

# History

## Immaculate Conception High School

### Grade 7 History

#### Six Weeks Summer Term Plan - 2020

Date	Duration	Topic	Objective	Assignments	Assessment
April 22-28, 2020	Week 1	<b><i>The End of the Encomienda System</i></b>	<ul style="list-style-type: none"><li>❖ Define the New Laws</li><li>❖ State the date that the New Laws were implemented</li><li>❖ Explain the role of Bartholome de las Casas advocacy in abolition of the Encomienda System</li><li>❖ Discuss the reasons for the ending of the</li></ul>	<ol style="list-style-type: none"><li>1. Define the following terms:<ol style="list-style-type: none"><li>a. Indentureship</li><li>b. Indentures servants</li><li>c. Indenture</li><li>d. Freedom dues</li></ol></li><li>2. Name 3 countries in Europe that the European indentured servants departed from.</li></ol>	

			Encomienda System		
April 29- May 5, 2020	Week 2	<b>European Indentureship</b>	<ul style="list-style-type: none"> <li>❖ Define indenture, indentureship, and indenture servants</li> <li>❖ Identify on a map of the world places in Europe from which the indentured servants came.</li> <li>❖ Discuss the reasons for the introduction of European Indentureship in the Caribbean in the 17<sup>th</sup> century</li> <li>❖ Examine the terms of the labour contracts that were designed for the indentured servants.</li> </ul>	Students will play a 10 question Kahoot Quiz on what was taught and discussed.	

May 6-12, 2020	Week 3	<b><i>The Decline of European Indentureship</i></b>	<ul style="list-style-type: none"> <li>❖ Describe how the indentured servants were treated by the Europeans during the period of Indentureship</li> <li>❖ Evaluate the reasons for the ending of the Indentureship period</li> </ul>	<ol style="list-style-type: none"> <li>1. Watch this video on the difference between indentured servants and slaves: <a href="https://www.youtube.com/watch?v=LJzLgtontY">https://www.youtube.com/watch?v=LJzLgtontY</a></li> <li>2. Define the following terms: <ol style="list-style-type: none"> <li>a. Sugar revolution</li> <li>b. Slaver</li> <li>c. Enslavement</li> <li>d. Middle passage</li> <li>e. Trans-Atlantic trade</li> </ol> </li> </ol>	Test (This will be on both the encomienda system and European Indentureship.)
May 13-19, 2020	Week 4	<b><i>African Enslavement in the British Caribbean- How Enslaved Africans Were Captured</i></b>	<ul style="list-style-type: none"> <li>❖ Define sugar revolution, slaver, enslavement, middle passage and trans-Atlantic trade.</li> <li>❖ Identify Africa on a map of the world and locate the areas in West Africa where Africans were taken from</li> <li>❖ Discuss the reasons why Africans were</li> </ul>	Students will read a hand-out describing the conditions of the a slaver during the middle passage route.	

			<p>brought to the Caribbean</p> <ul style="list-style-type: none"> <li>❖ Discuss the ways in which Africans were captured and brought to the Caribbean</li> </ul>		
May 20-26, 2020	Week 5	<b><i>African Enslavement in the British Caribbean- The Middle Passage</i></b>	<ul style="list-style-type: none"> <li>❖ Describe the conditions on the Middle Passage during the Trans-Atlantic trade</li> <li>❖ Describe the arrival and sale of West Africans in the West Indies</li> </ul>		Students will answer short answer questions based on the hand-out on the conditions on board a slaver during the middle passage route.
May 27- June 2, 2020	Week 6	<b><i>African Enslavement in the British Caribbean- Summary of the Enslaved African Experience</i></b>	<ul style="list-style-type: none"> <li>❖ Summarise the enslaved West African experience from their capture until point of sale.</li> </ul>	Students' will watch 'A Book of Negros' uploaded to Google Classroom.	Students will complete a worksheet based on the video 'A Book of Negros'.

June 3-9, 2020			<ul style="list-style-type: none"><li>❖ Identify the various social groups on the sugar plantation.</li><li>❖ Explain the treatment of the enslaved Africans on the sugar plantation and their responses to the treatment</li></ul>		Comprehensive Test via Testmoz Test
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