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**School: Immaculate Conception High**

**Document Type: Unit Plan/Term Outline**

**Subject: Caribbean History**

**Grade Level: 10**

**Date of Submission: 03.09.2023**

**IMMACULATE CONCEPTION HUMANITIES DEPARTMENT  
GRADE 10 CARIBBEAN HISTORY TERM PLAN**

<b>SEMESTER</b>	<b>MONTH/DATE</b>	<b>DURATION 55 MINUTES PER SESSION 3 SESSIONS PER WEEK</b>	<b>THEME TITLE</b>	<b>THEME TOPICS</b>	<b>SPECIFIC OBJECTIVES</b>	<b>SUGGESTED TEACHING AND LEARNING ACTIVITIES</b>	<b>TEACHING RESOURCES</b>
Semester 1  Term 1	September 11- 15	1 week (2hrs. 45min)	The Indigenous Peoples	The Migration of Early Man  Origin and settlement Patterns	<p><b>At the end of the lesson students should be able to:</b></p> <ol style="list-style-type: none"> <li>1. Define the terms Nomad, nomadic, migration, ice age, indigenous, Bering Strait</li> <li>2. Examine the migratory and settlement patterns (through North Central and South America) of the Indigenous peoples in the Caribbean up to the arrival of</li> </ol>	<ul style="list-style-type: none"> <li>● Creation of glossary of terms</li> <li>● Map work</li> <li>● Class discussion</li> <li>● Class reading</li> </ul>	<ul style="list-style-type: none"> <li>● Caribbean History: Foundations 1 W. Claypole and J Robotham</li> <li>● Caribbean Story Bk1 W. Claypole and J. Robotham</li> <li>● The People Who Came- Karim Brathwaite, Anthony Phillip</li> <li>● Pre &amp; Post-Emancipation History of the West Indies- Isaac Dookoo</li> <li>● Caribbean History for CSEC Baldeoosingh &amp; R Mahase</li> </ul>

	September 18-22	1 week (2hrs. 45mins)		<p>the Spanish in 1492 and their interactions.</p> <p>3. State at least four reasons for their choice of settlement.</p> <p>4. Describe the physical appearance and dress of the Tainos</p> <p>5. Examine the social, economic, and political organization, religious practices, customs, gender</p>	<ul style="list-style-type: none"> <li>● Video presentation</li> <li>● Brainstorming</li> <li>● Questions and Answers</li> <li>● PowerPoint Presentations</li> <li>● Class Presentations</li> <li>● Class</li> </ul>	<ul style="list-style-type: none"> <li>● Amerindians to Africans – R Greenwood et al.</li> <li>● Liberties Lost: Caribbean Indigenous Societies and Slave Systems &amp; V Sheperd.</li> <li>● Past Paper Questions.</li> </ul>
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				<p>relations, economic patterns (trade, levels of self-sufficiency and acquisition of surplus) and technology of the Indigenous peoples in the Americas up to 1492</p> <p>6. Identify and discuss the main indigenous art forms (architecture, music, painting, pottery, sculpture, dance) and explain the relationship between these art forms and</p>	<p>Discussions</p> <ul style="list-style-type: none"> <li>● Virtual Reality presentation</li> <li>● Interactive Video presentation</li> <li>● Creation of glossary of terms</li> <li>● Map work</li> <li>● Class discussion</li> <li>● Class</li> </ul>
	Sept 25- Oct. 6	2 weeks (3 hrs.40 mins)		<p>Religious beliefs, customs, and Technology of the Tainos</p> <p>The Kalinagos</p>	

			<p>Political, Economic, and social organization of the Kalinagos</p> <p>Religious beliefs and customs</p> <p>Roles and interaction between Kalinago men and women</p>	<p>their beliefs and technology</p> <p>7. Describe the physical appearance of the Kalinagos</p> <p>8. Examine the social and economic organization of the Kalinago</p> <p>9. Discuss the political organization of the Kalinagos</p> <p>10. Assess the religious beliefs &amp; cultural/customary practices of the Kalinagos</p> <p>11. Examine the roles and</p>	<p>reading</p> <ul style="list-style-type: none"> <li>● Video presentation</li> <li>● Brainstorming</li> <li>● Questions and Answers</li> <li>● PowerPoint Presentations</li> <li>● Class Presentations</li> </ul>	
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				Mayan social, political, and economic organization	15. Define the following terms: Ppolms, batabs/batabob s, nacoms, Halac Uinic, cenotes, chultunes, terracing, milpa	discussion ● Class reading ● Video presentatio n ● Brainstormi ng	
				Religious beliefs and cultural practices of the Mayans	16. Identify the countries in which the Mayans settled	● Questions and Answers ● PowerPoint	
				Mayan	17. Describe the social organization of the Mayans	Presentatio ns	
					18. Examine the	● Class	

