

HARRISON COLLEGE

DEPARTMENT OF HISTORY AND CARIBBEAN STUDIES



TEACHING GUIDE FOR FORMS 1 to 6

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Revised August 2013

FORWARD

This *Guide* is intended to assist teachers in the coverage of the various syllabi for forms 2 to 6. Before any teaching can begin in the CSEC and CAPE Syllabuses, teachers are encouraged to familiarise themselves with the aims and objectives given at the beginning of each CXC syllabus.

History Second Form

History - Third Form

CSEC Caribbean History,

CAPE Caribbean History

CAPE History Units 1 and 2.

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METHODS OF TEACHING

- ✚ Chalk and talk
- ✚ Note giving
- ✚ Allowing class to work in groups on an assignment to be completed before the end of the lesson either orally or written.
- ✚ Quiz.
- ✚ Discussion which is teacher led.
- ✚ Tutorials.
- ✚ Short historical skits.
- ✚ DVD aided teaching.
- ✚ Power point presentations.
- ✚ In class private reading and research.
- ✚ In class essay writing practise or other written exercises to be handed in at the end of a lesson or at a future date.
- ✚ Field trips to places of historical interest.
- ✚ Guest lecturers

TEACHING GUIDE FOR CXC CAPE CARIBBEAN STUDIES **SYLLABUS**

TERM I

SEPTEMBER – NOVEMBER


Main Text:- CAPE Caribbean Studies: An Interdisciplinary Approach

Understanding The Contemporary Caribbean by Jennifer Mohammed

Module 1: Caribbean Society and Culture

Location and Definition of the Caribbean Region and its Diaspora (a) and (b)

The Impact of Geographical Phenomena [*Guest lecturer*]

 A written exercise should be given at the end of this topic either in class or as homework.

The Historical Process

(a) to (e)

Identity and Social Formation

- Social Stratification
- Creolisation and Hybridisation
- Cultural Diversity
- Pan Africanism
- Negritude

Impact of Societal Institutions on Caribbean People

Caribbean Arts and Popular Culture in the Region and its Diaspora

Caribbean Global Interactions

- ✚ *Across the board mid-term Departmental multiple choice test for all groups Lr.6 & Up6. [Week]*

NOVEMBER – DECEMBER

MODULE 2: Investigating Human and Social Development in the Caribbean

1. By the end of September, students should have chosen **one** topic only from **one** of the subject areas/themes A – K for their Research Project.
2. By the end of the first term, students should have completed for first marking, a first Draft of the following : **(a) Introduction and Purpose of Research**
(b) Literature Review
(c) Data Collection Sources
3. All Drafts and the Final Copy of the Research Project **MUST** be done on A4 size paper. Font 12 Times New Roman. One inch margins all around.
 - ✓ Students should be taught carefully on each part of this Module to prepare them for compulsory questions in Paper 1.
 - ✓ Students should make their own additional notes on the Introduction, the Literature Review, the Purpose of the Research etc.
 - ✓ It is strongly advised that as many past papers as possible be used in this section to assist students with understanding this Module.
4. Vacation Assignment: Students should complete as much of the SBA as is possible in the Christmas vacation.

CHECK LIST FOR SBA

- ✓ Students should choose and concentrate on no more than **THREE** variables or focus points in their chosen topic for research.
- ✓ Students must be able to maintain this focus in each chapter of their project.
- ✓ The only chapters/headings to be used in the project are those which have been given on page 35 of the syllabus.
- ✓ For the Literature Review, Students should have read 10 pieces of information (books, magazines, pamphlets, journals, some internet sources) Should have a passing reference of 7 sources and an intimate knowledge of 3.
- ✓ Research projects must be typed presented, on A4 paper, Font size Times New Roman 12 or Arial 12.
- ✓ The APA method of referencing is to be used.
- ✓ No footnotes. Endnotes are acceptable.

MARKING OF THE RESEARCH PAPER

All students must receive a copy of the marking scheme!

