

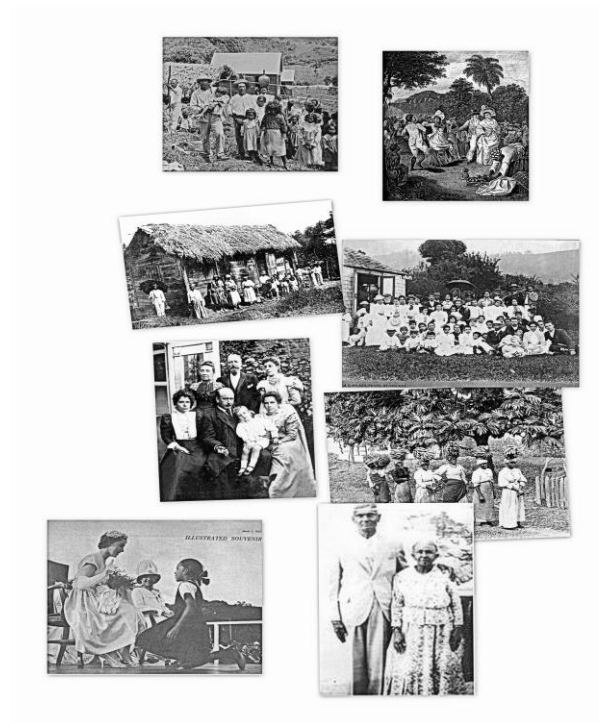
HISTORY

SYLLABUS GUIDE

FOR

LOWER SECONDARY SCHOOLS

(FORMS 1-3)



Prepared by:
Curriculum Development Unit
Ministry of Education
St. Vincent and the Grenadines
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FOREWORD

This syllabus has been designed to meet the needs of Vincentians students. It provides an introductory course in Vincentian and Caribbean history within the Global context. Moreover, great efforts have been made to ensure that this syllabus caters for the needs of students and is of relevance to the developmental needs of St. Vincent and the Grenadines. It is also geared to aid in developing critical thinking as well to foster an appreciation for History.

The syllabus does not seek to restrict students to any one interpretation of Vincentian history. However, it seeks to promote as far as possible a Caribbean perspective to the issues and events that informed the region's history.

The thematic approach used in the CXC syllabus has been adopted by this syllabus. This approach has many advantages. It facilitates more in-depth study and allows students to practice the various skills of the historian. It however poses the problem of discontinuity. An effort was therefore made to organize the themes in such a manner as to allow for continuity and a natural progression from the lower to the higher stage.

Finally, this syllabus must not be seen as an end in itself, but it should be flexible. It must therefore be evaluated periodically.

This will allow for the changes which may become necessary to ensure that it remains relevant to the needs of the students who themselves must constantly adjust to a rapidly changing world.

GOALS:

This syllabus aims to bring about in the students:

- i) A knowledge and understanding of the common experiences of the Caribbean.
- ii) An appreciation of the creative contributions and achievements of individuals and groups in St. Vincent and the Grenadines and other territories.
- iii) An understanding of the concerns peculiar to St. Vincent and the Grenadines and the circumstances which shaped them.
- iv) Faith in their own abilities and capabilities.
- v) Tolerance of the viewpoints, beliefs and ways of life of other peoples.
- vi) Sensitivity to the social, economic and political issues in Caribbean and World Civilization.
- vii) Willingness to examine and explore their attitudes and values and those of others in relation to the Vincentian and Caribbean historical experience.
- viii) Willingness to express their own points of view on matters of national and regional concern.
- ix) Willingness to consider new ideas and points of view.
- x) Willingness to read and explore historical material on their own initiative as a leisure time activity or to update information.
- xi) Development of national pride.



