



**Teacher's Name: Ms. Natalie Dancy**

**School: Immaculate Conception High**

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**Subject: Caribbean History**

**Grade Level: 11**

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**IMMACULATE CONCEPTION HUMANITIES DEPARTMENT**  
**GRADE 11 CARIBBEAN HISTORY TERM PLAN 2023**

<b>Semester 1 Term 1</b>	<b>MONTH/DATE</b>	<b>DURATION 55 mins per session 2 session 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	Sep 12-15	Theme 3 (2hrs 45mins)	Resistance and Revolts	The Major revolts- Haitian Rev-1789 Berbice-1763 Barbados-1816 Demerara -1823 Sam Sharpe Rebellion-1831	1. Examine the causes, course, effects and reasons for the success or failure of the following major slave revolts: Haiti 1781-1804. Berbice 1763. Barbados 1816. Demerara 1823. Jamaica 1831.	Class Discussion  Questions and Answer  Video Presentation	Emancipation to Emigration R. Greenwood et al.  Caribbean Story Bk2- W Claypole & J. Robottom.  Freedoms Won: Caribbean Emancipations Ethnicities and Nationhood- H. Beckles & V. Sheperd
	Sep 19-22	1 Week	Metropolitan Movements Towards Emancipation	Impact of the Emancipation Revolts on the Emancipation Movement	2. Assess the effects of 19th century revolts on the emancipation process  3. Define the following terms. Abolitionist, Humanitarian Emancipation, Emancipation Act, Industrialist, Interest Group, Amelioration, Amelioration Proposals, Stipendiary Magistrates, Anti-slavery Movement; Nonconformist Missionaries Mansfield Judgement, Apprenticeship, Slavery.	Brain Storming Class Reading Group Work  Class Presentations Role Play Debates Jeopardy Games Kahoots/Padlet	Lest You Forget Series: Metropolitan Movements Towards Emancipation Adjustments to Emancipation US in the Caribbean- D Hamilton Will  Caribbean History: Independence Bk2- W. Claypole & J. Robottom

	Sep 25-29	1 Week (2hrs 45mins)		Slavery Challenged	4. Examine the attitudes of Europeans towards African slavery pre-18th century and the reason for the change in attitude. 5. Assess the attitudes and arguments advanced by interest groups for and against slavery.	Class Discussion Questions and Answer Video Presentation Brainstorming	
	Oct 3-17	2 Weeks (5hrs 30mins)		The British Anti-Slavery Movement	6. Identify key personalities of the British Anti-Slavery Movement 7. Identify and examine the role of interest groups for and against slavery	Class Reading Group Work Class Presentations Role Play	
				Abolition of the Slave Trade			
	<b>Oct 23-27 Break for 6 Week Test</b>						
	Oct 31 - Nov 10	2 Weeks (5hrs 30mins)		Amelioration Proposals	8. State at least 5 reasons for the abolition of the Trans-Atlantic trade in Africans. 9. Examine the course of the British, French and Spanish Anti-Slavery Movement.	Debates Jeopardy Game Kahoots/Padlet Class Discussion	
	Nov 14-24	2 Weeks (5hrs 30mins)		The Emancipation Act of 1833	10. Compare the course of the British, French, and Spanish anti-slavery movements.	Questions and Answer Video Presentation Brainstorming	
				The Apprenticeship System	11. Describe the British and French Amelioration proposals/policies 12. Discuss the social, economic, and political factors which led to the abolition of slavery in the Caribbean.	Class Reading Group Work Class Presentation Role Play	

	Nov 28-Dec 1	1 Week (2hrs 45mins)		Emancipation in the British, French, Spanish, Dutch, and Danish colonies.	<p>13. Evaluate and analyze the clauses of the 1833 Act of Abolition</p> <p>14. Examine the aims of the Apprenticeship System</p> <p>15. Critically assess the workings of the apprenticeship system up to 1838.</p> <p>16. Assess the role of the Stipendiary magistrates and the problems they faced</p> <p>17. Compare the factors contributing to the success of the Abolition Movements in the British, French, and Spanish territories</p>	<p>Debates</p> <p>Jeopardy Game</p> <p>Kahoots/Padlet</p>	
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