- ✓ 45 out of 60 marks is the minimum total grade students should attempt to achieve for this project!
- ✓ The mark 56/60 is considered to be the mark awarded to an excellent research paper. A mark higher than this would be the result of an exceptional research paper which is deemed perfect in every respect with absolutely no mistakes or flaws of any kind and that there is absolutely no improvement that the student or anyone else can make to the Literature Review, Introduction information. Such a project would have to be second marked by the Head of Department.
- ✓ The research project MUST be the sole work of the student. While it is his/her responsibility to guide students in every aspect of the project, the teacher/supervisor must use wisdom to ensure that his views and opinions while guiding students, does not so overwhelm the content of the research paper that it is no longer the student's work but the teacher's.
- ✓ No less than three (3) drafts of the research paper is required by the student.

Marking Scheme

for Term Assignments and Across the Board Tests

- Essays are marked on **Knowledge** (Explication), **Use of Knowledge** (Application) and **Communication and Enquiry** (Synthesis).

- **Type A** questions, test the candidate's *ability to explain and elaborate* on conceptual issues and apply to general principles to a problem situation. (*Paper 1*)
[Example:]

- **Type B** questions, require candidates to *analyse problem cases, discuss* and make *evaluative comments* on issues and present arguments for, or against a particular point of view. (*Paper 2*)
[Example:]

	Type A Questions	Type B Questions
Explication	8	10
Application	7	10
Synthesis	5	10
<hr/>		
Total Marks	20	30

CHECK LIST

Students should be able to;

- ✓ Describe and discuss the meaning of the political Caribbean, the geographical Caribbean and the historical Caribbean.
- ✓ To give a brief overview of the geography and geology of the Caribbean.
- ✓ Should be able to give a simple definition of Plate Tectonics
- ✓ Explain the elements of "plantation society".
- ✓ Identify and describe the characteristics of "plantation society".
- ✓ Describe the characteristics of 'culture'.
- ✓ Describe the characteristics of Caribbean society and culture.
- ✓ Should be able to give a definition of the term 'diaspora' and the situations in which it can be applied.
- ✓ Give a chronological overview of Caribbean history.
- ✓ Have read Chapters 1 to 6 and 11,
- ✓ As well as Chapter 13- (13.1, 13.2, 13.3 and 13.4 in textbook)
- ✓ Be able to give definitions for all of the terms highlighted in each chapter. (The glossary of words found at the end of each chapter in CXC Readings in Caribbean Studies is excellent for this.

TERM 2

JANUARY – FEBRUARY

MODULE 2: ISSUES IN CARIBBEAN DEVELOPMENT

1. This is the term where Guest Speakers should be brought in to assist in the teaching of the following topic areas.
 - ✓ *Marxism and neo-Marxism*
 - ✓ *Caribbean Perspectives and British Capitalism*
- 2 The evolution of Federation, CARIFTA, CARICOM, OECS
This section should also contain a brief look at a history of political development in the region. (i.e.what is meant by the Westminster system, the Trade Union Movement in the development of political systems in the English speaking Caribbean, political experiments in the Caribbean -Jamaica, Guyana, Cuba, Grenada)
3. From the syllabus teach “**CONTENT**” 1. – 2. (p. 13) *Concept and Indicators of Development and Factors that Promote or Hinder Development along with “Specific Objectives”*1.- 4. (p. 12)
4. Intellectual Traditions- (This section must be covered well)
Guest Speakers:
 - Trends in Caribbean feminist thought*
 - Indo –Caribbean Thought*
 - Indigenous perspectives*

 **ACROSS THE BOARD TEST- 3 Hours.**

MARCH

5. Globalisation and Development (p.14 -15) (i) and (ii)
The Integration Movement
6. Contributions of Sport
7. Social Justice Roles (*Guest Speaker – Attorney at Law or other*)
8. Functions of the Mass Media

CHECK LIST

Students should be able to:

- ✓ Give a definition of the term "development".
- ✓ Describe what is meant by the term "sustainable development".
- ✓ Identify the United Nations Development Goals
- ✓ Give a definition of the term "globalisation"
- ✓ Define the terms "regional integration" and CSME
- ✓ Describe the concepts and indicators of development (Syllabus, p. 13)
- ✓ Have read Chapters 8 to 12 in textbook as well as completed the reading of Chapter 13 for the SBA.