OBJECTIVES OF THE SYLLABUS:

The objectives towards which students will work have been grouped under three main headings:

1. KNOWLEDGE-

Students will be able to recall the basic facts relating to Vincentian and Caribbean history.

a) Understanding and Interpretation

Students will be able to:

- i) Understand basic ideas and concepts in Vincentian and Caribbean history. E.g. Colonialism, slavery, change, resistance, revolution, government, imperialism, independence, civilization, nationalism, migration.
- ii) Understand the bearing of Physical Geography on human activity in St. Vincent and the Caribbean.
- iii) Interpret historical data, e.g. relate facts, make comparisons, deduce cause and effects, deduce means and ends.

b) Analysis and Evaluation

Students will be able to:

- i) Weigh evidence
- ii) Detect bias
- iii) Identify inconsistencies, points of view, opinions, value judgments
- iv) Assess the relevance of information to a particular problem or topic

- v) Draw reasoned conclusions
- vi) Make inferences from historical evidence

2. ENQUIRY-

Students will be able to:

- i) **Read and comprehend** primary and secondary sources
- ii) **Read** maps, diagrams, charts, graphs
- iii) Interview resource persons
- iv) Classify and organize data
- v) Record data in various ways
- vi) Investigate historical sites
- vii) Utilize research skills

3. COMMUNICATION

Students will be able to present historical data and argument in different forms, e.g. graphs, diagram models, cartoons, essays, discussions, oral presentations.



YEAR 1 (Form 1)

THEMES/OBJECTIVES	CONTENT	ACTIVITIES
<p>Theme 1: Introduction to History</p> <p><i>Students shall be able to:</i></p> <ul style="list-style-type: none"> ○ Define the concept ‘History’. ○ Discuss reasons for studying history. ○ Identify sources of historical research. ○ Describe the various methods used to conduct Historical research ○ Reference sources consulted in research using the MLA style of referencing. ○ Discuss the importance of the pre-literate period ○ Describe the various dating techniques used in historical research 	<ol style="list-style-type: none"> 1. Definition of history- the study of past events. 2. Reasons for studying history: <ol style="list-style-type: none"> i) It helps us to uncover the unknown. ii) It helps us to answer questions. iii) It helps us identify the relationship between the past and the present. iv) It helps us to record and evaluate accomplishments of individuals, agencies, or institutions. v) It helps us to understand the culture in which we live. 3. Sources of Historical Data: <ol style="list-style-type: none"> (i) Primary Sources (ii) Secondary Sources 4. Methods used to conduct Historical research: <ul style="list-style-type: none"> - Text books, Interviews etc. 5. Referencing Sources (MLA): <ol style="list-style-type: none"> 1. In-Text Citations 2. Reference List: <ul style="list-style-type: none"> Work Cited Bibliography 6. The Pre-literate period: <ul style="list-style-type: none"> - What is it? - Its importance. 7. Dating Techniques (used to work out the likely age of sources): 	<ul style="list-style-type: none"> ○ Conduct Research- <ol style="list-style-type: none"> a. Family background. b. Historical Development of the local community. c. History of the School. ○ Individual/Group research and presentation of findings ○ View Link: ‘Investigating the Ancient Past,’ http://lib.oup.com.au/ ○ Home Assignment: Students will generate examples of referencing using the MLA format.

	<ul style="list-style-type: none"> i) Stratigraphy ii) Radiocarbon dating iii) Dendrochronology iv) Thermoluminescence dating v) Flourine dating vi) DNA Analysis 	
<p>Theme 2: The Development of man</p> <p><i>Students should be able to:</i></p> <ul style="list-style-type: none"> o Assess the various theories of human existence. 	<p>1. Development of man:</p> <ul style="list-style-type: none"> i) Creation Theory ii) Evolution Theory 	<ul style="list-style-type: none"> o View documentary. o Debate/Public speaking.
<p>Theme 3: Early Settlement patterns in the Americas; The Transition from Nomad to Permanent Settlement</p> <p><i>Students should be able to:</i></p> <ul style="list-style-type: none"> o Describe the migratory and settlement pattern of the Indigenous peoples in the Caribbean up to the Arrival of the Spanish 1492. o Describe the importance of the Agricultural revolution to the Americas. o Describe the social, political and economic practices of the Indigenous peoples in the Americas up to the Arrival of 	<p>1. Settlement Patterns:</p> <p>A. When, how and why earliest settlers came to the Americas?</p> <p>B. Regions Settled:</p> <ul style="list-style-type: none"> i) The Mayans- the Yucatan and Central America ii) Incas- Peru, South America iii) Aztecs- Mexico, North & Central America iv) Tainos- Greater Antilles v) Kalinagos- Lesser Antilles <p>2. Agriculture revolution:</p> <ul style="list-style-type: none"> - What is it? - Its role in the establishment of permanent settlement. <p>3. Indigenous Practices of the Mayan, Aztec, Tiano and Kalinago Societies:</p> <ul style="list-style-type: none"> - Religious beliefs 	<ul style="list-style-type: none"> o View Documentaires- Re: Ice Age, Mayans o View movie 10,000 BC & complete guided report. o View appropriate website/ prepared PowerPoint or relics of Mayan civilization. o Map work

