



WOLMER'S BOYS' SCHOOL

Department of the Humanities

Form: Fourth (4th)

Subject: Caribbean History

Course Outline 2023-2024

RATIONALE:

This syllabus has been guided by a particular view of the nature of history as a discipline, the educational needs of students and the desire to promote the development of an ideal Caribbean person.

History as a discipline has three aspects – its content, its organising principles and its methods of enquiry. The substantive content of Caribbean History is the activities of the peoples of the islands from the Bahamas to Trinidad as well as those of the peoples of Belize and the Guianas, from the coming of the indigenous Americans to 1985.

There is no attempt in this syllabus to promote one organising principle or interpretation of Caribbean History. While a thematic arrangement has been imposed on the course of Caribbean History, the content within each theme has been stated in such a way as to permit exploration of a variety of organising principles. Nevertheless, the selection of themes and their content has been informed by a desire to promote a distinctly Caribbean perspective. This perspective acknowledges the need for a respect of human life and a cultural heritage that values harmony and cherishes diversity as a strength.

The thematic approach has been adopted because it lends itself to detailed treatment of the type that allows the student to practise the various skills of the historian. However, by grouping themes and by requiring students to study an overview, a core of topics, the syllabus seeks to maintain chronology as an important aspect of the study of history.

The methods of studying history, the remaining aspect of the discipline, have determined the aims and objectives stated in the syllabus. In the course of their work, historians raise questions, formulate hypotheses, gather evidence from a variety of data sources, collate and interpret information, make judgements, draw conclusions and report their findings. The student activities implied by the aims and objectives of the syllabus are directly related to the procedures used by historians in the study of their discipline.

The acquisition of these skills equips the individual to function in fields such as Law, International Relations, Archival Science and Mass Communication. More importantly, the identified skills will produce a critical thinker who can assume leadership roles in civil society, the private and public sector.

The objectives of the syllabus were derived from considerations of the nature of history as well as from the perceived needs and interests of students and citizens within the Caribbean community. These objectives have informed the evaluation procedures and have the further attribute of suggesting a variety of appropriate teaching approaches; project work, individual enquiry and research, creative representations and such traditional techniques that have helped develop historical understanding in students. This variety of appropriate teaching approaches has the advantage of allowing for individual differences among students.

GOALS:

By the end of the unit students should:

(Knowledge and Comprehension):

1. Recall basic factual information about Caribbean History covered by the syllabus.
2. Explain basic ideas and concepts in Caribbean History.
3. Identify different historical perspectives and explain why differences exist.
4. Explain the impact of physical geography on human activity in the Caribbean.
5. Interpret historical data, for example, relate facts, make comparisons and deduce cause and effect.

(Use of Knowledge):

1. Analyse and explain historical events.
2. Examine causes and effects of historical events. Evaluate the impact of historical events.
3. Weigh evidence and extract relevant information from many sources.
4. Detect bias in different representation of historical events. Identify inconsistencies, points of view, opinions, value judgements.

5. Assess the relevance of information to a particular problem or topic.
6. Examine historical data and draw reasoned conclusions. Make inferences from historical evidence.

(Enquiry and Communication):

1. Read and comprehend primary and secondary sources.
2. Read maps, diagrams, charts and graphs. Interview resource persons.
3. Classify and order data.
4. Use indices and reference books.
5. Record data in various ways.
6. Investigate historical sites.
7. Present historical data and argument in different forms by using short and extended essays, graphs, diagrams, statistics, discussion and oral presentations, audio/video/information technology.