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Revised - August 2013



TEACHING GUIDE FOR CXC CSEC CARIBBEAN HISTORY **SYLLABUS**

YEAR 1 – FOURTH YEAR

TERM 1

SEPTEMBER - DECEMBER

It is absolutely imperative that 2 of the 3 Themes be completed during the Fourth Year.

Textbook: From Amerindians to Africans

Teaching and completion of Theme 2 - Caribbean Economy and Slavery and

Core Topics: –

- A. The Indigenous people of the Americas
- B. The Europeans
- C. The Economic Revolution and the Coming of the Africans

Theme 2 is compulsory for all students since it lies at the core of West Indian History. Teachers may choose ANY 2 (two) of the remaining themes, thus completing the requirements of the syllabus.

CHECK LIST

- ✓ Mid-term across the board multiple choice test. Topics will centre around the Amerindians and their culture (Maya, Taino, Kalinago/the European culture and its impact on the Native Americans.
- ✓ Practise in writing and answering short answer (free response) questions.

TERM 2

JANUARY – MARCH

Textbook: Emancipation to Emigration

Teaching of chosen Second Theme as well as

Core Topics: - 4. Slave Resistance
5. Emancipation and Apprenticeship

TERM 3

APRIL- EARLY JUNE

Complete teaching of $\frac{3}{4}$ of chosen second Theme as well as

Core Topic:- F. The Chinese, Europeans, Indians and Africans



CHECK LIST

- ✚ **Week 5 Students should now be given list of SBA topics to choose from with instructions and requirements.**

- ✓ Vacation Assignment - To begin first draft of SBA in summer vacation.

- ✓ See on following page the requirements for the SBA as suggested by CXC.

Caribbean History SBA

Clarification on Criteria

1. Area of Research

- (i) The topic must be mentioned on the cover of the project and also in clearly stated in the introduction. The topic must identify the area of research. [eg. This project is about....]
- (ii) Introduction – comprise of (1) a brief statement (3-4 sentences) about the back ground of the study (2) a list of the main points, (3) a list of the resources to be used.
- (iii) The introduction must proceed the rationale

2. Rationale

- (i) Ought to state why you are doing that particular project
- (ii) Must be at least 2 paragraphs long
- (iii) Rationale can be made up of the following:
 - (a) What attracted you to the topic
 - (b) Why is the topic fascinating to you
 - (c) How the topic has impacted on you
 - (d) What are the benefits of this research – educational value

3. Collection of Data

- (a) List of Resources
 - (i) Must make reference to the sources in the text
 - (ii) Sources must be represented in the Bibliography
- (b) Use of Sources
 - Students must show use of the sources in the following manner:
 - (i) To make or establish a point
 - (ii) As a quotation – 'According to'
 - (iii) Using the Secondary Source to obtain Primary Source Data (documents and original quotations)
 - (iv) To establish the context of a point (identifying the time period, place etc.)

4. Analysis and Interpretation

- (a) Analysis
 - (i) Linking your paragraph back to the topic

- (ii) To show some cause and effect
 - (iii) To show bias
 - (iv) Detecting weakness in a sources argument
 - (v) Weighing the merit of a particular point
- (b) Conclusions
- (i) Offer evidence to support their point (referring to specific instances)
 - (ii) Evidence can be Primary or Secondary Source (Statistical or Quotation)
 - (iii) Every point must have a piece of evidence

5. Presentation and Documentation

- (a) Conclusion
- (i) Every project must have a conclusion
 - (ii) Conclusion must reiterate the main points
 - (iii) Conclusion must sum up the argument
- (b) Language Skills
- (i) Each paragraph must have a clear topic sentence
 - (ii) Pay attention to grammar and spelling
 - (iii) Points must be presented logically
- (c) Writing Convention
- (i) Cover page (name of school, student's name, students ref.#, country)
 - (ii) Table of Contents
 - (iii) Bibliography
 - (iv) Pagination
 - (v) Appendix where necessary
-

TEACHING GUIDE FOR CXC CSEC CARIBBEAN HISTORY **SYLLABUS**

YEAR 2 - FIFTH YEAR

TERM 1

SEPTEMBER- DECEMBER

Textbooks: Emancipation to Emigration
Development and Decolonisation

Completion of the teaching of Second chosen Theme and commencement of Third chosen Theme as well as

Core Topics: 7. The Establishment of the Peasantry, 1838-1900
8. The United State's Influence in the Caribbean

- Mid-term across the board test.
- Marking of first draft of SBA.