<p>the Spanish in 1492.</p>	<ul style="list-style-type: none"> - Agricultural practices - Technology - Social groupings - Political system and leadership roles - Economic patterns - Art forms (i.e. architecture, music, painting, pottery, sculpture) 	
<p>Theme 4: Early Settlers in St. Vincent and the Grenadines</p> <p><i>Students should be able to:</i></p> <ul style="list-style-type: none"> o Identify the early settlers in S.V.G o Explain the relationship between each group of Indigenous settlers. 	<ol style="list-style-type: none"> 1. Early settlers in SVG: <ol style="list-style-type: none"> i) Kalinagos (“Caribs”) ii) Africans iii) Garifuna iv) Europeans 2. Taino, Kalinago and Garifuna Society: <ol style="list-style-type: none"> i) Interaction among the groupings. ii) War fare (Kalinagos and Garifuna people). 	<ul style="list-style-type: none"> o View appropriate websites. o Mapwork- Identify communities where Garifuna lived on map of SVG. o Field trip-visit to Obelisk. o View appropriate websites. o Project- Research the Garifuna Community in SVG using the following headings as a guide: <ol style="list-style-type: none"> a. Location b. Population c. Cultural activities-Food, Dress, Dance, Recreation and other aspects of the Garifuna culture retained in SVG. o Construction of simple tools.

		<ul style="list-style-type: none"> Field trip to Kalinago Headquarters in Kingstown.
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YEAR 2 (Form 2)

THEMES/OBJECTIVES	CONTENT	ACTIVITIES
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<p>Theme1: Meeting of Cultures: A New Culture Invades</p> <p><i>Students should be able to:</i></p> <ul style="list-style-type: none"> ○ Explain reasons for European exploration and settlements. ○ Identify areas of European settlement. ○ Identify the impact of European settlement on Europeans in the region and in Europe. ○ Describe the impact of European settlement in the Region on the lives of the Indigenous peoples. ○ Identify the impact of the Indigenous peoples on the Europeans. 	<ol style="list-style-type: none"> 1. Reasons for European Exploration / Settlement: <ol style="list-style-type: none"> i) Glory- fame ii) Territorial Expansion iii) Riches iv) Religion 2. Areas of European Settlement : <ol style="list-style-type: none"> i) North America ii) Central America iii) South America iv) Caribbean 3. Impact of European settlement on Europeans: <ol style="list-style-type: none"> i) Economic ii) Social iii) Political 4. Effects of European settlement on Indigenous peoples: <ol style="list-style-type: none"> i) Genocide ii) Infantacide iii) Forced Labour iv) Diseases v) Broken families 5. Impact of the Indigenous people on the Europeans: <ol style="list-style-type: none"> i) Introduction of craft, agricultural products. ii) Provision of labour iii) Diseases 	<ul style="list-style-type: none"> ○ Roleplay- Imagine that you are Columbus and you are given an opportunity to meet with the King and Queen of Spain. Prepare a short speech in which you will try to convince them of the benefits of funding your voyage. ○ Roleplay- Imagine that you are reporting for the Newspaper, write an article describing what happened to the indigenous people after Europeans settled. ○ Debate/Public Speaking
<p>Theme 2: Battle for the Americas:</p> <p>(A) The Spanish Conquest of the Americas 1492-1572</p>		

