

Caribbean History
Course Outline and Assessments (2017-2018)
Teachers: Miss A. Walker, Mrs. M. Eaton- Grant and Miss N. Davis

| Assessment Topics | Weeks | Dates | Topic Objectives | Assignments | Possible Due Dates |
|--|--------------|-------------------|--|--|--------------------------------|
| 1. Location and Definition of the Caribbean | 1-2 | Sept 4-15 | <p>1. Define the Caribbean region and name the territories</p> <p>2. Locate the Caribbean Region on a map/atlas In relation to the Caribbean Sea, Atlantic Ocean and the Continental land masses</p> <p>3. Identify the sub regions of the Caribbean to include the Greater and Lesser Antilles, The Bahamas, Belize and the Guianas.</p> <p>4. Explain the historical concepts: The Americas, West Indies, Caribbean , Old World and the New World.</p> | | |
| 2. Migratory and Settlement Patterns of the Indigenous Peoples | 3-4 | Sept 18-29 | <p>1. Trace the migratory pattern of the aborigines from Asia into the Americas</p> <p>2. Identity the Caribbean territories in which the Maya, Taino and Kalinago Settled</p> <p>3. Examine the settlement patterns of the three groups in terms of housing and Reasons for locations.</p> | Test on the location and definition of the Caribbean including map work (30 marks) | Week of September 25-29 |

N.B: Assignments and due dates are subject to change based on the completion of topics and other factors beyond our control.

| Assessment Topics | Weeks | Dates | Topic Objectives | Assignments | Possible Due Dates |
|---|--------------|------------------|--|---|------------------------------|
| 3. The social, economic and political practices of the indigenous peoples | 5-6 | Oct 2-13 | <p>1. Account for the interaction among social groupings of each people</p> <p>2. Describe the political systems and leadership roles for each group</p> <p>3. Examine the Economic patterns - levels of self-sufficiency and acquisition of surplus for each group</p> | Short Answer comparative analysis on the social, political and economic organization of the indigenous peoples (30 marks) | Week of October 9-13 |
| 4. Indigenous Art forms, beliefs and technology | 7-8 | Oct 18-27 | <p>1. Compare indigenous art forms to include: architecture, music, painting, pottery, sculpture, and dance.</p> <p>2. Examine indigenous beliefs and technology: (i) Polytheism - types of gods/goddesses; (ii) Animism; (iii) Ancestral worship and human sacrifice</p> <p>3. Describe indigenous technology and scientific applications - mathematics, agriculture, astronomy</p> | Group presentation on one aspect of indigenous culture. (15 marks) | Week of October 23-27 |

N.B: Assignments and due dates are subject to change based on the completion of topics and other factors beyond our control.

| Assessment Topics | Weeks | Dates | Topic Objectives | Assignments | Possible Due Dates |
|--|--------------|----------------|--|--|-------------------------------|
| 5. Factors motivating Europeans to explore and settle in the Caribbean up to the end of the 17th century | 9-10 | Oct-Nov | <p>1. Explore Europe in the 15th century- geographical divisions, social, religious, political, technology and economic organization</p> <p>2. Examine the factors which made European exploration possible in terms of the renaissance, wind systems and ocean currents, technology, trade, religion and national rivalry.</p> <p>3. Examine factors that led to Columbus' voyages - "Gold, God, Glory" and his activities on all four voyages</p> | Essay: Describe the factors which motivated Europeans exploration and Columbus' voyages in the fifteenth century. (25 marks) | Week of November 6-10 |
| 4. Spanish Colonization and its effects on the indigenous peoples | 11-12 | Nov | <p>1. Describe the Spanish conquest, colonial government and trade.</p> <p>2. Assess the encomienda system and its impact on the indigenous peoples in terms of demographic changes, colonization, cultural imposition and economic destabilization.</p> <p>4. Examine the impact of the indigenous peoples on the Europeans</p> | Class work- Comprehension Exercise on Spanish colonization (20 marks) | Week of November 20-24 |

N.B: Assignments and due dates are subject to change based on the completion of topics and other factors beyond our control.

| Assessment Topics | Weeks | Dates | Topic Objectives | Assignments | Possible Due Dates |
|---|--------------|----------------|--|---|---------------------------------------|
| 6. European settlement and rivalry | 13 | Nov-Dec | <p>1. Identify the “other Europeans”</p> <p>2. Assess the reasons for the rivalry between the other Europeans and Spain</p> <p>3. Examine the methods used to break the Spanish monopoly: trade, piracy, warfare, privateering, buccaneering, settlement and colonization.</p> | Group presentation on the methods used to break the Spanish monopoly (15 marks) | Week of November 27-December 1 |
| 7. West African societies in the 15 th century | 16-17 | Jan | <p>1. Examine the rise and fall of the Savannah/ Sudanic Empires in the fifteenth century</p> <p>2. Identify the forest kingdoms</p> <p>3. Examine the economic, religious and political organisation and social relations of the forest kingdoms</p> | Group presentation of West African societies (The Forest Kingdoms) (15 marks) | Week of January 15-19 |

N.B: Assignments and due dates are subject to change based on the completion of topics and other factors beyond our control.

