



## **WOLMER'S BOYS' SCHOOL**

### ***Department of the Humanities***

***Form: Third (3<sup>rd</sup>)***

***Subject: History***

### **Course Outline 2023-2024**

**(Revised May 2023)**

#### **RATIONALE:**

The development of any new curriculum needs to be guided by a philosophy. The philosophy of this Grade 9 History Curriculum is grounded in the theory of Constructivism. As expressed in this theory, learning and transformation among students takes place through concrete experiences, collaborative discourse, and reflection. With these tenets as the foundation, the curriculum takes a student- centred approach where learners will participate in the study of History through manipulation of artifacts, gathering and analyzing of historical information, assessing ideas and making connections to shape their own understanding of the discipline. Utilizing a student-centred approach breaks with the idea of History as content to be given by way of notes-taking and where learners merely repeat historical facts and memorize dates. The student-centred approach also discourages the idea of the teacher as the main individual in the classroom dispensing information to the learner.

The philosophy of this History curriculum embraces the overall philosophy of that of the National Standards Curriculum (NSC) which emphasizes the twenty first century skills such as critical thinking, communication, collaboration, creativity and the use of technology. Critical thinking skills are especially significant in that these are the tools that the learners need to sufficiently equip them to study the past and its relationship to the present. In addition to the critical skills that learners need to develop, the NSC curriculum also focuses on the STEM methodology which infuses Science, Technology Engineering and Mathematics which this History curriculum incorporates. Engagement of this methodology exposes the students to trans-disciplinary learning which is beneficial, in that it allows students to draw on other disciplines to complete a task. Incorporation of the STEM principle also serves to provide activities that encourages problem-solving and creativity in order for students to become creative thinkers. The transformation of students as thinkers is not imperative only for the classroom but for the world of work.

The philosophy of this curriculum embodies the 5Es Model also a pillar of the NSC, which is rooted in the principles of Constructivism where students take responsibility for their own learning and construct knowledge through discovery. The 5Es Model requires students to engage, explain, evaluate, explore, and extend on the topic throughout the lesson. The teacher now acts as a guide and the traditional role of giving of information is dispensed with, thus encouraging learners to ask their own questions and generate solutions to problems. Inquiry and project-based learning is the norm in this model.

The philosophy of this History curriculum synchronizes with the broader aims of the teaching of the discipline of History which is intended to foster a sense of identity, relate past events to real world situations, reflect on the human struggle that form the basis of historical events as well as draw conclusions from them. In conclusion, this philosophy uses the guiding principles of Constructivism to enable learners to interpret local, regional and international History, understand the work of historians, reflect on the human struggle and identify how the present is connected to the past. Critical reflection on historical and cultural experiences is also a necessary for transformational learning in the History classroom.

## **GOALS:**

1. Develop an understanding of and think critically about people, changes, and events in the past and how they impact the present.
2. Students should develop skills of the historian through the interrogation of primary and secondary sources. They should understand the elements/characteristics of history and how historians collect, record and interpret events.
3. Students should know the basic facts of History, understand cause and effect, make historical interpretations and understand how these have shaped contemporary society.
4. Students should be able to construct and interpret timelines, explain patterns of historical events, succession and duration, and continuity and change. They should understand the temporal context in which historical events occurred. They should understand the relationship between the development of societies and the environment and use geographical tools and skills to place them in a spatial context.
5. Students should be able to compare, analyze and interrogate multiple perspectives of historical records. They should challenge historical arguments and construct sound historical narrative of their own. They should be able to formulate their own questions regarding historical documents and artefacts.

Week	NSC Unit	Topics	Lesson/Method of Delivery	Use of ICT	Student Assessment
1	<b>1</b> <b>Encounters, Conflicts and Revolutions</b>	<b>Economic Revolutions: The Agrarian Revolution</b>	Define concepts/terms: revolution, agrarian, economic, technological innovations, seed drill, crop rotation, enclosure movement, marling, medieval. Identify the characteristics of Economic Revolutions Explain the factors that influenced the Agrarian Revolution in Britain Delivery Method: Guided discussions	PowerPoint presentation, Laptop, Projector, Videos and Speakers.  YouTube videos	
2	<b>1</b> <b>Encounters, Conflicts and Revolutions</b>	<b>Economic Revolutions: The Agrarian Revolution</b>	Discuss the features of an economic revolution with specific reference to the Agrarian Revolution  Delivery Method: Exploration	PowerPoint presentation, Laptop, Projector, Videos and Speakers.  YouTube videos	
3	<b>1</b> <b>Encounters, Conflicts and Revolutions</b>	<b>Economic Revolutions: The Agrarian Revolution</b>	Examine the changes/effects of the Agrarian Revolution on the British society and economy between 1701 and 1850 Delivery Method: Exploration	PowerPoint presentation, Laptop, Projector, Videos and Speakers.  YouTube videos	
4	<b>1</b> <b>Encounters, Conflicts and Revolutions</b>	<b>Economic Revolutions: The Industrial Revolution</b>	Define concepts/terms: revolution, industrial, economic.	PowerPoint presentation, Laptop, Projector,	