*** Indicates a school week is not a 5-day week.**

Week	NSC Unit	Topics	Lesson/Method of Delivery	Use of ICT	Student Assessment
1	Core A	The Indigenous Peoples of the Americas	a. Outline of the syllabus. b. Explain the migration of indigenous peoples to the Americas & to the Caribbean territories (through North, Central & South America) & their interactions. Method of Delivery: Guided exploration	PowerPoint presentation, Laptop, Projector, Videos and Speakers.	
2	Core A	The Indigenous Peoples of the Americas	a. Identify the geographical location of Taino, Kalinago & Maya. b. Describe the social, religious, political & economic organization of the Maya.	Google classroom	

Week	NSC Unit	Topics	Lesson/Method of Delivery	Use of ICT	Student Assessment
			c. Describe the social, religious, political & economic organization of the Taino. Method of Delivery: Guided exploration		
3	Core A Core B	The Indigenous Peoples of the Americas The Europeans	a. Describe the social, religious, political & economic organization of the Kalinago. b. Outline factors motivating Europeans to explore and settle in the Caribbean up to the end of the 17 th century, including wind systems & ocean currents, technology, trade, religion & national rivalry. Method of Delivery: Discussion, Guided exploration	Online quiz	Classwork & Homework Grades #1 due
4	Core B	The Europeans	a. Describe Spanish colonization & its effects on the indigenous populations. b. Outline European rivalry in the Caribbean up to 1763 – trade. Method of Delivery: Think-pair-share	Google classroom	

Week	NSC Unit	Topics	Lesson/Method of Delivery	Use of ICT	Student Assessment
5	Core B	The Europeans	Outline European rivalry in the Caribbean up to 1763 – piracy, buccaneering, privateering. Method of Delivery: Discussion	Online quiz	
6	Core B	The Europeans	Outline European rivalry in the Caribbean up to 1763 – warfare, settlement and colonization. Method of Delivery: Guided exploration	Online quiz	Classwork & Homework Grades #2 due
7	Core C (1) Theme 2	The Economic Revolution & the Coming of the Africans Caribbean Economy & Slavery	Outline West African societies in the 15 th century: economic, religious and political organization and social relations. Explain the reasons for the change from tobacco to sugar and assess the consequences of the changes. 1. Economic revolutions: (a) sugar. (b) Social, political & economic consequences. Method of Delivery: Teacher-student interaction	Google classroom	
8	Theme 2	Caribbean Economy & Slavery	Explain the reasons for the change from logwood to mahogany and	Google classroom	

Week	NSC Unit	Topics	Lesson/Method of Delivery	Use of ICT	Student Assessment
			<p>assess the consequences of the changes.</p> <p>2. Economic revolutions: (a) mahogany.</p> <p>(b) Social, political & economic consequences.</p> <p>Method of Delivery: Teacher-student interaction</p>		
9	Theme 2	Caribbean Economy & Slavery	<p>Explain the reasons for the enslavement of Africans in the Caribbean.</p> <p>3. Enslavement of Africans in the Caribbean: accessibility, affordability, demand, attempts to justify enslavement of Africans.</p> <p>Method of Delivery: Brainstorming</p>	PowerPoint presentation, Laptop, Projector, Videos and Speakers.	Classwork & Homework Grades #3 due
10	Theme 2	Caribbean Economy & Slavery	<p>Describe the Trans-Atlantic Trade in Africans.</p> <p>4. Trans-Atlantic Trade – Organization, impact on</p>	Google Classroom	

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			West African societies, & experiences of its victims. Method of Delivery: Teacher-student interaction		
11	Theme 2	Caribbean Economy & Slavery	Describe the ways in which African labour was used in areas other than sugar production. 5. Other use of enslaved African labour (mahogany, logwood, cotton, coffee & cocoa production). Method of Delivery: Guided exploration	Google Classroom	
12	Theme 2	Caribbean Economy & Slavery	Describe the organization of a typical sugar plantation. 6. Organization of a typical sugar plantation (physical layout & use of male & female labour). Method of Delivery: Guided exploration	Kahoot Quizlet Google Classroom	
13		End of Term Exam (1 st - 4 th , 6 th Forms)	End of Term Exam (1 st - 4 th , 6 th Forms)	End of Term Exam (1 st - 4 th , 6 th Forms)	End of Term Exam (1 st - 4 th , 6 th Forms)
14		End of Term Exam (1 st - 4 th , 6 th Forms)	End of Term Exam (1 st - 4 th , 6 th Forms)	End of Term Exam (1 st - 4 th , 6 th Forms)	End of Term Exam (1 st - 4 th , 6 th Forms)

