- EMPLOYMENT: ment = the act of employing
  - What are other words with the suffix MENT? equipment, development, achievement, shipment, document
- RESPONSIBILITY: What are the two main parts: RESPON[D] + [A]BILITY
  - What are some synonyms of the word Responsibility: duty, obligation
- ETHICS definition: idea of what is right and wrong
  - What are other words with a similar meaning: beliefs, principles, morals
- TRADE UNION: an organization that represents workers of (engaged in)the same (type of) job or kind of business
  - What does the word TRADE in TRADE UNION mean?: a skill or occupation

**GROUP STORY:** Groups of 3 – 6. One person begins with one sentence for a story about a business.

**For example: “In a big city a group of employees were having a conversation.”**

After that each person adds a sentence / idea to develop the story.(??) The addition must include one of the six words in the WORD STUDY. They must listen carefully to each other to continue a story. Each person must have at least one turn, two are encouraged.

## 1.2 CULTURAL DIVERSITIES IN OUR SOCIETY AND SOCIAL CONTROL

❖ Norms in society and social control.

❖ Folk-ways in society.

### WORD STUDY

- NORMS: unwritten rules passed down in families and groups
  - Suggest words that rhyme with NORM: form, warm, storm
- SOCIETY: people in a community
  - What other words are about groups of people: organization, union, association
- FOLKWAYS: cultural traditions people follow
  - What does each part of FOLKWAYS mean? (FOLK = people) WAYS = habits
- MORES: a group of norms about behaviour
  - How many syllables are in MORES: 2 – MO – RES

BACK WRITING. Students work with a partner, taking turns writing with their fingers on each other's back. Tell them to go slowly and carefully to be easily understood. After each question allow the pair of students to see if they agree about the answer traced.

- Which sound is the same in 'society' and 'folk-ways'? [O]
- What sound comes at the end of each of the words? [S]
- Does any word have 3 syllables? [no]
- How many syllables are there in folkways? [2]
- What is a silent letter in folkways? [L or Y]
- What are the first two letters of the words that end in the same rime? [F and M for folkways and mores, both ending with long A and Z sounds]



## 2.1 GOVERNMENT: The functions of government

### ❖ The electoral systems of Guyana

#### WORD STUDY

- **POLITICAL**: relating to government
- **NATIONAL**: relating to the whole country
- **LEGISLATIVE**: having the power to make laws
- **EXECUTIVE**: (**adj**) having the power to manage a business or government; (**noun**) a person with the power to manage a business or government
- **JUDICIAL**: involving a court or courts
- **ELECTORAL**: relating to an election
- **REPRESENTATIVE**: a person that speaks and acts for others
- **CONSTITUENCY**: the group of voters from one area
- **PARLIAMENT**: the group that makes the laws in some countries

#### POWER WORDS

Each student receives one of the vocabulary words. Each takes a piece of paper or note card and divides it into four sections. Using a dictionary, information that has been taught, or another student with the same word (helping each other but each completing in his or her own way) they complete the four parts.

Vocabulary word	Part of speech
My definition	My sentence

When they have finished, students pair-up to talk about their word and learn about the other person's word. Each student shares the new word with another student. Continue to complete all words or 2 – 4 rounds.

**CLOZE EXERCISE:** Individually or in small groups students fill in the information based on the system of government in Guyana. (The underlined words would be left out for students).

The political structure Guyana is headed by a national government with administrative regions. The main parts are an executive president, a National Assembly with legislative power for law-making, and the judicial branch. The laws come from the 65 representatives of the National Assembly who are elected by proportional representation. Forty of them are from the national level and 25 are from the different regions around the country. The top of the judicial system is the Supreme Court with other courts handling the ordinary business of keeping the law.

## 2.2 NATIONAL LEADERS

- ❖ **The role of political leaders.**
- ❖ **Other leaders in the country.**

### VOCABULARY

- **PARLIAMENTARIAN:** one of the law-makers of some countries
- **POLITICAL PARTY:** a group of people with similar ideas who Seek to win power in government
- **TECHNOCRAT:** an expert law-maker who is not elected directly by the people
- **MINISTER:** the head of a government department
- **IMPARTIALITY:** being neutral or fair

### SKIT

Before class, have 4 students prepare a short skit where several community leaders meet to discuss a planned activity. The class is to identify who is playing each role.

The roles are:

- President
- Minister of Education
- Technocrat
- Parliamentarian (elected)

**[President]:** Good morning. Thank you, ladies and gentlemen, for coming to this meeting today. As the chief executive of our country, I want to plan a big celebration for Earth Day, April 22.

**[Minister of Education]:** This is certainly an opportunity to teach people about the importance of taking care of the environment.

**[Technocrat]:** In our duties as law makers it calls for us to be careful in the management of our resources. At the same time, we cannot spend too much money. These are hard times.

