

**ST. GEORGE'S COLLEGE**  
**DEPARTMENT OF SOCIAL STUDIES**  
**HISTORY FOURTH FORM COURSE OUTLINE 2014-2015**

**Rationale**

The Third form History Curriculum is geared towards introducing the boys to a full course in History. This course encapsulates African, European, Caribbean and North American Histories. The course will examine the various factors and historical forces that impacted each region and the World collectively.

<b>Topic/Content</b>	<b>Objectives</b>
<p><b>1. Mali, Songhai, and Ghana Origins and Features</b></p>	<p>Students should be able to:</p> <p>Show an appreciation for West African Kingdoms as a Civilization and an advanced people.</p> <p>Identify the Geo-political location of the Kingdoms on a map of West Africa.</p> <p>Describe the physical features of the Kingdoms – Forest; Highlands; Mountains; Savanna; Coastal.</p> <p>Explain the Historical origins of the Kingdoms</p> <p>Describe the Social/cultural, Political and Economic features/organization and activities of the Kingdoms.</p> <p>Discuss the socio-economic and socio-political relations between Kingdoms in the region (Trade and Religion, Trade routes [Trans-Saharan] and the Contribution of Islam).</p> <p>Observe socio-cultural features and similarities between West Africa and the Caribbean- Religion/belief (Islam and Indigenous religions),</p>

	<p>food, crops and costumes.</p>
<p><b>2. European Interest in the World &amp; Contact with West Africa Portuguese, French, Spanish</b></p> <p><b>English</b></p>	<p>Students should be to:</p> <p>Identify the Geo-political location of the European during the age of exploration by 1500 (The Iberian Peninsula).</p> <p>Discuss the major factors that influenced the exploration of Areas of the World including East India, Far East and West Africa (Wealth; Patronage; Christianity; Nation State Rivalry).</p> <p>Describe various inventions and technological advancements that facilitated voyages of explorations.</p> <p>Explain the contribution of various European explores to the voyages of exploration; Prince Henry of Portugal; Bartholomew Diaz; Vasco da Gama; Christopher Columbus and Francis Drake.</p> <p>Discuss European Interest and Contact with West Africa and the West Indies by 1500.</p>
<p><b>3. SLAVE TRADE &amp; TRIANGULAR TRADE: the</b></p>	<p>Students should be able to</p>

**Trans-Atlantic Slave Trade, Origins and Impact of the Trade on West Africa.**

Define a Slave and Chattel slavery

Explain the origins of the Trade in African Captives in Africa and the West Indies.

Identify the geographical area in Africa that were involved in the trade of Africans.

Discuss the activities of European countries in West Africa- note the organization of the Trading Companies.

Describe the organization of the slave trade in Africa (Capture; Storage; Transportation to the coast of West Africa).

Explain the effects of the slave trade on West African states in general- Social/Cultural; Demographic; Political and Economic.

Define the Middle passage-Trans shipment of Africans across the Atlantic.

Describe the experience of the Enslaved Africans during the middle passage.

Describe the Middle passage as the first leg of the Trans-Atlantic Trade in Africans.

	<p>Outline the sale of slaves in the Caribbean.</p>
<p><b>4.PLANTATION SLAVERY &amp; ECONOMY: Slavery on the Plantation Slave Experience</b></p>	<p>Students should be able to</p> <p>Describe the location and layout of an 18<sup>th</sup> Century Plantation in the British or French Colonies.</p> <p>Discuss the introduction of New enslaved people to the Plantation –the seasoning and slave making process. Identify how labour is divided on the Plantation –The Categories of slaves.</p> <p>Explain the work carried out by different group of slaves (Day in the life of a slave-field slave).</p> <p>Explain the mechanisms of Slave Control (Laws &amp; Punishment) in the British, Spanish and French Caribbean.</p> <p>Describe the Sugar Making Process in the British Caribbean.</p> <p>Describe the production and export of sugar to Mother</p>

	<p>countries.</p> <p>Explain how the Caribbean Economy contributed to the British Industrial Revolution.</p>
<p><b>5.Slave Society and Culture</b></p>	<p>Describe how Enslaved Africans used cultural expressions and forms to survive slavery (Music; Dance &amp; Beliefs)</p> <p>Describe family life and socio-economic activities of the enslaved People- Sunday Markets, provision grounds and trading in slavery.</p> <p>Distinguish between slavery in the Caribbean and in the Southern Regions of North America.</p> <p>Describe the Culture and work of slaves on the plantation</p>

**Assessment: class work, homework, tests**

Additional Information:

Students will be given required book list, websites and other possible sources of information for each project to guide their information gathering.