

## Grade 10

### Caribbean History

#### First Term

##### 1. The Indigenous Peoples of the Americas

Identify the five Amerindian groups that occupied the Americas in the Pre-Columbian era

Trace the migratory pattern of the Indigenous Peoples to the Americas and the Caribbean islands.

Describe the settlement pattern of the Tainos, Kalinagos and Mayans

Describe the Social, political and economic activities of the Tainos, Kalinagos and Mayans.

Outline the level of interaction among the indigenous Peoples in the areas of : trade warfare and migration.

##### 2. The Europeans

Examine the factors that facilitated the exploration and settlement of the Caribbean.

List the instruments of Spanish colonization in the New World

Examine the negative and positive effects that Spanish colonization had on the indigenous Peoples.

List the European nations that challenged Spain's ownership of the new World

Describe the **three main** methods by which they effectively challenged her ownership of the New World.

Define the term **mercantilism** and show how the British French and Dutch used it as a tool of control in the Caribbean

### **3. THEME: CARIBBEAN ECONOMY AND SLAVERY**

**This is their Theme. The students are expected to do a lot of research in this area.**

Account for the introduction of enslaved Africans to the Caribbean in the early 16<sup>th</sup> century.

The transatlantic slave trade: its structure and effects.

An overview of West African societies during the time of the slave trade

Define the term ‘**Sugar Revolution**’, **Middle Passage**

Explain why there was a rapid expansion in the volume of enslaved Africans brought to the Caribbean in the mid 17<sup>th</sup> century.

Draw a well labeled diagram of the Atlantic Slave Trade

Discuss the negative and positive effects of the African Slave Trade on West Africa

Describe the work of the enslaved in the following industries:

Mahogany logwood cotton cocoa and coffee

Identify the different buildings on a typical 18<sup>th</sup> century sugar estate

Describe the work of the enslaved in the production of sugar: according to gender and area

Examine the process by which the sugar cane was converted to raw muscavado sugar and rum on a typical 18<sup>th</sup> century sugar estate.

Trace the steps that the sugar took from the estates to the shops in Europe.

Explain how several African cultural forms were able to survive the restrictions of the Plantation System. Religion dress music dance food and medicine

Describe the type of interaction that took place among the various groups of people that lived and worked on a typical 18<sup>th</sup> century sugar estate.

## **Second Term**

### **January**

#### **Slave Resistance and Revolt**

Outline the various reasons enslaved Africans resisted slavery

#### **Measures of Slave Control**

List the various forms of slave control that were used in the British Spanish and French colonies.

Identify and describe the two main forms of resistance used by the enslaved. Pay special attention to the unique methods of the enslaved women.

#### **The Maroons**

Account for the emergence and growth of **Maroon** communities in Jamaica, Suriname and British Guiana.

Explain clearly why the English could not defeat the Maroons

List the items from the Peace Treaty (**1739**) that benefited (a) the Maroons (b) the English.

List three other colonies in the British West Indies where Maroon settlements were located in the Pre-Emancipation era.

Causes of the major slave revolts

## **February**

### **Emancipation and Apprenticeship**

Examine the reasons Britain decided to end the trafficking of slaves in her empire in 1807

Draw a chart to illustrate the order in which the various European nations ended the slave trade in their empire.

Trace the various steps Britain took to abolish the trade

Make a list of the Amelioration Proposals presented to Parliament by the West India Interest in 1823

Examine the social, economic and political factors that led the British, Spanish and French Government to end slavery in their colonies.

List the clauses of the Emancipation Act

Outline the operations and problems of the Apprenticeship System.

## **MARCH to JUNE**

### **THEME: Adjustments to Emancipation**

Describe the factors affecting the sugar industry in the British Caribbean 1838-1854

Outline the (a) freed peoples' and (b) planters' attitudes to labour in the English speaking Caribbean after 1838

Explain clearly why the British government and the Planters introduced the immigration scheme

Make a list of the various groups of immigrants that came to work on the plantations in the Post Emancipation period and the areas they were recruited from.

Discuss the factors that encouraged the immigrants to migrate to the Caribbean

Examine their contribution to the social, cultural and economic development of the Caribbean

Account for the rise and expansion of the Free Village system in the British Caribbean 1838- 1876

Describe the contribution of the Free Village system to the social and economic development of the British Caribbean.

Discuss the factors that encouraged or hindered the development of the peasantry in the British Caribbean

Compare the rise and growth of the free village movement in Antigua and Barbados with that of Guyana, Jamaica and Trinidad

Examine the contribution of the peasantry to the social, cultural and economic development of the Caribbean

Examine the reasons for the Morant Bay Rebellion in Jamaica in 1865

Analyze the changes that were introduced with the adoption of the Crown Colony Government in the British Caribbean in the 1860's.