**[Parliamentarian-elected]:** The people who elected me to make laws would certainly not want us to be wasteful for a short celebration.

**[Minister of Education]:** No, we never want to waste money. Teaching our youth is not a waste, it is an investment in the future.

**[President]:** The youth are important and I represent all our people. We want everyone to be aware of the need to protect the earth.

**[Technocrat]:** We could have a festival where businesses could sell food, artistes could perform concerts and dances. This can involve many groups of our country.

**[Parliamentarian-elected]:** I have to be most concerned that voters are satisfied and feel this is a meaningful activity.

## 2.3 FORTS AND MONUMENTS

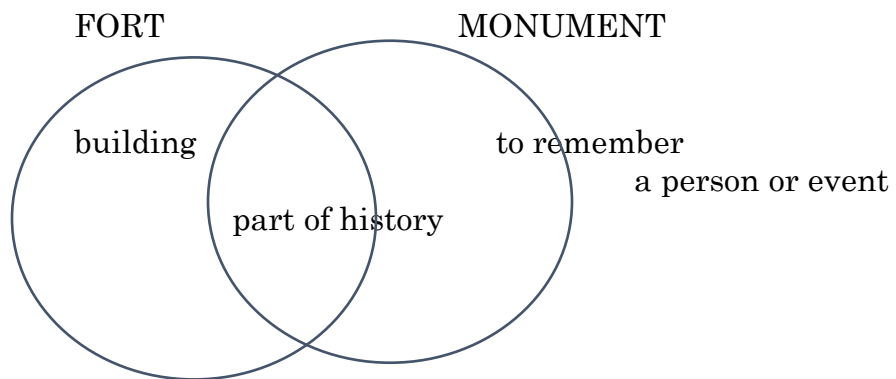
### Forts and monuments in Guyana

#### VOCABULARY

- FORT
  - Rhymes for FORT: port, court, sort
- MONUMENT
  - Syllables: MON – U – MENT
- PRESERVE
  - Synonyms: protect, defend, save

VENN DIAGRAM: Show the similarities and differences between FORT and MONUMENT.

Students should add more information in each of the three areas (only about forts, true for forts and monuments, only about monuments).





**2.4 CO-OPERATIVE MOVEMENT**  
❖ **The School Cooperative Thrift Society**  
❖ **Forming a School Co-operative Thrift Society**  
❖ **Types of savings.**

**VOCABULARY**

- **THRIFT:** a kind of bank; careful use of money.
  - Rhymes: shift, gift, lift
  - Other words beginning in **THR**: three, throw, through
- **CO-OPERATIVE:** (adj) willing to do together; (noun) an organization owned and run by the same people

**ETYMOLOGY of CO-OPERATIVE**

- What is the meaning of CO collection, community, co-operative (together)
- What is the root of OPERATIVE? [operate]. What does it mean? [work, function]
- **INTEREST:** money paid for using another's money; a feeling of wanting to do or learn about something

**ETYMOLOGY of INTEREST**

- **INTER** = between, among. How does that fit in interest?
- How do the two definitions seem related?
- **EMERGENCY:** a sudden, dangerous situation
  - Syllables: E – MER – GEN – CY
  - Other words ending in CY : icy, fancy, mercy

**THUMBS UP & DOWN:** Students indicate if the statement is correct or not with a thumb up or down. (Make sure they indicate clearly by holding their hands high, not timidly). Have someone give an explanation for the right answer.

- Joining with others in a thrift helps you to gain more interest. (UP The thrift exists for its members and all share in the benefits.)
- If there is an emergency, the members of a co-operative come together to deal with it. (UP A co-operative is formed so that participants can work together for the good of all.)
- When you practice thrift, you earn more as a co-operative than others. (DOWN Practicing thrift is good since it means you can be careful with money; in a co-operative everyone shares equally.)
- The interest in taking care of someone in an emergency always comes from local officials first. (DOWN The local officials may help or those in a co-operative may be nearby to help each other quickly.)
- It is best to be co-operative so that everyone has a fair chance. (UP Co-operation means there is fairness for each one.)

### **3.1 COMMUNITIES IN GUYANA**

❖ **People live in different geographical regions (Natural Regions)**

❖ **Communities in different geographical regions**

❖ **Reasons for settling in various geographical areas.**

Characterise Physical Features, Natural Resources, Climatic Features.

- **PHYSICAL FEATURES:** land, climate, soil, water
- **NATURAL RESOURCES:** materials in nature that are useful to people
- **CLIMATIC FEATURES:** wind, humidity, clouds, temperature

WRITING PROMPTS. Students finish the sentences using information about physical features, natural resources, or climatic features from previous readings in the lesson.