<p><i>Students should be able to:</i></p> <ul style="list-style-type: none"> ○ Identify the societies that the Spanish conquered in the Americas ○ Explain the reasons for Spanish settlement and conquest in the Americas. ○ Explain how the Spanish conquered and controlled Aztec OR Inca society. ○ Factors which led to the destruction of Aztec or Inca Society by the Spanish. ○ Explain how either the Aztecs OR the Incas were affected by the Spanish conquests 	<ol style="list-style-type: none"> 1. Societies conquered by the Spanish: <ol style="list-style-type: none"> i) Aztec Empire ii) Inca Empire 2. Reasons for Spanish Conquest: <ol style="list-style-type: none"> i) Territorial Expansion ii) Gold 3. Chronological account of Spanish conquest. 4. Factors facilitating Spanish conquest: <ol style="list-style-type: none"> i) Tactics ii) Superior Weapons (canons, swords, guns etc.) iii) Diseases 5. Impact of Spanish conquest: <ol style="list-style-type: none"> i) Introduction of new diseases, ii) Cultural Exchanges iii) Fall of Empires 	<ul style="list-style-type: none"> ○ Research Assignment- Research Spanish conquest of Mexico and prepare notes to take to next class. ○ Class Discussion- How did Indigenous societies respond to Spanish actions? ○ Group Work- How did the Spanish overcome Indigenous resistance? ○ Group Presentations- Students prepare power point presentations to show Aztec civilisation prior to and after the arrival of the Spanish.
<p>(B) The battle for SVG.</p> <p><i>Student should be able to:</i></p> <ul style="list-style-type: none"> ○ Identify the different European groups involved in the struggle for the control of SVG. ○ Assess the relationship between the “Yellow Caribs” and the “Black Caribs” during the Europeans’ struggle for the control the control of SVG. ○ Give an account of the first and second “Carib” wars. 	<ol style="list-style-type: none"> 1. The conflict between the British and the French. 2. The conflict between the “Yellow Caribs” (Kalinago) and the “Black Caribs” (Garifuna) 3. The First and Second “Carib” Wars and the Death of Paramount 	<ul style="list-style-type: none"> ○ Field trips-visit Kalinago communities ○ Presentations after field trips. ○ Reconstruction-Making of war tools for class exhibitions

<ul style="list-style-type: none"> ○ Discuss the theories surrounding the exile of the “Black Caribs” from SVG. ○ Examine the victory of the British and the “Yellow Caribs”? 	<p>Chief Chatoyer.</p> <ol style="list-style-type: none"> 4. The exile to Ballaceaux and Rattan /Raotan 5. Factors facilitating the victory of the British: <ol style="list-style-type: none"> i) Superior Weapons (canons, swords, guns etc.) 	<ul style="list-style-type: none"> ○ Video presentation of descendants of the Garifuna people ○ View: ‘Carib Nation’ Featured Presentation by Dr. Kirby ○ Field trip: to the Obelisk ○ Field trip to Balliceaux ○ Guest Speakers: Presentations by Kalinago and Garifuna descendants ○ Field Trip: Visit to the Garifuna Foundation (Mr. Sutherland, Montrose) ○ Field Trip: Visit to the Garifuna Foundation (Mr. Sutherland, Montrose)
<p>Theme 3: The Plantation Economy of SVG (Colonization)</p> <p><i>Students should be able to :</i></p> <ul style="list-style-type: none"> ○ Discuss the reasons for the establishment of a plantation Economy based on sugar, in SVG. ○ Discuss the effects of the plantation economy on the lives of the Indigenous people (Kalinago) of SVG. 	<ol style="list-style-type: none"> 1. Reasons for the establishment of a plantation economy in SVG: <ol style="list-style-type: none"> i) Economic ii) Social iii) Religious 2. Effects of Plantation Slavery on the lives of the Indigenous peoples: 	<ul style="list-style-type: none"> ○ Class discussion- on the use of SVG as a sugar plantation by the Europeans. ○ Roleplay-The wearing of costumes depicting the Kalinago and the enslaved persons. ○ Home Assignment- Each student will write their