Week	NSC Unit	Topics	Lesson/Method of Delivery	Use of ICT	Student Assessment
			<p>Discuss the impact of the Agrarian Revolution on the Industrial Revolution in Britain</p> <p>Identify on a map of Britain the areas where economic revolutions occurred</p> <p>Explain the factors that influenced the Industrial Revolution in Britain</p> <p>Delivery Method: Brainstorming and discussions</p>	<p>Videos and Speakers.</p> <p>YouTube videos</p>	
5	<b>1</b> <b>Encounters, Conflicts and Revolutions</b>	<b>Economic Revolutions: The Industrial Revolution</b>	<p>Discuss the features of an economic revolution with specific reference to the Industrial Revolution</p> <p>Discuss the Caribbean's contribution to the Industrial Revolution in Britain.</p> <p>Delivery Method: Brainstorming and discussions</p>	<p>PowerPoint presentation, Laptop, Projector, Videos and Speakers.</p> <p>YouTube videos</p>	
6	<b>1</b> <b>Encounters, Conflicts and Revolutions</b>	<b>Economic Revolutions: The Industrial Revolution</b>	<p>Evaluate the effects of the Industrial Revolution on Britain's society and economy.</p> <p>Assess the effects of the Industrial Revolution on the Caribbean.</p> <p>Delivery Method: Exploration</p>	<p>PowerPoint presentation, Laptop, Projector, Videos and Speakers.</p> <p>YouTube videos</p>	

Week	NSC Unit	Topics	Lesson/Method of Delivery	Use of ICT	Student Assessment
7	<b>2</b> <b>Encounters, Conflicts and Revolutions</b>	<b>Political Revolutions in the Caribbean: The Haitian Revolution</b>	Define the following concepts: creole, Frenchman Creole, Frenchman, African born, Creole black, colony, colonists, colonialist, petit blancs, grand blancs, monarchy, republicans, free coloured, constitution, imperialism, mulattoes Locate Haiti and the Dominican Republic on a map of the Caribbean Describe the racial composition of the colony of St. Domingue before the revolution Identify the factors which caused the revolution in St. Domingue Delivery method: Brainstorming and exploration	PowerPoint presentation, Laptop, Projector, Videos and Speakers.  YouTube videos	
8	<b>2</b> <b>Encounters, Conflicts and Revolutions</b>	<b>Political Revolutions in the Caribbean: The Haitian Revolution</b>	Analyse the role of Toussaint in the execution of the Haitian Revolution Delivery method: Exploration	PowerPoint presentation, Laptop, Projector, Videos and Speakers.  YouTube videos	
9	<b>2</b> <b>Encounters, Conflicts and Revolutions</b>	<b>Political Revolutions in the Caribbean: The Haitian Revolution</b>	Assess the effects of the Haitian revolution on Haiti and the wider Caribbean. Delivery method: Exploration	PowerPoint presentation, Laptop, Projector,	

Week	NSC Unit	Topics	Lesson/Method of Delivery	Use of ICT	Student Assessment
				Videos and Speakers.  YouTube videos	
10	<b>3</b> <b>Encounters, Conflicts and Revolutions</b>	<b>Political Revolutions in the Caribbean: The Cuban Revolution</b>	Define the following concepts/terms: revolution, imperialism, nationalism, decolonization, communism, conflict, nationalist, liberator, dictator Locate Cuba on a map of the Caribbean  Explain the causes for the Cuban Revolution and the consequences on the country and the wider Caribbean Delivery method: Brainstorming and exploration	PowerPoint presentation, Laptop, Projector, Videos and Speakers.  YouTube videos	
11	<b>3</b> <b>Encounters, Conflicts and Revolutions</b>	<b>Political Revolutions in the Caribbean: The Cuban Revolution</b>	Examine the role of Fidel Castro as a liberator. Interpret the sequence of events, time periods, chronology and trends evident in the Cuban Revolution. Delivery method: Exploration	PowerPoint presentation, Laptop, Projector, Videos and Speakers.  YouTube videos	
12	<b>Revision</b>	<b>Revision</b>	<b>Revision</b>	<b>Revision</b>	<b>Revision</b>
13	End of Term Exam (1 <sup>st</sup> - 4 <sup>th</sup> , 6 <sup>th</sup> Forms)	End of Term Exam (1 <sup>st</sup> - 4 <sup>th</sup> , 6 <sup>th</sup> Forms)	End of Term Exam (1 <sup>st</sup> - 4 <sup>th</sup> , 6 <sup>th</sup> Forms)	End of Term Exam (1 <sup>st</sup> - 4 <sup>th</sup> , 6 <sup>th</sup> Forms)	End of Term Exam (1 <sup>st</sup> - 4 <sup>th</sup> , 6 <sup>th</sup> Forms)

