

**IMMACULATE CONCEPTION HUMANITIES DEPARTMENT
GRADE 12/13 CAPE HISTORY UNIT 1 CURRICULUM GUIDE**

YEAR OF THE EXAM: SEPTEMBER 2022- JULY 2023.	DURATION I HOUR PER SESSION/5 SESSION PER WEEK	UNIT TITLE: The Caribbean in the Atlantic World.	UNIT TOPICS	SPECIFIC OBJECTIVES	SUGGESTED TEACHING AND LEARNING ACIVITIES	ASSESSMENT
MONTH/DATE SEPTEMBER-DECEMBER	WEEKS/HRS	Module 1: Indigenous Societies	Lesson plan topics	Students should be able to:	Varied depending on teacher	Six Standard grades*
September 12-23	Theme 1: (2weeks=10hr)	Social, Economic and Political Development.	Migration of the Ancestors of the Indigenous People. The Tainos The Aztecs	Give three main reasons why the Amerindians migrated to their last habitat. State three main reasons why they settled in their last known location. Show how their environment helped to determine their settlement pattern and economy (agriculture and trade). Highlight the extent to which the natural and political environment of their surrounding helped to shape their religious beliefs. Explain fully how the political structure of the Tainos helped to organise and determine their social life. Students should be able to:	<ul style="list-style-type: none"> ● Roleplay ● Group work ● Watch videos/ documentaries. ● Creative presentations ● Field trips ● Report writing ● Map work ● Class presentations ● Class readings ● Creation of a glossary 	Test #1: 15 fill the blanks questions on the Edulastic platform. 5 questions on the origins of the Amerindians and 10 questions on their political, economic, religious, and social development. Group Essay comparing the Taino and Aztec societies. (20 marks)

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<p>September 26- October 7</p>	<p>Module 1 Theme 2: (2 weeks 10hrs)</p>	<p>Contacts before 1492.</p>	<p>Evidence of West African and Nordic movements to the Americas.</p>	<p>Outline the evidence of West African movements to the Americas before the coming of Columbus.</p> <p>Explain Ivan Van Sertima's thesis.</p> <p>Give evidence of Nordic movements to the Americas before Columbus.</p> <p>State the importance of the settlement of L'Anse aux Meadows and the Vinland Sagas, for example, saga of Erik the Red as pieces of evidence of a European presence in the Americas before Columbus.</p>	<ul style="list-style-type: none"> ● Roleplay ● Group work ● Watch videos/documentaries. ● Creative presentations ● Field trips ● Report writing ● Map work ● Class presentations ● Creation of a glossary ● Class readings 	<p>Test #2: Six Weeks Test</p> <p>30 multiple choice questions for 30 marks.</p> <p>10 questions on Amerindian Migration, 10 questions on the African presence before Columbus and 10 questions on the Nordic presence before Columbus.</p> <p><u>SBA DEADLINE</u></p>

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<p>October 10- 21</p>	<p>Theme 2 (2 weeks-10 hrs.)</p>	<p>Contact before 1492</p>	<p>The impact of the Portuguese and West African contacts before 1492.</p> <p>Spanish settlements in the Caribbean up to 1600.</p> <p>Mainland conquest in Mexico and Peru up to 1550.</p>	<p>Students should be able to:</p> <p>Account for the impact of the Portuguese and West African contacts before 1492.</p> <p>Outline the development and structure of the Spanish settlements in the Caribbean up to 1600:</p> <p>(i) economic activities (ii) mortality (iii) encomienda (iv) slavery, resistance, and warfare. (d) Mainland conquest in Mexico and Peru up to 1550</p> <p>Explain the reasons, strategies, and consequences of the early Spanish interaction with the people of the Americas.</p>	<ul style="list-style-type: none"> ● Mapwork ● Worksheet completion ● Creation of pamphlets ● Skit/ dramatization ● Creating a documentary ● Fill in the blank ● Critical thinking exercises ● Essay writing ● Crossword puzzle ● Creative presentations ● Reading from handouts to create cartoons etc. 	<p>Group presentation on the main evidence of African contact with the Americas prior to Columbus.</p>
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<p>October 31-November 4</p>	<p>Module 2 Theme 1 (1 week-10hrs)</p>	<p>Module 2: Slave Systems: Character & Dismantlement. Experiences and Strategies of Survival of Enslaved Peoples.</p>	<p>The concepts of enslavement and slavery Control through “Slave Laws”: Spanish OR French OR British. Factors that Impact slave demography Survival measures used by enslaved peoples.</p>	<p>Students should be able to:</p> <p>Explain the concepts of enslavement and slavery.</p> <p>Outline how the Europeans maintained control through “Slave Laws” (Spanish OR French OR British)</p> <p>Outline the responsibilities of the enslavers and the enslaved.</p> <p>State the penalties and punishment met out to the enslaved for subordination.</p> <p>Assess the impact of the following on slave demography: (i) gender (ii) fertility (iii) family (iv) mortality.</p> <p>Show how the enslaved used social and family relations, as well as food production and marketing as a way of dealing with and/or escaping bondage to the plantations.</p>	<ul style="list-style-type: none"> ● Worksheet ● Creation of pamphlets ● Skit/ dramatization ● Creating a documentary ● Fill in the blank ● Critical thinking exercises ● Essay writing ● Crossword puzzle ● Creative presentations ● Reading from handouts to create cartoons etc. 	<p align="center"><u>SBA DEADLINE</u></p>
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<p>November 7- December 2</p>	<p>Module 2 Theme 2 (2 weeks-10hrs)</p>	<p>Disintegration of Slave Systems.</p>	<p>The Haitian Revolution, 1791–1804; causes, reasons for success and consequences.</p> <p>Causes, organisation, suppression, consequences, and role of gender in wars of resistance in one of the following countries.</p> <p>Other strategies of resistance by men and women to fight against enslavement and undermine the plantation system.</p> <p>Legislative dismantlement of the slave systems, 1807 – 1886.</p> <p>The Decline Thesis as explanation for emancipation.</p>	<p>Students should be able to:</p> <p>Fully outline the political, economic, social, and racial causes and effects of the Haitian Revolution.</p> <p>Give the causes and impact of the following Caribbean enslavement resistance movements:</p> <p>(i) Grenada, 1795 (ii) Barbados, 1816 (iii) Demerara, 1823 (iv) Jamaica, 1831–1832</p> <p>Give account for how these other resistance strategies were used in Africa, the Middle Passage and on plantations in the Americas to undermine enslavement and the plantocracy:</p> <p>(iii) economic sabotage (iv) socio-cultural integration (v) reproductive preventions/barriers (vi) marronage (temporary and permanent) (vii) poisoning (viii) sabotage</p> <p>Give account for the processes that led to the ending of enslavement:</p>	<ul style="list-style-type: none"> ● Map work ● Worksheet completion ● Creation of pamphlets ● Skit/ dramatization ● Creating a documentary ● Fill in the blank ● Critical thinking exercises ● Essay writing ● Crossword puzzle ● Creative presentations ● Reading from handouts to create cartoons etc. ● Pictorial presentations 	<p>Test #3 December 5 weeks test.</p> <p>45 Multiple choice questions on Module 1 and 2.</p> <p><u>SBA DEADLINE</u></p>
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				<p>(i) Abolition movement in Europe: Ideology and Strategies</p> <p>(ii) The abolition of the Trans-Atlantic Trade in Africans</p> <p>(iii) The passing of Emancipation Acts (British OR French OR Spanish)</p> <p>(iv) Planters' reparations: calculation, disbursement, and utilisation (British or French).</p> <p>Fully explain Eric William's Decline Thesis.</p>		
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