

Subject: Social Studies SP II

Unit Title: National Heroes and their contributions to Jamaica's Development

Grade: 7

Duration: 1 hour

Lesson Topic: Who is a hero?

Objectives: By the end of the lesson students will be able to:

1. Define and use correctly the concepts: hero, unsung hero, national hero
2. Identify and name the national heroes of Jamaica
3. Identify the characteristics of a hero/heroine
4. Evaluate the appropriateness of the actions of heroes in relation to the conditions they faced

Resources: Pictures of national heroes, politicians, dons, artistes, cartridge paper, glue, scissors

Engage

Students will be placed in groups (L4, 5, 6) of 5-7. Each group will get a set of pictures and names of Jamaican personalities which include the national heroes of Jamaica, as well as cultural icons, politicians, dons and popular artistes. Students will match the names with pictures. Students will put the pictures into groups. Students will determine the criteria for grouping the remaining pictures.

Each group will select one person from among the pictures given that they consider a hero/heroine and create a "Whatsapp" profile picture and write a status which tells why the person/s was selected. Each group will share the profile picture and status

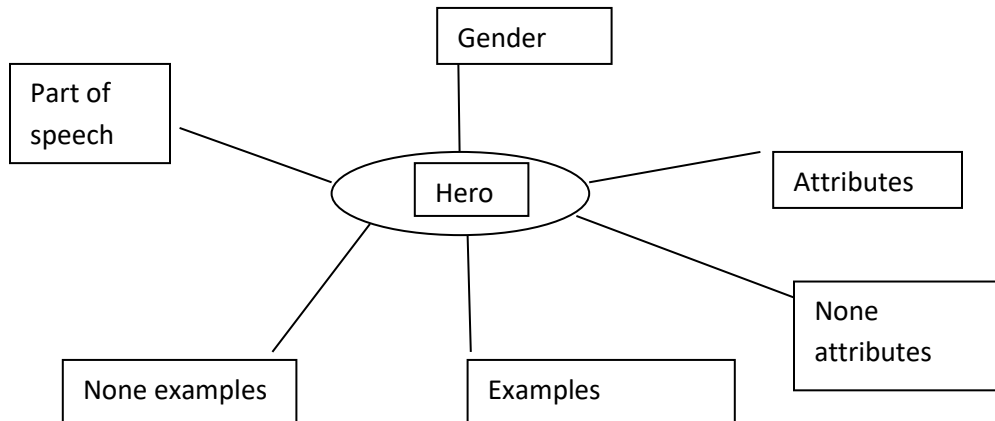
Explore

Who is a hero?

Students will brainstorm in their group to identify at least three characteristics of a hero. Students will explore definitions in the dictionary/online. They will then revisit the "Whatsapp" picture and profile to determine if the person selected is really deserving of the title hero. Students will create a concept map

L4- "hero"

L5, 6 – hero, national hero and unsung hero



Explore: One man’s freedom fighter is another man’s rebel

<http://www.youtube.com/watch?v=vSH9a6jye-M>

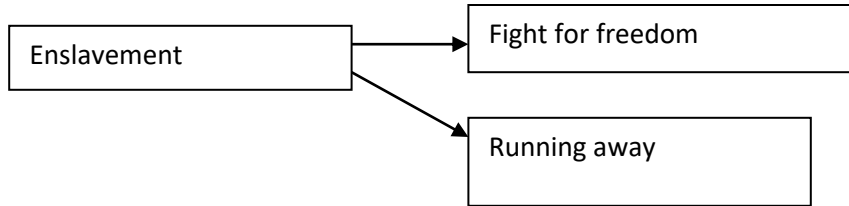
Allow students to watch video clip/read extract on Nanny of the Maroons”. Each group (L4, 5, 6) will then discuss their views on Nanny and why she is a national heroine. Each group will then share the main points coming out of their group discussion. Points will be written as comments which follow a You Tube video.

Students will complete a mapping exercise in which the conditions faced by Nanny and the Maroons are mapped on to the actions they took. A similar mapping will be done for the community don. The mapping will be based on the article “Garrison: Empires of Dons”. (Note – Mathematics; Functions and Relations – one to many mapping, many to many mapping)

Maroons

Conditions Faced

Actions Taken



Community Dons

Conditions Faced

Actions Taken

Explain

Students will display "Whatsapp" profile picture, (display may be collage) and share the status. They will also explain why person/s was selected.