Week	NSC Unit	Topics	Lesson/Method of Delivery	Use of ICT	Student Assessment
14	End of Term Exam (1 <sup>st</sup> - 4 <sup>th</sup> , 6 <sup>th</sup> Forms)	End of Term Exam (1 <sup>st</sup> - 4 <sup>th</sup> , 6 <sup>th</sup> Forms)	End of Term Exam (1 <sup>st</sup> - 4 <sup>th</sup> , 6 <sup>th</sup> Forms)	End of Term Exam (1 <sup>st</sup> - 4 <sup>th</sup> , 6 <sup>th</sup> Forms)	End of Term Exam (1 <sup>st</sup> - 4 <sup>th</sup> , 6 <sup>th</sup> Forms)
15	<b>End of Term activities</b>	<b>End of Term activities</b>	<b>End of Term activities</b>	<b>End of Term activities</b>	<b>End of Term activities</b>
16	<b>3 Encounters, Conflicts and Revolutions</b>	<b>Political Revolutions in the Caribbean: The Cuban Revolution</b>	Discuss the divergent views relating to the Cuban Revolution  Delivery method: Exploration	PowerPoint presentation, Laptop, Projector, Videos and Speakers.  YouTube videos	
17	<b>4 Encounters, Conflicts and Revolutions</b>	<b>The Grenadian Revolution-</b>	Define the following concepts: liberator, dictatorial, charismatic, nationalism, conflict, communism, elections, revolutionary, military regime, coup, coup d'etat, dissent, military coup, communists, military regime, martial law Locate Grenada and the United States (U.S.) relative to their position to each other and the Caribbean Discuss the factors that led to the Grenada Revolution Identify the major personalities involved in the Grenada Revolution.  Delivery method: Exploration	PowerPoint presentation, Laptop, Projector, Videos and Speakers.  YouTube videos	

Week	NSC Unit	Topics	Lesson/Method of Delivery	Use of ICT	Student Assessment
18	<b>4</b> <b>Encounters, Conflicts and Revolutions</b>	<b>The Grenadian Revolution</b>	Examine the concern of the US regarding the Grenadian revolution Discuss the consequences of United States intervention in Grenada in 1983 Assess the effects of the Grenada Revolution on Grenada and on the wider Caribbean Delivery method: Discussions and exploration.	PowerPoint presentation, Laptop, Projector, Videos and Speakers.  YouTube videos	
19	<b>5</b> <b>Encounters, Conflicts and Revolutions</b>	<b>The Morant Bay Rebellion</b>	Define the following concepts/terms: taxation, petition, peasants, delegation, martial law, riot act, ammunition, riot, rebellion, constitution, custos. Locate Morant Bay and Stony Gut on a map of Jamaica in relation to Spanish Town Discuss the factors that led to the Morant Bay Rebellion.  Identify the major personalities involved in the Morant Bay Rebellion Delivery method: Exploration	PowerPoint presentation, Laptop, Projector, Videos and Speakers.  YouTube videos	
20	<b>5</b>	<b>The Morant Bay Rebellion</b>	Examine the response of the authorities to the requests of the peasants in Morant Bay	PowerPoint presentation, Laptop, Projector,	

Week	NSC Unit	Topics	Lesson/Method of Delivery	Use of ICT	Student Assessment
	<b>Encounters, Conflicts and Revolutions</b>		Assess the effects of the Morant Bay Rebellion on Jamaica and on the wider Caribbean. Delivery method: Brainstorming and discussions	Videos and Speakers.  YouTube videos	
21	<b>6</b> <b>Encounters, Conflicts and Revolutions</b>	<b>The American War of Independence - 1775-1783</b>	Define and use correctly the terms/concepts: Atlantic World, colonialism, colony, European enlightenment, revolution, immigration, taxation, duties, Navigation Acts, protest, rebellion, mercantilism, laissez-faire, Boston Tea Party, "No Taxation Without Representation", New England states, "Declaration of Independence", confrontation, aggression, constitution, sanctions, sovereignty, mother country, British North American Colonies, political upheavals, continental congress Identify North America on a world map, in relation to Britain and the Caribbean Locate on a map of North America the thirteen British North American colonies in relation to the rest of North	PowerPoint presentation, Laptop, Projector, Videos and Speakers.  YouTube videos	