TERM 2

JANUARY - MARCH

Completion of teaching of Third chosen Theme as well as

Core Topics: 9. Popular Protests in the 1930's
10.. Movements towards Independence and Regional Integration up to 1985.

Second across the board test in Week 7 or 8, before Interschool Sports. Will cover four (4) terms of work.

✚ **THE ABSOLUTE DEADLINE FOR THE SUBMISSION OF THE SBA IS THE END OF TERM 2**



SYLLABUS FOR HISTORY

SECOND FORM

Overall Objective: To give the student at this level an appreciation for and understanding of the general aspects of Caribbean History by exposing them to Barbadian history and the culture which has evolved.

TEXT: The Caribbean People Book 2 – Lennox Honychurch

This text should be used as a reference text to introduce the student to Caribbean history and should be the responsibility of the student to read on his own. It should not be the focus of any lesson, but the information contained therein should be referenced for reinforcement of the historical facts learnt.

TERM I

SEPTEMBER-OCTOBER

TOPICS

(A)

FOUNDATIONS

The Taino and Kalinago peoples – Concentration on the Taino people who lived in Barbados and identification of settlement sites around the island.
(Source : The Barbados Museum)

1. *They Came Before Columbus* – The Arrival of the first Africans in the Caribbean and their origins as well as the cultures which they impacted.
2. *The European Connection to Caribbean History*
 - (a) Brief overview of the Renaissance Movement in England and Europe.
 - (b) Brief overview of the Reformation Movement in England and Europe

NOVEMBER-DECEMBER

(B)

THE SETTLERS

- (a) Overview of English settlement of Barbados and early pioneer life. Cash crops grown.
- (b) The formation of Barbados' early government and parliament.
- (c) White indentured labour in Barbados and the areas from which they came.
- (d) Buccaneers, pirates and privateers; an overview of the Dutch, French and Portuguese challenge to the Spanish empire in the Caribbean.

CHECK LIST

- ✓ Mid-term across the board test.
- ✓ Students should be able to locate and name the Caribbean region.
- ✓ Students should be able to locate and name Africa, Asia and Europe on a world map.
- ✓ Students should be able to recognise physical characteristics of indigenous American people.
- ✓ Essay practise.
- ✓ Students should be aware of the nature of Indentureship of Barbadians of European descent.

TERM 2

JANUARY-FEBRUARY

(C)

BUILDING A NEW SOCIETY (new lifestyles and new crops)

- (i) A brief outline of the reasons for the change in the choice of cash crop.
- (ii) Reasons for the enslavement of West African people.
- (iii) What is meant by the Trans-Atlantic Slave Trade
- (iv) **The Africans:** Students should be familiar with the name and location of ethnic groups which were brought to Barbados (namely the Ga, Ibo, Shanti, Ewe, Edo, Fanti, Adangme, Dahomey and Yourba peoples).
- (v) Identification of a map of Africa on a world map, its countries and its size in relation to the rest of the world, overview of its peoples.
 - An overview of important aspects of West African lifestyle and culture. Dispelling of some of the myths pertaining to African culture (i.e. architecture, agriculture, dress, Africa's contribution to world civilisation).
- (v) Plantation life and Slave Society - Case study- Barbados.