- Where there are mountains people may be able to
- Because of the climate
- The valuable natural resources can bring
- A difficulty of living in a tropical area is
- Some people migrate to new areas to
- The forests can provide

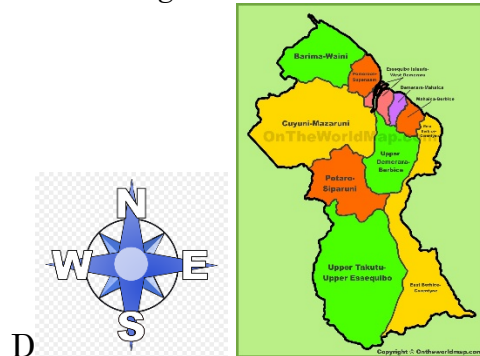
### 3.2 THE ADMINISTRATIVE REGIONS OF GUYANA

#### The purpose of the Administrative system

The differences between the geographical regions and the administrative regions.

#### MAP READING

Review directions on a map: top is north, bottom is south, east is right, and west is left. Have a map rose and map of administrative regions visible to students as they fill in spaces in the sentences. Underlined and highlighted answers should be blank when assigned.



1. The region farthest north is Barima-Waini.
2. Upper Takutu-Upper Essequibo goes little more to the south than East Berbice-Corentyne.
3. Upper Demerara-Berbice is to the east of Potaro-Siparuni.
4. The region that reaches farthest west is Cuyuni-Mazaruni.
5. Pomeroon-Supenaam is south and east of Barima-Waini.
6. Demerara-Mahaica is to the east of Mahaica-Berbice.
7. Essequibo Islands-West Demerara lies to the north of Upper Demerara-Berbice.
8. The only region that is surrounded by other Guyanese regions is Upper Demerara-Berbice.
9. Upper Demerara-Berbice touches more regions than any other.
10. There are six regions that touch the Atlantic Ocean.



1. Suriname is to the east of Guyana.
2. Venezuela is to the west and north.

3. The Kamao Mountains are in the south.
4. The Merume Mountains are in the west.
5. Guyana's longest border touches Venezuela and Brazil.
6. The largest city is Georgetown.
7. Most of the cities and towns are in the north.
8. Because of the many rivers and mountains there are many falls.
9. The administrative regions were established by the government.
10. The geographic regions were formed by nature.

## 4.1 MINERAL RESOURCES. Gold, Diamond and Bauxite

### ❖ Semi-precious minerals

#### ACROSTIC

Make sentences about mineral beginning with each letter of MINERAL.

Minerals found in Guyana include gold, diamonds, and bauxite.

I  
N  
E  
R  
A  
L

MINING CHART. Students will fill in missing information about Guyana's mining.

	Gold	Diamonds	Bauxite	Semi-precious stone (Jasper)
Mine Location			Linden, south of Georgetown, and Kwakwani on the Berbice River	
Uses		electronics		jewelry
Advantages				
Problems	dangerous mines			

## 4.2 HUMAN RESOURCES

### ❖ Human Resource Development and Education

### ❖ Health and its effects on human resource development

### ❖ Migration and its effects on human resource development.

#### SKILL IDENTIFICATION.

- Students make individual lists of their skills.
- Help them to consider:
  - What they enjoy.
  - What they are proud of.
  - What challenges they have overcome.
  - What they have learned better than most others.
- Have them ask other people what they like about them and what they see them do well.

#### ALPHABET WORD

Students look for words about resources, using letters of the alphabet to begin each word. (5 letters could be given to each student or small group, ABCDE, FGHIJ, KLMNO, PQIRST, UVWXYZ—allowing this group to skip a letter). If any word does not seem to be a resource, they must defend it with an explanation. Here is a suggestion for the first letter of each group. Have students make a sentence with each word to relate it to resources.

animal --Animals are resources for a butcher.

farm -- Farm workers provide food for those in the city.

knowledge -- The knowledge gained in school will make workers more productive.

people -- It is always necessary to have people work even when there are many machines.

Utensils -- Every cook must use utensils such as knives and spoons.




## 5.1 GOOD HEALTH PRACTICES

### ❖ Physical and emotional health habits.

#### VOCABULARY

- **HEALTH:** definition – the condition of being well
- **CONNECTIONS:** Explain how each change makes a difference in the meaning.
  - **HEAL** – to bring back to wellness
  - **HEALED** – brought back to wellness
  - **HEALING** – bringing back to wellness
  - **HEALER** – someone who brings back wellness
  - **HEALTHY** – being well
  - **HEALTHFUL** – being good for wellness
  - **HEALTHIER** – being better in wellness
  - **HEALTHIEST** – being in the best in wellness
  - **UNHEALTHY** – being unwell

#### FRAYER MODEL

<b>Definition</b> the condition of being well	<b>Similar words</b> healthy heal unhealthy
<b>Sentence</b> We stay in good health by eating good food, exercising, and sleeping well...	<b>Picture / Evidence</b> 

## 5.2 GROWTH AND DEVELOPMENT

### ❖ The state of Adolescence.

#### VOCABULARY

- ADOLESCENCE.
  - Syllables: AD O LES CENCE (4 syllables)
  - SOUND ALIKE. Groups of 3 – 4 make lists of words with some of the sounds of ADOLESCENCE:
  - sound of AD – add, advice
  - sound of O – so, oak
  - sound of LES – less, helpless
  - sound of CENCE – sense, science

**SHORT STORY:** Read the story to the class, stopping to ask questions for discussion.

#### The Same Clothes

What story does the title indicate to you?