<ul style="list-style-type: none"> ○ Explain the reasons for the use of slave labour in SVG between 1798 and 1838. ○ Describe the organisation of labour on a typical sugar plantation in SVG (BWI) in the 18th century. ○ The layout of a typical sugar plantation in the BWI during the 18th century. ○ Describe the manufacturing process of sugar during the 18th century. 	<ul style="list-style-type: none"> i) Displacement of the Indigenous people (the Kalinago) ii) Conflict and cooperation with the enslaved persons <p>3. Reasons for the use of Slave Labour in SVG:</p> <ul style="list-style-type: none"> i) Resistance by the Kalinago and Garifuna; ii) Unavailability of manual labourers in SVG; <p>4. The organisation of labour on a typical sugar plantation.</p> <p>5. Main areas of activity:</p> <ul style="list-style-type: none"> i) The main house ii) The fields iii) The mill iv) The Boiling houses v) The slaves' huts <p>6. Steps in the process of manufacturing sugar.</p>	<p>own definition of slavery to share in class.</p> <ul style="list-style-type: none"> ○ Home Assignment: Students draw the layout of a typical sugar plantation at the time. ○ Group Work: Students may build models of sugar plantations. ○ Field Trip-Visit old factory sites in SVG. ○ View images or videos of old plantations. ○ Group Activity-Students create a diagram showing the manufacturing process of sugar. ○ Group activity: Reconstruction of Mills, etc. ○ Mapwork- Students draw a map of SVG, inserting the names of old Sugar estates.
<p>Theme 4: Resistance</p> <p><i>Student should be able to:</i></p> <ul style="list-style-type: none"> ○ Explain the reasons for resistance by enslaved persons. 	<p>1. Reasons for Resistance:</p> <ul style="list-style-type: none"> i) Ill-treatment- torture, rape, degradation, death ii) Severe Punishment 	<ul style="list-style-type: none"> ○ Role Play-Students pretend to be a former slave recalling his experience as a slave. This

<ul style="list-style-type: none"> ○ Discuss the various forms of slave control used by the Europeans. ○ Identify the different forms of resistance used by the indigenous people and the enslaved persons in SVG. ○ Define the term, “Maroon Communities”. ○ Explain the development of maroon societies in SVG. ○ Discuss the likelihood of maroons in SVG. ○ Distinguish between the free societies in SVG and Maroon societies in the rest of the British West Indies. 	<p>2. Forms of Slave Control:</p> <ul style="list-style-type: none"> i) Psychological ii) Legal iii) Economic iv) Cultural v) Social etc. <p>3. Forms of Resistance:</p> <p>A. Active Resistance-</p> <ul style="list-style-type: none"> i) Fighting, ii) burning of plantations, iii) poisoning of animals and owners, infanticide, iv) self-mutilation v) suicide <p>B. Passive Resistance-</p> <ul style="list-style-type: none"> i) Acting Ignorant/Foolish ii) Go-slow <p>4. Definition-communities of fugitive or escaped slaves.</p> <p>5. The development of free societies in SVG and Maroons in the BWI.</p>	<p>may be presented using, drama, dance, poetry, interview by media personnel.</p> <ul style="list-style-type: none"> ○ Read extracts from Thomas Thistelwood’s Diary. ○ View images produced during the enslavement period. ○ Group Activity-Each group brainstorms either a passive/active resistance plan of action. Plan must include: <ul style="list-style-type: none"> 1. What will the group do to resist enslavement? 2. Explain the group's choice of passive or active resistance. ○ Field Trip: Visit former Free settlements in SVG (Greggs etc.) that Maroons may have joined.
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YEAR 3

THEMES/OBJECTIVES	CONTENT	ACTIVITIES
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Theme 1: Resistance in the Colonies

Students should be able to:

- Discuss the effects of the British American Revolution on the BWI.
- Identify the causes of the Haitian Revolution in Haiti.
- Identify the consequences of the Haitian Revolution on Haiti and the wider Caribbean.
- Evaluate revolts in the BWI, with specific reference to the Windward Islands.

1. Effects of the British American Revolution:

- i) Disruption in trading
- ii) slaves' rations reduced
- iii) Motivation

2. Causes of the Haitian Revolution:

- i) The French Revolution;
- ii) the conflict among the different classes;
- iii) the quest for freedom by the enslaved persons

3. Consequences of the Haitian Revolution:

(A) *Haiti-*

- i) Social
- ii) Political
- iii) Economic

(B) *Impact on the wider Caribbean-*

- i) Economic boost
- ii) Hope to other enslaved persons

4. Revolts:

- * Grenada (1795)
- * St. Vincent (1795)
- * Dominica (1674)

- Conduct research and presentation on the Revolution

- View Youtube Video: '*PBS Egalite for All: Toussaint Louverture and the Haitian Revolution.*'

- Debate on the consequences of the revolution.

- **Role Play-**Students pretend to be a journalist given the task to report on the revolts. The following can be used as a guide for research and presentation:

- a) When did the revolt happen?
- b) Where did the revolt happen?
- c) Who were the persons that revolted?