(*Barbados the Civilised Island* by Carl Watson may be used for obtaining information on this section – found in Reference section of school library.
- (vi) List some African cultural survival practices on the plantation – food, festivals, dance, music.
- (vii) Students should be aware of the names and locations of some of the island's old sugar plantations.
- (viii) List some forms of slave resistance.
The Bussa Rebellion

N.B. *Slave Resistance and The Abolition of Slavery* are done in Third Form

(D)

BARBADIANA:

This section deals with little known facts about Barbados which can be found in the A to Z of Barbadian Heritage. The information should include both flora and fauna, as well as important facts on people, places and things. The list below is by no means exhaustive.

- Atlantic Crossing – p.12
- Barbados (the name) p. 16
- Bimshire(origins of the term) p.25
- The Igbo nation (origin of Barbadaian people)
- The Bearded Fig Tree – p.16
- The Baobab Tree – p.16
- The Silk Cotton Tree – p. 160
- Birds – p. 25
- Camels p. 37
- The Chattel House - p.43
- Citrus- p.43
- Cohoblopot – p. 49
- Conkie and its origin – p.53
- Cou-Cou – p.55
- The Crane – p.57
- The Barbados Railroad – p.163
- Donkey cart – p. 66
- King JaJa of Opobo – p. 107
- Jooking Board - p. 108
- Mauby (original) – p. 124
- Meeting Turn – p.126
- Monkey or Monkey Jar – p.131
- Stick Fighting – p.199
- Tuk Band pronounced “took band” – p.211

Project work is compulsory to encourage and train students in research, fact documentation and most importantly the development of writing skills as they pertain to the pulling together of historical information.

N.B. Students should be encouraged to complete the reading of the entire textbook on their own even though they will only be examined on the syllabus content. The promotion examination will be on Barbadian history.

CHECK LIST

- ✓ Mid-term across the board test.
- ✓ Students should be able to identify some African cultural survivals e.g. food, music, dance, folklore, language, burial rites.
- ✓ Students should be able to write short historical compositions approx. 150 words.

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HISTORY SYLLABUS

THIRD FORM

Overall Objective: To give the student at this level and appreciation for and an understanding of the post-slavery evolution of Caribbean societies and the political, social and economical forces which shaped them. It is hoped that the student, after having completed this syllabus, will be more critically aware of how these forces have come to bear upon present day Caribbean society.

Skills: (i) Essay construction and writing.
(ii) Writing of short answers.
(iii) Investigation and research.

TEXT: The Caribbean People Book 3

Note: *Students should be guided into completing the required reading for this syllabus quickly, however, without compromising depth and content. Promotion examinations will only be on the syllabus but students must complete the entire book.*

TERM 1

SEPTEMBER

TOPICS:

1. Resistance and Rebellion 1

Theme (1) – *Attempts at freedom by the enslaved people of the colonies*

- (a) Types of Resistance – *Passive/Active*
- (b) The Easter Sunday Barbados Revolt
- (c) The Maroons
- (d) The Haitian Revolution
- (e) Nat Turner's Rebellion USA (p. 121 People Who Came Bk. 3)

OCTOBER- NOVEMBER

2. Resistance and Rebellion 2

Theme (ii) – *The overthrow of colonial rule by the non-enslaved people of the colonies*

- (a) The American Revolution
- (b) The Cuban Revolution
- (c) Overview of the Latin American independence movements

*Across the board test just after mid-term. Possibly Week 9

DECEMBER

3. Emancipation

Theme (iii) – The dismantling of the British Slave System, 1807 – 1838

- (a) Movements towards the Abolition of the Slave Trade

***Chapter 4 may be given as a reading assignment for the Christmas Vacation.**

TERM 2

JANUARY-FEBRUARY

- (b) Amelioration – Improving slave conditions

- (c) Emancipation and Apprenticeship

- (d) *Very brief overview of the emancipation of the slaves in the USA.*

Students should also be aware of the importance of the Civil War

- (d) The rise of the peasant farmer and development of the Free Village (i.e. Rock Hall St. Thomas)

- (e) The Free Village Movement in the West Indies and the importance of land ownership to the Freedmen.