	Oct 30-			Technology	<p>political structure of the Mayans</p> <p>19. Discuss the economic activities of the Mayan society</p> <p>20. Asses the roles of gods and the religious practices and customs in the Mayan society</p> <p>21. Analyze the technology and art forms of the Mayans considering scientific applications (mathematics, architecture</p>	<p>Presentations</p> <ul style="list-style-type: none"> <li>● Class Discussions</li> <li>● Virtual Reality presentation</li> <li>● Interactive Video presentation</li> <li>● Creation of glossary of terms</li> <li>● Map work</li> </ul>	
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Nov 3	1 Week (2hrs 45mins)	The Europeans	European Society in the 15 <sup>th</sup> Century	writing, agriculture, astronomy)  22. Examine the interactions of the Indigenous peoples considering trade, warfare, and migration	<ul style="list-style-type: none"> <li>● Class discussion</li> <li>● Class reading</li> <li>● Video presentation</li> <li>● Brainstorming</li> <li>● Questions and Answers</li> <li>● PowerPoint Presentations</li> </ul>	
Nov 6-10	1week (2hrs 45mins)		Factors and motives that influenced the Europeans to explore and settle in the Caribbean	23. Define the following terms: expansionism, Renaissance, Christian Militancy,		

	November 13-17	1 week (2hrs 45 mins)		Columbus' voyages	<p>Christendom, Iberian Peninsula,</p> <p>24. Assess the European society in the 15<sup>th</sup> century</p> <ul style="list-style-type: none"> <li>● Religion</li> <li>● Trade</li> <li>● Application of technology</li> </ul> <p>25. Differentiate between the motives and factors that led the Europeans to explore and settle in the Caribbean up to the end of the 17<sup>th</sup> century including</p>	<ul style="list-style-type: none"> <li>● Class Presentations</li> <li>● Class Discussions</li> <li>● Virtual Reality presentation</li> <li>● Interactive Video presentation</li> <li>● Creation of glossary of</li> </ul>	
	November						

	<p>20-24</p> <p>Nov 27- Dec 1</p>	<p>1 week (2hrs 45mins)</p> <p>1 week (2hrs 45mins)</p>		<p>Spanish Colonial rule</p> <p>Spanish Administration in the New World</p> <p>The breaking of Spain's monopoly in the New World</p>	<ul style="list-style-type: none"> <li>● wind systems, ocean currents, technology, trade, religion, and national rivalry</li> </ul> <p>26. Identify the islands encountered by Columbus on his four voyages</p> <p>27. Examine Spanish colonization and its effects on the Indigenous population</p>	<p>terms</p> <ul style="list-style-type: none"> <li>● Map work</li> <li>● Class discussion</li> <li>● Class reading</li> <li>● Video presentation</li> <li>● Brainstorming</li> <li>● Questions and Answers</li> </ul>	
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					<p>28. Assess the impact of the Indigenous peoples on the Europeans up to 1600</p> <p>29. Assess the role of the church in the political structure of the Spanish in the Caribbean</p> <p>30. Describe the responsibilities of the members of the Spanish Administration</p> <p>31. Identify the European nations that threatened Spain's monopoly in the New World</p> <p>32. Assess how the</p>	<ul style="list-style-type: none"> <li>● PowerPoint Presentations</li> <li>● Class Presentations</li> <li>● Class Presentations</li> <li>● Class Discussions</li> <li>● Virtual Reality presentation</li> <li>● Interactive Video presentation</li> </ul>	
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					<p>following broke Spain's monopoly, trade, piracy, warfare, privateering, buccaneering, settlement, and colonization.</p>	<ul style="list-style-type: none"><li>● Creation of glossary of terms</li><li>● Map work</li><li>● Class discussion</li><li>● Class reading</li><li>● Video presentation</li><li>● Brainstormi ng</li></ul>	
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						<ul style="list-style-type: none"><li>● Questions and Answers</li><li>● PowerPoint Presentations</li><li>● Class Presentations</li><li>● Class Discussions</li><li>● Virtual Reality presentation</li><li>● Interactive</li></ul>	
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						<p>Video presentation</p> <ul style="list-style-type: none"><li>● Creation of glossary of terms</li><li>● Map work</li><li>● Class discussion</li><li>● Class reading</li><li>● Video presentation</li></ul>	
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						<ul style="list-style-type: none"><li>● Brainstorming</li><li>● Questions and Answers</li><li>● PowerPoint Presentations</li><li>● Class Presentations</li><li>● Class Discussions</li><li>● Virtual Reality presentation</li></ul>	
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						<p>n</p> <ul style="list-style-type: none"><li>● Interactive Video presentation</li><li>● Creation of glossary of terms</li><li>● Map work</li><li>● Class discussion</li><li>● Class reading</li><li>● Video presentation</li></ul>	
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