| Assessment Topics | Weeks | Dates | Topic Objectives | Assignments | Possible Due Dates |
|---|--------------|----------------|---|--|-----------------------------|
| 8. Reasons for African Enslavement | 18-19 | Jan | <p>1. Assess the causes and effects of the change from tobacco to sugar (the sugar revolution)</p> <p>2. Examine the justifications for African enslavement such as accessibility, affordability, demand, physical and religious arguments</p> <p>3. Identify the areas from which West Africans were taken</p> | Test: multiple choice items and short answer questions on the sugar revolutions and reasons for African enslavement (30 marks) | Week of February 5-9 |
| 9. Organisation of the Trans-Atlantic Trade – Impact on West African societies, and experiences of its victims. | 20-21 | Jan-Feb | <p>1. Examine the organization of triangular trade in terms of the geographical areas involved and the items traded</p> <p>2. Describe the ways in which the Africans were obtained-journey to the coast and activities at the coast</p> <p>3. Assess the experiences of the victims aboard the middle passage and the methods of sale in the New World</p> | | |

N.B: Assignments and due dates are subject to change based on the completion of topics and other factors beyond our control.

| Assessment Topics | Weeks | Dates | Topic Objectives | Assignments | Possible Due Dates |
|--|--------------|-------------------|---|--|-------------------------------------|
| 10. The organisation of a typical sugar plantation | 22-23 | Feb to Mar | <p>1. Describe the physical layout of a typical eighteenth century sugar estate in terms of land usage, living quarters and other estate buildings</p> <p>2. Explain the division of labour on a typical estate and the gang system</p> <p>3. Outline social relations in slave society</p> | <p>Test: Structured essays on the organization of a typical plantation to include a diagram (30 marks)</p> <p>Draw and label a social pyramid of slave society and answer related questions (15 marks)</p> | Week of February 26- March 2 |
| 10. The manufacturing and marketing of sugar and rum | 24-25 | Feb-Mar | <p>1. Explain the seasonal activities of planting sugar cane</p> <p>2. Describes the steps involved in sugar production and rum</p> <p>3. Examine the strategies and challenges in the marketing of sugar and rum as</p> | | |

N.B: Assignments and due dates are subject to change based on the completion of topics and other factors beyond our control.

| Assessment Topics | Weeks | Dates | Topic Objectives | Assignments | Possible Due Dates |
|--|--------------|--------------|---|---|----------------------------|
| 11. The mahogany revolution and other uses of slave labour | 26-27 | Mar | <ol style="list-style-type: none"> 1. Examine the change from logwood to mahogany in the 1700s 2. Identify the other crops that used slave labour and the respective territories 3. Compare the treatment of slaves in these areas with sugar production | Class work- short answer questions on the differences between slaves on sugar plantations on the islands and those in the logging industry in British Honduras (15 marks) | Week of March 26-30 |
| 12. African cultural forms | 28-29 | Mar | <ol style="list-style-type: none"> 1. Outline the various West African cultural forms practiced by the enslaved 2. Explain why it was difficult for Africans to practice their cultural forms 3. Examine the ways in which West Africans managed to maintain the different aspects of their cultural forms | Homework: structural essay on why African retention was possible despite the slave codes which forbade this. (25 marks) | Week of April 9-13 |

N.B: Assignments and due dates are subject to change based on the completion of topics and other factors beyond our control.

| Assessment Topics | Weeks | Dates | Topic Objectives | Assignments | Possible Due Dates |
|-------------------------------|--------------|--------------|--|---|---------------------------------|
| 13. Forms of Slave Control | 30 | Apr | <p>1. Assess the legal measures used by the plantocracy to control enslaved Africans in the British, French and Spanish Caribbean.</p> <p>2. Identify the reasons for slave laws.</p> <p>3. Examine the non- legal measures used to control slaves such as economic, psychological, physical, social and cultural</p> | Comparative analysis of the British slave laws with either the French/ Spanish (25 marks) | Week of April 16-20 |
| 14. Forms of Slave Resistance | 31-32 | Apr | <p>1. Examine the conditions that fostered slave protest</p> <p>2. Analyze the methods used by slaves in their violent and non-violent resistance to slavery.</p> <p>3. Research and present information on the causes, results and reason for the success or failure of the following slave rebellions:</p> <p>A. Berbice Rebellion- 1763 B. Barbados Revolt – 1816 C. Christmas Rebellion – 1831</p> | Class presentation on a chosen slave revolt. (15 marks) | Week of April 30 – May 4 |

N.B: Assignments and due dates are subject to change based on the completion of topics and other factors beyond our control.

| Assessment Topics | Weeks | Dates | Topic Objectives | Other Possible Assignments | Possible Due Dates |
|----------------------------|--------------|--------------|---|--|---------------------------|
| 15. The Haitian Revolution | 33-34 | May | <ol style="list-style-type: none"> 1. Examine the causes of the Haitian Revolution 2. Outline the course of events during the Haitian Revolution (1791-1804) 3. Assess the consequences of the Haitian Revolution on Haiti and the wider Caribbean | Homework: research and do a project in groups on the causes/ a leader/slave revolt/other event/consequences of the Haitian Revolution. (25 marks) | May |
| 16. Maroon societies: | 35-36 | May | <ol style="list-style-type: none"> 1. Trace the origins of maroons in the Caribbean 2. Explain the development of maroon settlements in Jamaica and the Bush Negroes of the Guianas 3. Examine the contributions of maroons to Caribbean societies | Group presentation on any aspect of maroon culture (25 marks) | May |

N.B: Assignments and due dates are subject to change based on the completion of topics and other factors beyond our control.