Michael wore the same clothes every day for the first three weeks of school. When the other kids began to notice he became the target of taunts and laughter. But there was little he could do. His mother simply couldn't afford new clothes.

Two of the kids piling on the insults were football players. But soon, they realized

**STOP:** Ask students what they expect will come next. Have them explain the reasons for choices.

that their disparaging words felt like bullying and seemed to be slowly crushing Michael's spirit. Something finally clicked. "I felt like I needed to do something," said one of the footballers. So, he hatched a plan.

STOP. What plan did they make? What led you to that possibility?  
Was there something in the story that gave a hint?

They went home and hunted through their closets. The next day, they asked Michael to come into the hall. He wondered what they would do. One of them said, "I apologize for laughing at you, and I want to make it up." He gave Michael a bag. Inside were clean shirts and shorts, plus a brand-new pair of sneakers.

"I've been bullied my entire life," Michael thought and this was "the best day of my entire life."

What could happen after this? What would be a different ending?

(This story was reported on television, in Memphis in the United States).

### 5.3 SEXUALLY TRANSMITTED DISEASES

#### ❖ Causes and symptoms.

#### VOCABULARY.

- TRANSMITTED:
  - prefix TRANS = across. Other words beginning with TRANS – translation, transport, transfer
  - root MIT = send. Other words with MIT – emit, permit, submit
- CONTRACTING
  - prefix CON = with, together. Other words beginning with CON – connect, congregation
  - synonyms for CONTRACTING (as it relates to disease): catching, getting, developing
- SYMPTOMS: a sign of something, often of illness.
  - synonym: warning, indication
- ABSTAIN: to choose not to do
- INTERCOURSE: the act of having sex
  - INTER = between
- EMPATHISE: to have the same feelings as someone else
  - similar word: sympathise

#### SCRAMBLED SENTENCES:

Groups of 3 – 4 students write scrambled sentences about sexually transmitted diseases, then challenge other groups to unscramble them. They must make sure to begin with a capital letter and end with a period. All spelling and grammar must be correct. Example:

from from if You you intercourse. STDs yourself protect abstain can  
[You can protect yourself from STDs by abstaining from from intercourse.]

## 6.1 THE ELEMENTS OF WEATHER AND CLIMATE.

### VOCABULARY

- WEATHER: conditions outside relating to cold and heat, rain and dry.
  - Homophone -- a word that sounds the same as another but has different spelling and meaning, e.g. WHETHER – used to show choices.
  - Syllables: WEATH – ER.
  - What letter is silent? [A]
- CLIMATE: conditions outside over long periods of time.
  - Syllables: CLI – MATE
  - What letter is silent? [E]
- FORECAST: (used as a verb) to say what will happen; (used as a noun) a statement of what will happen.
  - Syllables: FORE - CAST
  - What letter is silent? [E]

### SEQUENCE

In groups of 3 – 4 students will write, draw or prepare to tell a story with information about weather and climate. The story should have a beginning, two or three middle events, and an ending. Each part must have some information related to weather or climate. Students will then scramble the events and trade with another group which will look to put the story in correct order. Example: (***weather and climate related parts***)

- One day some friends were going hiking. The ***sun was shining***.
- “It looks like it’s going to be pretty ***hot today***,” said Ali.
- “Maybe not,” said Mark. “There are ***clouds*** over there.”
- Pryia added, “Well, maybe it will ***rain***.”
- Ali stopped walking. “I would rather we go another day when the ***forecast*** is for dry ***weather***.”

## 6.2 WEATHER AND CLIMATIC CHANGES

### VOCABULARY

- CANAL
  - Rhymes (or near rhymes): chorale, morale, locale
- DROUGHT
  - Rhymes: about, doubt, shout
- FLOOD
  - Rhymes: blood, mud, thud;
- HURRICANE
  - Rhymes: chain, plane, vein
- NORTHERS (strong wind from the north)
  - Near rhymes: hers, orders, reporters

POEM: write (serious or silly) poem of 6 or more lines with vocabulary words.

The summer there was a flood  
The family had to deal with a lot of mud.  
The nearby canal had overflowed,  
Water in the house, just past the road.  
It was all the result of the hurricane.  
We adjust, we adapt, clean up after rain.