Week	NSC Unit	Topics	Lesson/Method of Delivery	Use of ICT	Student Assessment
15					
16	Theme 2	Caribbean Economy & Slavery	<p>Describe the manufacturing processes on a typical sugar plantation before 1838.</p> <p>7. Sugar production: field, factory & shipping; rum production: fermentation, distillation, aging & bottling.</p> <p>Method of Delivery: Teacher-student interaction</p>	<p>PowerPoint presentation, Laptop, Projector, Videos and Speakers.</p> <p>Projector</p>	
17	Theme 2	Caribbean Economy & Slavery	<p>Identify the markets for the products in (7) above, before 1850.</p> <p>8. Markets for sugar and rum; profitability, risks.</p> <p>Method of Delivery: Student-student interaction</p>	Google classroom	
18	Theme 2	Caribbean Economy & Slavery	<p>Describe African cultural forms in the Caribbean up to 1838.</p> <p>9. African cultural forms: religion, language, dress, music, dance, food, & medicine.</p> <p>Method of Delivery: Discussion</p>	<p>PowerPoint presentation, Projector, Laptop, Videos and Speakers.</p> <p>Google Classroom</p>	

Week	NSC Unit	Topics	Lesson/Method of Delivery	Use of ICT	Student Assessment
19	Theme 2	Caribbean Economy & Slavery	Describe the social relations in slave society. 10. Social relations: class, gender, ethnic relations. Method of Delivery: Group Buzz Session	PowerPoint presentation, Laptop, Projector, Videos and Speakers.	Classwork & Homework Grades #1 due
20	Core D	Slave Resistance	a. Describe measures used to control enslaved Africans. b. Identify forms of resistance by males and females. Method of Delivery: Discussion	PowerPoint presentation, Laptop, Projector, Videos and Speakers.	
21	Core D	Slave Resistance	a. Outline the Maroons: origins & achievements b. Outline the causes of the major slave revolts & the reasons for their success or failure – Berbice (1763). Method of Delivery: Lecture/Game	PowerPoint presentation, Projector, Laptop, Videos and Speakers. Google Classroom	Classwork Grade #2 due
22	Core D	Slave Resistance	Outline the causes of the major slave revolts & the reasons for their success or failure – Barbados (1816), Demerara (1823), Jamaica (1831). Method of Delivery:	PowerPoint presentation, Projector, Laptop, Videos and Speakers. Google Classroom	

Week	NSC Unit	Topics	Lesson/Method of Delivery	Use of ICT	Student Assessment
			Lecture		
23	Core D	Slave Resistance	Outline the causes of the major slave revolts & the reasons for their success or failure – Haiti (1791–1804). Method of Delivery: Lecture	PowerPoint presentation, Projector, Laptop, Videos and Speakers. Google Classroom	
24	Theme 4	Metropolitan movements towards Emancipation	Assess the effects of nineteenth century revolts on the emancipation process. 1. Responses to revolt: negative effects on slavery, positive effects on the emancipation process. Method of Delivery: Group Presentation	PowerPoint presentation, Projector, Laptop, Videos and Speakers. Google Classroom	Homework Grade #2 due
25		In-Class Progress Test (1 st - 6 th Forms)	In-Class Progress Test (1 st - 6 th Forms)	In-Class Progress Test (1 st - 6 th Forms)	In-Class Progress Test (1 st - 6 th Forms)
26	Theme 4	Metropolitan movements towards Emancipation	Assess the attitudes and arguments advanced by interest groups. 2. Attitudes towards slavery; arguments of interest groups for and against slavery – Economic, humanitarian, religious. Method of Delivery:	PowerPoint presentation, Projector, Laptop, Videos and Speakers. Peer grade	