Week	NSC Unit	Topics	Lesson/Method of Delivery	Use of ICT	Student Assessment
			America, Britain and the Caribbean  Describe the relationship between Britain and her North American colonies before the outbreak of the American War of Independence.  Delivery method: Brainstorming and discussions		
22	<b>6</b> <b>Encounters, Conflicts and Revolutions</b>	<b>The American War of Independence - 1775-1783</b>	Categorize the factors that led to the American War of Independence.  Discuss the significance of the slogan “No Taxation, Without Representation.”  Delivery method: Brainstorming and discussions	PowerPoint presentation, Laptop, Projector, Videos and Speakers.  YouTube videos	
23	<b>6</b> <b>Encounters, Conflicts and Revolutions</b>	<b>The American War of Independence - 1775-1783</b>	Examine the results of the American Revolution  Assess the effects of the American War of Independence on Jamaica  Delivery method: Discussions	Online puzzles  Online mapping	
24	<b>Revision</b>	<b>Revision</b>	<b>Revision</b>	<b>Revision</b>	<b>Revision</b>
25	<b>In-Class Progress Test (1<sup>st</sup> - 6<sup>th</sup> Forms)</b>	<b>In-Class Progress Test (1<sup>st</sup> - 6<sup>th</sup> Forms)</b>	<b>In-Class Progress Test (1<sup>st</sup> - 6<sup>th</sup> Forms)</b>	<b>In-Class Progress Test (1<sup>st</sup> - 6<sup>th</sup> Forms)</b>	<b>In-Class Progress Test (1<sup>st</sup> - 6<sup>th</sup> Forms)</b>

Week	NSC Unit	Topics	Lesson/Method of Delivery	Use of ICT	Student Assessment
26	7 <b>Encounters, Conflicts and Revolutions</b>	<b>World War I - 1914-1918</b>	<p>Define and use correctly the terms /concepts: conflict, mobilize, settlement, treaty, retaliate, belligerent, nationalism, rivalry, assassination, imperialism, imperialist, military, system of alliance, central powers, triple alliance, triple entente, allies, Archduke Frantz Ferdinand, colony, colonisation, Serbia, submarines, mechanised war, ammunition, international, destruction, violence, Sarajevo, Bosnia, League of Nations, Versailles Peace Settlement, hostility</p> <p>Location of Europe on a world map and of the leading European nations at war for example, England, Russia, France, Germany, Austria-Hungary, and Italy in relation to the rest of Europe and in relation to Jamaica</p> <p>Evaluate The factors that led to the outbreak of World War 1.</p> <p>Delivery method: Exploration</p>	<p>Online puzzles</p> <p>Online games</p> <p>Online mapping</p>	
27	7	<b>World War I - 1914-1918</b>	Examine the results of World War 1.	PowerPoint presentation, Laptop, Projector,	

Week	NSC Unit	Topics	Lesson/Method of Delivery	Use of ICT	Student Assessment
	<b>Encounters, Conflicts and Revolutions</b>		Demonstrate understanding of Jamaica's role in the War Delivery method: Exploration and discussion	Videos and Speakers.  YouTube videos	
28	<b>8</b> <b>Encounters, Conflicts and Revolutions</b>	<b>World War II - 1939-1945</b>	Define and use words and concepts correctly: conflict, mobilize, settlement, treaty, retaliate, belligerent, nationalism, rivalry, imperialism, imperialist, military, system of alliance, Axis, Allies, colony, colonisation, submarines, atomic bomb, ammunition, international, destruction, violence, League of Nations, United Nations, Versailles Peace Settlement, hostility, Nazism, holocaust, capitalism, domination, Fascism, militarism, anti-Semitic, appeasement, Mein Kampf, Lebenstraum, communism, socialism, totalitarianism. Identify Europe on a world map and the leading European nations at war for example, Britain, France, Poland, Germany, Austria-Hungary, and	PowerPoint presentation, Laptop, Projector, Videos and Speakers.  YouTube videos	

