

Oberlin High School
History Curriculum Guide
Term 1 October – December 2020

➤ **Grade 7**

Unit Title: Understanding the nature of History through research

Theme: Discovering the nature, elements, and importance of History through historical research

Objectives

Students should be able to:

Define and use correctly the concepts/terms: History, time, sequence, chronology, material remains, relics/artefacts, primary sources, secondary sources, oral sources, change, continuity, historical significance.

Identify the characteristics of History (people, facts, time, change, causes, effects, events)

Discuss the relevance or importance of history to everyday life

Describe how time is calculated in History- BCE (BC), CE (AD)

Show willingness to participate in historical research.

Show an appreciation for the contribution of historians in providing an insight into the past.

Recognise the value of History in helping to shape their future

Be sensitive to the biases that exist in historical writings

Value the importance of timelines as historical markers

Recognize the importance of various data gathering techniques used by historians.

Unit Title: Historical changes that have taken place overtime in Jamaica from 18th-21st century.

Theme: Continuity and Change

Objectives

Students should be able to:

Define and use correctly the concepts/terms: change, sequence, continuity, architecture, era, decade, century, dynasty, generation, fashion, transportation, lifestyle

Identify areas of change and continuity in the Jamaican society from the 18th century to the present.

Illustrate the changes (in transportation, communication, fashion recreational activities, architecture among others) which have taken place in Jamaica over the last century.
Compare the difference between change and continuity from the 18th – the 21st century.
Recognize that continuity and change is a part of everyday life
Discuss the importance of the concept change in History.
Show tolerance for the views of others.
Show appreciation for changes in society.

Unit Title: – History of Family, School, Church or Community

Theme: Discovering the nature, elements, and importance of History through historical research

Objectives

Students should be able to:

Define and use correctly the concepts/terms: research, project, aims/objectives, interview, survey, questionnaires, method, data, data collection, census
Identify an area of research i.e. family, school, or community
List the sources that will be used to collect data on the research topic
Compile research and present findings in project form
Appreciate the importance of research in the writing of history
Develop confidence in their ability to complete research tasks independently
NB. Research should include statistical data example: date when their church was founded, membership at the time, name(s) of founder(s).
Show an appreciation for the ways in which academic research can connect to real life situations.
Demonstrate awareness of the role of historical research in the development of knowledge and understanding of the past and how it impacts the present.

➤ Grade 8

Unit Title: The Emergence of Ancient/Early Civilization in Africa and Asia.

Theme: Continuity and Change

Objectives

Students should be able to:

Define and use correctly the concepts/terms: ancient, civilization, civilized, community, emergence, sedentary, nomadic, river valley, sedentary communities, specialized occupations, delta, and organized government.

Locate on a map of the world the following rivers- Nile, Tigris -Euphrates, Haung He, Indus, and Yangtze to show their significance to early civilization.

Identify conditions that are necessary for civilizations to emerge or develop.

Assess the significance of rivers to the development of ancient civilization.

Identify the types of specialized occupations in early civilizations.

Examine the role of specialized occupations in the development of early civilizations.

Discuss the features of sedentary communities in early civilizations.

Identify the features used to determine a civilized society.

Compare the features of sedentary communities in early civilizations with contemporary Jamaican society.

Listen attentively and work co-operatively.

Recognise that all civilizations will peak and then decline.

Unit Title: Mesopotamia: The Civilization between two Rivers

Theme: Continuity and Change

Objectives

Students should be able to:

Define and use correctly the concepts/ terms: ancient, cuneiform, ziggurats, Fertile Crescent, polytheism, sedentary communities, civilization, conquest, the epic of Gilgamesh, Sumeria, Sumerians, Middle East, dykes, specialized occupations, stylus, clay tablets.

Identify Mesopotamia (now Iraq) on a map of the world to accurately locate Mesopotamia (Iraq) in relation to the rest of the world.

Examine the social classes in Mesopotamian society.

Identify the inventions that brought about significant changes in Mesopotamia.

Evaluate the inventions that brought about significant changes to agriculture in Mesopotamia.

Describe the religion, government and law codes of the Mesopotamians.

Appreciate the contributions of Mesopotamians to today's society

Show appreciation for the opinions of others.

