



COURSE OUTLINE HISTORY

DEPARTMENT OF HUMANITIES

GRADE: 11 ASC

TERM 1: September 2025 – December 2025

National Goals:

1. Jamaicans are empowered to achieve their fullest potential.
2. The Jamaican society is secure, cohesive, and just.
3. Jamaica's economy is prosperous.
4. Jamaica has a healthy natural environment

RE: LESSON PLANS

1. *Please ensure the integration of other subjects and differentiated instructions.*
2. *For EACH lesson, please ensure that you include ONE or TWO of the FOUR core VISION 2030 NATIONAL GOALS.*

SEMESTER / TERM	DATE/ DURATION	THEME TITLE & TOPICS	SPECIFIC OBJECTIVES	SUGGESTED TEACHING AND LEARNING ACTIVITIES / RESOURCES	TEACHING RESOURCES

Semester 1 Term 1	Sept 4,2025-Sept 12,2025	<u>Resistance and Revolts</u>	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 Answers Video Presentation	- Emancipation to Emigration, R. Greenwood et al. - Caribbean Story Bk2, W. Claypole & J. Robottom - Freedoms Won: Caribbean Emancipations, H. Beckles & V. Sheperd -Lest You Forget: Resistance and Revolt, Doris V. Hamilton-Willie.
Follow-up of term 3, 2025	THEME 3 (4hrs) 2 weeks	The Major revolts: - Haitian Rev: 1789 - Berbice: 1763 - Barbados: 1816 - Demerara: 1823 - Sam Sharpe Rebellion: 1831			
Semester 1 Term 1	Sept 15, 2025- Sept 26, 2025	<u>Metropolitan Movements Towards Emancipation</u>	2. Define the following terms: Metropolitan, Abolitionist, Humanitarian, Emancipation, Emancipation Act, Industrialist, Interest Group, Amelioration, amelioration proposals, Stipendiary Magistrates, status quo, Anti-slavery Movement, Nonconformist, missionaries, Mansfield Judgement, Apprenticeship, Slavery. 3. Assess the effects of 19th-century revolts on the emancipation process	Brainstorming Class Reading Group Work Class Presentations Role Play Debates	- Lest You Forget Series: Metropolitan Movements Towards Emancipation - Adjustments to Emancipation - D. Hamilton et al. - Caribbean History: Independence Bk2, W. Claypole & J. Robottom -Caribbean History for CSEC, Kevin Baldeosingh and Radica Mahase. -Caribbean History for CSEC, Dr Dane Morton- Gittens, Veta Dawson, Rita Pemberton, Karl Watson. -Caribbean Story Book Two, William Claypole and John Robottom.
	THEME 4 (2hrs) 1 Week	Impact of the Emancipation Revolts on the Emancipation Movement			

					-Emancipation to Emigration, Brian Dyde, Robert Greenwood, Shirley Hamber.
Semester 1 Term 1		Slavery Challenged	4. Assess the attitudes and arguments advanced by interest groups for and against slavery.	Class Discussion Questions and Answers Video Presentation Brainstorming	
Semester Term 1		The British Anti-Slavery Movement	5. Identify key personalities of the British Anti-Slavery Movement	Class Reading Group Work Class Presentations Role Play	
Semester 1 Term 1		Amelioration Proposals	6. State at least 5 reasons for the abolition of the Trans-Atlantic trade in Africans.	Debates Class Discussion	
	Break for 6 Week Test			Pass paper questions	
Semester 1 Term 1	Oct 6,2025-Oct 17,2025 2 weeks (4hrs)	The Emancipation Act of 1833	7. Compare the course of the British, French, and Spanish anti-slavery movements. 8. Describe the British and French Amelioration policies.	Questions and Answers Video Presentation Brainstorming	
Semester 1 Term 1		The Apprenticeship System	9. Discuss the social, economic, and political factors that led to the abolition of slavery in the Caribbean. 10. Evaluate and analyze the clauses of the 1833 Act of Abolition 11. Examine the aims of the	Class Reading Group Work Class Presentation Role Play	

	Oct 20,2025 – Oct 31, 2025 2 weeks (4hrs)	Emancipation in the British, French, Spanish, Dutch, and Danish colonies.	apprenticeship system 12. Critically assess the workings of the apprenticeship system up to 1838 13. Assess the role of the Stipendiary magistrates, and the problems they faced 14. Analyze the terms of the 1833 Act of Emancipation.	Debates, Discussions	
SEMESTER/ TERM	DATE/ DURATION	THEME TITLE & TOPICS	SPECIFIC OBJECTIVES	SUGGESTED TEACHING AND LEARNING ACTIVITIES / RESOURCES	TEACHING RESOURCES
Semester 1 Term 1	Nov 3, 2025- Nov 14, 2025 2 weeks (4hrs)	<u>Adjustments to Emancipation 1838-76</u>	<ol style="list-style-type: none"> 1. Define the terms indenture, peasantry, free village, caste system, old representative System, and Crown Colony. 2. Identify the problems affecting the sugar industry in the English-speaking Caribbean, 1838- 1854. 2. Identify measures adopted to try to deal with the problems in the West Indian sugar economy other than migration. 3. Describe the attitudes of the white plantation owners in the English-speaking Caribbean after 1838. 	Brainstorming Class Reading Group Work Class Presentations Role Play Debates	<ul style="list-style-type: none"> - Lest You Forget Series: Metropolitan Movements Towards Emancipation - Adjustments to Emancipation - D. Hamilton et al. - Caribbean History: Independence Bk2, W. Claypole & J. Robottom -Caribbean History for CSEC, Kevin Baldeosingh and Radica Mahase. -Caribbean History for CSEC, Dr Dane Morton-Gittens, Veta Dawson, Rita Pemberton, Karl Watson. -Caribbean Story Book

			<p>4. Describe the attitude of the former slaves in the English-speaking Caribbean after 1838.</p> <p>5. Account for the various schemes of migration as a solution to the problems of labour.</p>		<p>Two, William Claypole and John Robottom. -Emancipation to Emigration, Brian Dyde, Robert Greenwood, Shirley Hamber.</p>
Semester 1 Term 1	Nov 17, 2025- Nov 28, 2025 2weeks (4hrs)	Effects of Immigration on the Sugar Industry	<p>6. Assess the effects of European, African, Indian, and Chinese immigration on the sugar industry.</p> <p>7. Assess the impact of immigrant groups on society.</p>	<p>Brainstorming Class Reading Group Work Class Presentations Role Play Debates</p>	
Semester 1 Term 1		Contributions of the Free Peasants	<p>8. Assess the Social, Economic, and Political contributions of free peasants to the Caribbean society.</p> <p>9. Evaluate the negative effects of the peasantry on the Caribbean Society.</p>	<p>Brainstorming Class Reading Group Work Class Presentations Role Play Debates</p>	
Semester 1 Term 1		Impact of the Free Villages	<p>10. Evaluate the impact of the free village settlements in the English-speaking Caribbean.</p>	<p>Brainstorming Class Reading Group Work Class Presentations Role Play Debates</p>	

		Crown Colony government	11. Explain the reasons for the adoption of the Crown Colony Government in the English Caribbean in the 19th century.	Brainstorming Class Reading Group Work Class Presentations Role Play Debates	
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