Week	NSC Unit	Topics	Lesson/Method of Delivery	Use of ICT	Student Assessment
			<p>Italy in relation to the rest of Europe and in relation to Jamaica.</p> <p>Assess the factors that led to the outbreak of World War II.</p> <p>Delivery method: Explorations.</p>		
29	<b>9</b> <b>Encounters, Conflicts and Revolutions</b>	<b>World War II - 1939-1945</b>	<p>Discuss Jamaica's involvement in World War II.</p> <p>Examine the consequences of the War.</p> <p>Delivery method: Explorations.</p>	PowerPoint presentation, Laptop, Projector, Videos and Speakers.  YouTube videos	
30	<b>10</b> <b>The interconnectivity between humankind and the past</b>	<b>The Rise of Nationalist Figures/Liberators-Garvey</b>	<p>Define and use correctly the concepts/terms: liberators, Universal Negro Improvement Association and African Communities League (UNIA-ACL), Rastafari, philosophy, vision, pride, radical, self-reliance, Black Star Line, black consciousness</p> <p>Locate Jamaica on a map of the world in relation to the rest of the world</p> <p>Locate, shade and label places visited by Marcus Garvey</p> <p>Assess the philosophies of Garvey.</p>	PowerPoint presentation, Laptop, Projector, Videos and Speakers.  YouTube videos	Classwork Grade #1 due (Apr. 27, 2023)

Week	NSC Unit	Topics	Lesson/Method of Delivery	Use of ICT	Student Assessment
			Delivery methods: Discussion and exploration		
31	<b>10</b> <b>The interconnectivity between humankind and the past</b>	<b>The Rise of Nationalist Figures/Liberators- Garvey</b>	Analyse the principles of Garvey's Universal Negro Improvement Association African Communities league (UNIA-ACL). Evaluate the contribution of Garvey to his nation and the world. Delivery methods: Discussion and exploration	PowerPoint presentation, Laptop, Projector, Videos and Speakers.  YouTube videos	
32	<b>11</b> <b>The interconnectivity between humankind and the past</b>	<b>The Rise of Nationalist Figures/Liberators- Gandhi</b>	Define and use correctly the concepts/terms: nation, nationalist, nationalism, colonial, colonialism, non-violence, independent, nationhood, independent, demonstrations Locate India on a map of the world in relation to the rest of the world Assess the philosophies of Gandhi Delivery methods: Discussion and exploration	PowerPoint presentation, Laptop, Projector, Videos and Speakers.  YouTube videos	
33	<b>11</b> <b>The interconnectivity between</b>	<b>The Rise of Nationalist Figures/Liberators- Gandhi</b>	Discuss Gandhi's response to British economic domination in India	PowerPoint presentation, Laptop, Projector,	Homework Grade #1 due (May 18, 2023)

Week	NSC Unit	Topics	Lesson/Method of Delivery	Use of ICT	Student Assessment
	<b>humankind and the past</b>		Evaluate the contribution of Gandhi to his nation and the world Delivery methods: Discussion and exploration	Videos and Speakers.  YouTube videos	
34	<b>12 The interconnectivity between humankind and the past</b>	<b>The Rise of Nationalist Figures/Liberators- Mandela</b>	Define and use correctly the concepts/terms: segregation, African National Congress (ANC), persecution, exile, racism, apartheid, liberation movement, oppressed, domination  Locate South Africa on a map of the world in relation to the rest of the world  Assess the philosophies of Mandela  Delivery methods: Discussion and exploration	PowerPoint presentation, Laptop, Projector, Videos and Speakers.  YouTube videos	
35	<b>12 The interconnectivity between humankind and the past</b>	<b>The Rise of Nationalist Figures/Liberators- Mandela</b>	Analyse the strategies used by Mandela and the African National Congress (ANC) to end apartheid  Evaluate the contribution of Mandela to his nation and the world  Delivery methods: Discussion and exploration	PowerPoint presentation, Laptop, Projector, Videos and Speakers.  YouTube videos	Classwork Grade #2 due (June 1, 2023)
36	<b>Revision</b>	<b>Revision</b>	<b>Revision</b>	<b>Revision</b>	<b>Revision</b>

Week	NSC Unit	Topics	Lesson/Method of Delivery	Use of ICT	Student Assessment
37		<b>End of Year Exam (1<sup>st</sup> – 3<sup>rd</sup> Forms)</b>			
38		<b>End of Year Exam (1<sup>st</sup> – 3<sup>rd</sup> Forms)</b>	<b>End of Year Exam (1<sup>st</sup> – 3<sup>rd</sup> Forms)</b>	<b>End of Year Exam (1<sup>st</sup> – 3<sup>rd</sup> Forms)</b>	<b>End of Year Exam (1<sup>st</sup> – 3<sup>rd</sup> Forms)</b>

**READING LIST:**