➤ **Grade 9**

Unit Title: Economic Revolution – Agrarian and Industrial Revolutions

Theme: Encounters, Conflicts and Revolutions

Objectives

Students should be able to:

Industrial Revolution

Discuss the effects of the Agrarian Revolution on the Industrial Revolution in Britain
Identify on a map of Britain, the areas where economic revolutions occurred
Evaluate the effects of the Industrial Revolution on Britain's society and economy
Discuss the Caribbean contribution to the Industrial Revolution in Britain
Assess the effects of the Industrial Revolution on the Caribbean
Show appreciation for the changes that occurred as a result of the Agrarian and Industrial Revolutions

Agrarian Revolution

Define concepts /terms: revolution, agrarian, industrial, economic, political revolution, technological innovations, seed drill, crop rotation, enclosure movement, marling, medieval
Identify the characteristics of Economic Revolutions
Discuss the features of an economic revolution with specific reference to the agrarian revolution.
Explain the factors that influenced the Agrarian Revolution in Britain
Examine the changes/effects of the Agrarian Revolution on the British society and economy between 1701 and 1850

➤ **Grade 10**

Note: At grades 10 and 11, the CSEC Syllabus is divided into Core topics and themes. One theme must be studied from each section of the examination paper. The theme that is studied is the topic that the student/ candidate is expected attempt to answer on paper 2 of the examination. However, this is not mandatory. The Core topics, students/ Candidates are expected to answer questions on during paper 1 of the examination.

Core Topics from Section A for CSEC Examination

Objectives

Students should be able to:

A. The Indigenous Peoples of the Americas

1. Migration of *indigenous* peoples to the Americas and to the Caribbean territories (through North, Central and South America) and their interactions.
2. Geographical location of Taino (Arawak), Kalinago (Carib) and Maya.
3. Social, religious, political and economic organisation of Taino, Kalinago and Maya.

B. The Europeans

1. Factors motivating Europeans to explore and settle in the Caribbean up to the end of the 17th century, including wind systems and ocean currents, *technology, trade, religion and national rivalry*.
2. Spanish colonisation and its effects on the indigenous populations.
3. European rivalry in the Caribbean up to 1763 - trade, piracy, warfare, privateering, buccaneering, settlement *and colonisation*.

Theme for Section A of the CSEC Examination

THEME 2: CARIBBEAN ECONOMY AND SLAVERY

Objectives

Students should be able to:

1. explain the reasons for the change from tobacco to sugar and logwood to mahogany;
2. assess the social, political and economic consequences of the changes in (1) above;
3. explain the reasons for the enslavement of Africans in the Caribbean;
4. describe the Trans-Atlantic Trade in Africans;
5. *describe the ways in which African labour was used in areas other than sugar production;*
6. describe the organisation of a typical sugar plantation;
7. describe the manufacturing processes on a typical sugar plantation before 1838;
8. identify the markets for the products in (7) above, before 1850;
9. describe African cultural forms in the Caribbean up to 1838; *and,*
10. describe the social relations in slave society.

CONTENT

1. Economic revolutions: sugar and mahogany.
2. Social, political and economic consequences.
3. Accessibility, affordability, demand, attempts to justify enslavement of Africans.
4. Trans-Atlantic Trade – Organisation, Impact on West African societies, and experiences of its victims.
5. Mahogany, logwood, cotton, coffee and cocoa production.
6. Physical layout and use of labour (male and female).
7. Sugar production: field, factory and shipping; rum production: fermentation, distillation, ageing and bottling.
8. Markets for sugar and rum; profitability, risks.
9. African cultural forms: religion, language, dress, music, dance, food, and medicine.
10. Social relations: class, gender, ethnic relations

➤ **Grade 11**

Core Topic from Section A for CSEC Examination

Objectives:

Students should be able to:

D. Slave Resistance

1. Measures used to control enslaved Africans.
2. Forms of resistance by males and females.
3. Maroons: origins and achievements.
4. The causes of the major slave revolts (Haiti 1781 - 1804, Berbice 1763, Barbados 1816, Demerara 1823, Jamaica 1831) and the reasons for their success or failure.

Theme for Section B of the CSEC Examination

THEME 4: METROPOLITAN MOVEMENTS TOWARDS EMANCIPATION

Objectives:

Students should be able to:

1. assess the effects of nineteenth century revolts on the emancipation process;
2. assess the attitudes and arguments advanced by interest groups;
3. compare the course of the British, French and Spanish anti-slavery movements;
4. describe the British and French Amelioration policies;

5. evaluate the clauses of the 1833 Act of Abolition (Emancipation Act);
6. *assess the workings of the Apprenticeship system up to 1838; and,*
7. analyse the terms of the 1833 Act of Emancipation.

CONTENT

1. Responses to revolt: negative effects on slavery, positive effects on the emancipation process.
2. Attitudes towards slavery; arguments of interest groups for and against slavery - Economic, humanitarian, religious.
3. Anti-slavery movements: early protest, organised campaign, Caribbean reactions, outstanding personalities.
4. Amelioration: aims, features, results.
5. British Emancipation Act: main clauses – freedom, apprenticeship, compensation.
6. Apprenticeship: features, conditions, responses, results.
7. The Emancipation Act: attitude to planters, attitude to ex-slaves.