Week	NSC Unit	Topics	Lesson/Method of Delivery	Use of ICT	Student Assessment
			Presentation		
27	Theme 4	Metropolitan movements towards Emancipation	<p>Compare the course of the British, French and Spanish anti-slavery movements.</p> <p>3. (a) British Anti-slavery movements: early protest, organized campaign, Caribbean reactions, outstanding personalities.</p> <p>Method of Delivery: Think-pair-share Lecture</p>	Google classroom	
28	Theme 4	Metropolitan movements towards Emancipation	<p>Compare the course of the British, French and Spanish anti-slavery movements.</p> <p>4. (b) French Anti-slavery movements: early protest, organized campaign, Caribbean reactions, outstanding personalities.</p> <p>Method of Delivery: Think-pair-share Lecture</p>	Google classroom	
29	Theme 4	Metropolitan movements towards Emancipation	Compare the course of the British, French and Spanish anti-slavery movements.	Online Test	Classwork Grade #1 due

Week	NSC Unit	Topics	Lesson/Method of Delivery	Use of ICT	Student Assessment
			<p>5. (c) Spanish Anti-slavery movements: early protest, organized campaign, Caribbean reactions, outstanding personalities.</p> <p>Method of Delivery: Think-pair-share Lecture</p>	Google classroom	
30	Theme 4	Metropolitan movements towards Emancipation	<p>Describe the British and French Amelioration policies.</p> <p>6. British and French Amelioration: aims, features, results.</p> <p>Method of Delivery: Games/Guided Discussions Group Presentation</p>	<p>PowerPoint presentation, Projector, Laptop, Videos and Speakers.</p> <p>Kahoot Quizlet Google Classroom</p>	
31	Theme 4	Metropolitan movements towards Emancipation	<p>Evaluate the clauses of the 1833 Act of Abolition (Emancipation Act).</p> <p>7. British Emancipation Act: main clauses - freedom, apprenticeship, compensation.</p> <p>Method of Delivery: Group Presentation</p>	<p>Google Classroom</p> <p>PowerPoint presentation, Projector, Laptop, Videos and Speakers.</p>	

Week	NSC Unit	Topics	Lesson/Method of Delivery	Use of ICT	Student Assessment
32	Theme 4	Metropolitan movements towards Emancipation	Assess the workings of the Apprenticeship system up to 1838. 8. Apprenticeship: features, conditions, responses, results. Method of Delivery: Group Presentation	Google Classroom PowerPoint presentation, Projector, Laptop, Videos and Speakers.	Homework Grade #1 due
33	Theme 4	Metropolitan movements towards Emancipation	Analyze the terms of the 1833 Act of Emancipation. 9. The Emancipation Act: attitude to planters, attitude to ex-slaves. Method of Delivery: Group Presentation	PowerPoint presentation, Laptop, Projector, Videos and Speakers.	
34		Revision	Revision	Revision	Classwork Grade #2 due
35		End of Year Exam (4 th Form)	End of Year Exam (4 th Form)	End of Year Exam (4 th Form)	End of Year Exam (4 th Form)
36		End of Year Exam (4 th Form)	End of Year Exam (4 th Form)	End of Year Exam (4 th Form)	End of Year Exam (4 th Form)
37		End of Year Exam (4 th Form) (1 st – 3 rd Forms)	End of Year Exam (4 th Form) (1 st – 3 rd Forms)	End of Year Exam (4 th Form) (1 st – 3 rd Forms)	End of Year Exam (4 th Form) (1 st – 3 rd Forms)
38		End of Year Exam (4 th Form) (1 st – 3 rd Forms)	End of Year Exam (4 th Form) (1 st – 3 rd Forms)	End of Year Exam (4 th Form) (1 st – 3 rd Forms)	End of Year Exam (4 th Form) (1 st – 3 rd Forms)

READING LIST:

Amerindians to Africans 3rd Edition: - Brian Dyde, Robert Greenwood, Shirley Hamber.

Emancipation to Emigration 3rd Edition: - Brian Dyde, Robert Greenwood, Shirley Hamber.