Students will display the concept map which should include words, statements and emoji to show understanding of concept "hero", national hero and unsung hero

Level 5, 6 – map activity - written and oral presentation to include map and an analysis of actions taken by the maroons and community dons.

Level 4- oral presentation and include analysis of actions taken by Maroons and dons

Whole class discussion on who is a hero.

Evaluate

	<u>5</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>	<u>0</u>
Creativity	Very creative	Creative			Very little	No creativity
Attributes and non attributes are plausible	All	Most	Some	Few	Very few	None
Examples and non -examples in line with attributes	All	Most	Some	Few	Very few	None
Part of speech	Correct					Incorrect
Mapping	All show clear relationship	Most show a relationship	Some show a relationship	Few show a relationship	Very little relationship	No relationship
Analysis	Evidence well scrutinized and clearly linked to conclusions		Some conclusions linked to evidence presented		Poor link between evidence and conclusions drawn	Evidence not used to draw conclusions

Extend

Create a short video about an unsung hero in the community

Garrisons: Empires of the Dons

Damion Blake, guest columnist

The Jamaican don came about because of poverty and the need to be seen as “smaddy”. But who really are dons? How do they come to control garrison communities in Jamaica? I view them as leaders who use fear and gifts to gain and maintain power in the garrison.

I write this article using information I gathered in an inner city community in Jamaica from August to December 2011. I call this community “California Villa”.

I spoke with more than 40 persons who lived and worked in the community. I also spoke with people who work in the community. One person who lives in the community said “Don is a leader, a man who decide when the war fi start and when it fi end.” Him decide who lives and who dies” This told me a lot and it was also scary. I spoke with many members of the community because I wanted to understand who dons are.

Professor Barry Chevannes called the dons “folk heroes”. I agree with the professor. Dons have power over members of the community because they fear him. Residents fear dons and the gangs they lead. To cross paths with or diss the don is a sure way to be punished.

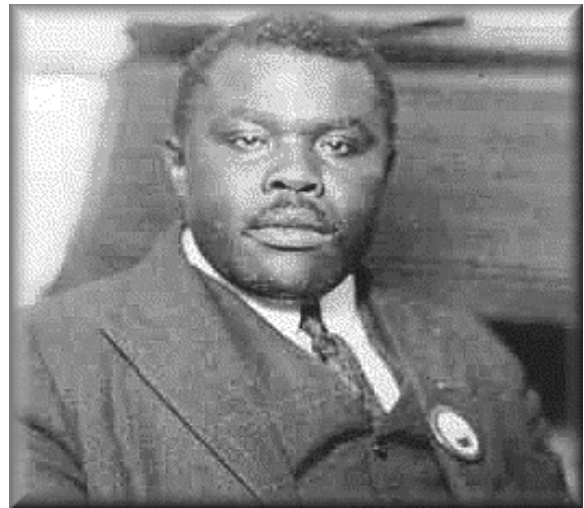
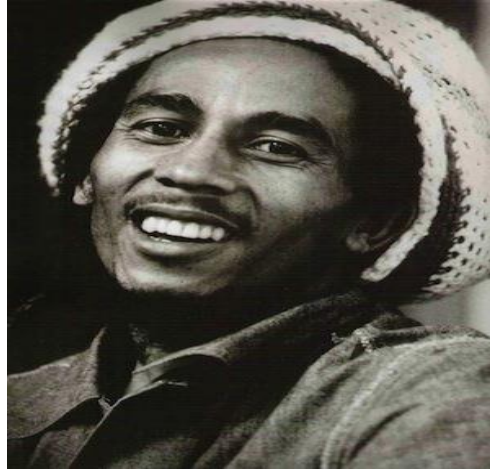
Dons also work people outside of the community. They work with politicians and police.

Grouping criminal dons

Are all dons the same?

There is the boss man who provides residents with things. They are not really dons. There is the mega-don and the street or corner don. The mega-don controls more than one community, has a legal business, is wealthy, has many guns, is respected by members of the community and gives things to members of the community. Most dons are male.





Lascelles Chin

Olive Lewin

Nanny of the Maroons

Louise Bennett – Coverly

Portia Simpson-Miller

Robert Marley

Eric Winston Coverly

Randolf “Ranny” Williams

Orville “Shaggy” Burrell

Olivia “Babsy” Grange

Marcus Garvey