4. Emigration, Immigration and Indentured Labour Theme (iv)

- (a) The reason for Asian immigration into the BWI between 1849 and 1917
- (b) Reasons for West Indian labourers emigrating to Panama, Cuba, and Costa Rica (Resource: *A History of Barbados* –*H. Beckles, Chpt. 7*

MARCH

5. The Trade Union Movement

Theme (v) – *A cry from the workplace, workers and their leaders*

- (a) The contribution of Marcus Garvey and Black Consciousness, Pan-Africanism, The UNIA in Barbados (p. 157-159 – *History of Barbados* by Beckles)
- (b) A brief summary of the effects of the First World War and the 1929 Wall Street Stock Market Crash on workers in the Caribbean.
- (c)
- (d) The workers, the leaders and social upheaval of the 1930's
- (e) The role of Clement Payne in the Barbadian social upheaval.
- (f) The importance of Grantley Adams. The Barbados Progressive League and the Barbados Workers' Union.

TERM 3

APRIL/MAY

(g) Special Sections:

Dr. Martin Luther King Jr. And the Civil Rights Movement in the United States. This topic may be introduced for research purposes as a corollary to Marcus Garvey and black consciousness. It is meant to be an independent research study to be completed by the end of the Second Term and submitted. **Teachers may however choose any other topic of their choice**

for research by the student. Research project should be submitted before the end of Term 3.

NEW

The African Mind in the New World - The Inventors and their Inventions

3. Nationalism and Politics

Theme (vi) – *Our own government, our own identity*

- (a) Overview of the Federal Experiment and the problems of unity.
- (b) Overview of economic unity. (p.142 Honychurch)
- (c) Students should know the dates of independence of the English speaking Caribbean states and the leaders associated with those independence movements Chpt. 15 in *The Caribbean Story* by Honychurch, may be used to generated discussion on nationalism, Caribbean unity and regional identity.

CHECK LIST

- ✓ A minimum of four essays should have been completed over the course of the year.
- ✓ Multiple choice tests on the two minor chapters - Chapt. 4 'Spanish America revolts' and Chapt. 13 'The Giant to the north'
- ✓ Students should have read all of the Chapters in the textbook before promotion exams.

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TEACHING GUIDE TO HISTORY SYLLABUS FOR

THIRD FORM

TERM 1

Topics

- Resistance and Rebellion 1
- Resistance and Rebellion 2

Textbook: The Caribbean People Bk. 3

Readings: Chapters 1-7 and
Chapt. 14 Castro and the Cuban Revolution

Across the board testing should be given around Week 9.

TERM 2

Topics

- Emigration, Immigration and Indentured Labour
- The Trade Union Movement

Readings : Chapt.8 -11

*Chapt. 13 & 15 should be given as a reading assignment for the Easter vacation.

- Submission of Research Project at the end of this te

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CAPE HISTORY UNIT 1
TEACHING GUIDE

THE CARIBBEAN IN THE ATLANTIC WORLD

TERM 1

MODULE 1

Theme 1: Social, Economic and Political Activities

Theme 2: Atlantic Connections

MODULE 2

Theme 1: Experiences and Strategies of Survival of Enslaved Peoples

Theme 2: Disintegration of Slave Systems

TERM 2

MODULE 3

Theme 1: Transformations in Caribbean Societies to 1900

Theme 2: Nationalism and nation Building

CAPE HISTORY UNIT 2 TEACHING GUIDE

THE ATLANTIC WORLD AND GLOBAL TRANSFORMATIONS

COURSE 1

TERM 1

European Expansionism in the Atlantic: 1400-1800

- European settlement and rivalry in the Americas:
- Changing West African responses to European contact:.

Revolution and Colonial Development in the New World

- The American War of Independence, its causes and consequences up to 1789.
- (Students are not required to study the war)
- The concept of Manifest Destiny and U.S. Imperialism up to 1917.
- Independence and national development in Brazil up to 1900.

TERM 2

Europe in the Twentieth Century: Modern /Europe and the rise of Totalitarianism

-Nazism in Europe up to 1945

-Factors leading to the outbreak of the Second World War

Post World War Era: Case Studies in Decolonisation and Liberation

-South Africa: Mandela and the national liberation movement

COURSE 2

TERM 1

- **The Growth of Modern Europe: 1400-1800**

- Background to the rise of the European nation state

- The European Enlightenment

- The French Revolution and its consequences up to 1799

- **The Atlantic World and the Age Industry**

- The Industrial Revolution in England : Atlantic causes global consequences

- The Industrial Revolution in the U.S. : Causes and impact on the Atlantic world.

TERM 2

- **Europe in the Twentieth Century; Modern Europe and the Rise of Totalitarianism**

- Factors leading to the outbreak of the First World War (1917-1918)

- The Russian Revolution up to 1924

▪ **Post world War Era: Case Studies in Decolonisation and Liberation**

-India: Ghandi and the nationalist movement (1947)

TEACHING GUIDE FOR CSEC HSTORY

FOURTH YEAR

TERM 1

***By the end of the First Term, students should have completed one (1) of the nine Themes.**

**SEPTEMBER - The Core: The Indigenous Peoples of the Caribbean.
The Europeans**

*Student reading and research Amerindians to Africans – Chapt 1- 6

Students should know Chapt 1 well. They are not required to know in depth the other chapters but just what is given from the Core topics and should be able to do a Multiple Choice test, but not as prepared as for an essay.

- ✓ How Spanish colonial government was organised.
- ✓ The name of the conquistadores, the English, French and Dutch settlers, the dates of conquest/settlement of islands and or territories, (*they do not go into details of settlement /conquest*)

OCTOBER Theme 2: Caribbean Slavery and Economy

- Continue teaching The Core: Topic C, *The Economic Revolution and the Coming of the Africans – Item No. 1.*
- Theme Topics (a), (b) and (c).

*Student reading and research- Amerindians to Africans – Chapt. 7- 10

- ✓ Students should know the name of the conquistadores, the English, French and Dutch settlers, the dates of conquest/settlement and islands and or territories settled (*they do not go into details of settlement /conquest*)
- ✓ Students should know in outline only, early forms of English colonial government.
- ✓ Should know the Mercantilist Theory and the Navigation Acts and their significance in colonial trade.
- ✓ Methods and strategies used to break the Spanish monopoly in the New World.

NOVEMBER Theme Topics (d), (e) and (f)

*Student reading and research - *Amerindians to Africans* – Chapt. 11 & 12

DECEMBER Theme Topic (g)

Student research and reading – *Amerindians to Africans* – Chapt.12

Pre-Emancipation History of the West Indies by the end of this term Chapt. 1,2,3, &7

****Students must know chapters 10, 11, 12 and 13 in depth as this is the heart of their Theme.**

TEACHING GUIDE FOR CSEC HISTORY

FIFTH YEAR

TERM 1

SEPTEMBER

Theme 4: Movement Towards Emancipation

Weeks 1-2 Review of forms of revolt by the enslaved.

Weeks 3 - 4 Students to do research on the Haitian Revolution and the Barbados Slave Revolt on their own.

(Typed research paper for the end of the third week in September on the Causes of the Haitian Revolution, students should be familiar with the leader.)

(Typed research paper on the 1816 Barbados Revolt – causes, consequences, leaders for the end of the third week in October)

Teaching/Instruction:- Theme Topics (c), (d) (e)
Core Topics D 4., E 1-3

*Student reading and research Emancipation to Emigration Chaps. 2,4,5,&6

OCTOBER

Theme 4 Cont'd: Movement Towards Emancipation

Teaching/ Instruction:- Theme Topics (f), (g), (h)
Core Topics E 4.,F &G

METHODS OF TEACHING

- ✚ Chalk and talk
- ✚ Note giving
- ✚ Allowing class to work in groups on an assignment to be completed before the end of the lesson either orally or written.
- ✚ Quiz.
- ✚ Discussion which is teacher led.
- ✚ Tutorials.
- ✚ Short historical skits.
- ✚ DVD aided teaching.
- ✚ Power point presentations.
- ✚ In class private reading and research.
- ✚ In class essay writing practise or other written exercises to be handed in at the end of a lesson or at a future date.
- ✚ Field trips to places of historical interest.
- ✚ Guest lecturers