		<p>d) Why did the revolt happen?</p> <p>e) Was it a success? Why?</p>
<p>Theme 2: Emancipation in progress.</p> <p><i>Students should be able to:</i></p> <ul style="list-style-type: none"> o Examine the influence of the different factors that led to the emancipation of the enslaved. o Discuss the 1807 Abolition Act. o Examine the measures taken to change the deplorable conditions of the enslaved persons o Examine the term <i>Apprenticeship</i> as it related to the apprenticeship period. o Discuss the workings of Apprenticeship. 	<ol style="list-style-type: none"> 1. Pro-Emancipation Groups: <ol style="list-style-type: none"> i) Religious groups ii) Politicians iii) Humanitarians iv) Abolitionists v) Enslaved peoples’ resistance 2. The abolition of the British slave trade. <ul style="list-style-type: none"> - Reasons for the abolition of the slave trade. - Stipulations of the Act. 3. Measures taken: <ol style="list-style-type: none"> i) Registration. ii) Amelioration. iii) The 1833 Abolition Act. 4. Apprenticeship System: <ul style="list-style-type: none"> - Aims of apprenticeship. - Structure of apprenticeship. 5. The role of the Special Magistrates: <ol style="list-style-type: none"> i) To protect the rights of the formerly enslaved Africans. ii) To settle disputes between employers and labourers. 	<ul style="list-style-type: none"> o Role Play-Debate on the abolition slavery in a mock parliament. o Examine images used in abolitionist and anti-slavery campaigns. o A class discussion on the similarities and differences between Amelioration clauses and the Abolition act of 1833. o Role play- on the work of the Special Magistrates

Theme3: Reaction to Emancipation		
<i>Students should be able to:</i>		
<ul style="list-style-type: none"> ○ Examine the reaction of the freed persons in 1838. ○ Identify the problems faced by the freed person after emancipation. ○ Identify the problems faced by the planters after emancipation. ○ Identify the measures adopted by planters to deal with the problems faced after emancipation. ○ Identify the various migration schemes 	<ol style="list-style-type: none"> 1. Reaction of Freed Persons: <ol style="list-style-type: none"> i) Migration; ii) the Metayage system; development of the peasantry; iii) development of free villages 2. Problems faced by the freed person after emancipation: <ol style="list-style-type: none"> i) Lack of employment. ii) Little or no access to health and education. iii) High land rents. iv) Low social status. 3. Problems faced by the planters after emancipation: <ol style="list-style-type: none"> i) Increasing cost of production ii) Increasing debts. iii) Shortage of a regular, cheap supply of labour. iv) Migration of freed persons. v) Introduction of Indentureship system; popular protest-1862 Riot (Voxpopuli) 4. Measures adopted by planters: <ol style="list-style-type: none"> i) Alternative labour sources ii) Mechanisation of production iii) Introduction of new varieties of cane iv) New techniques developed on the fields v) Amalgamation of estates vi) Establish New Markets (USA) 5. Migration Schemes: <ol style="list-style-type: none"> i) European Immigration 	<ul style="list-style-type: none"> ○ Research-Individual research on the remaining peasant/small farming villages in SVG. Use the following to guide the research: <ol style="list-style-type: none"> a) Types of crops grown. b) Size of landholdings. c) Social life. d) Contribution to the country's economy. ○ Research: Investigation of the main areas where the Indentureship system was most prevalent. ○ Map Work-Identify Societies where descendants of 'Indentured Servants' established settlements. ○ Discuss aspects of Indian Culture. ○ Group Presentation- 'SVG: A Melting Pot of Cultures.' <ol style="list-style-type: none"> 1. Images of different races/ethnic groups, religious groups, food, recreational activities 2. Brief historical discussion of where and how each came to the country.

<ul style="list-style-type: none"> o Examine the effects of immigrant groups on Vincentian Society 	<ul style="list-style-type: none"> ii) African Immigration iii) Chinese Immigration iv) Indian Immigration <p>6. Effects of Immigration:</p> <ul style="list-style-type: none"> i) Plural/Multi-ethnic society ii) Food 	
<p>Theme 4: Post Emancipation and political Development in SVG.</p> <p><i>Students should be able to:</i></p> <ul style="list-style-type: none"> o Explain the development of the peasantry in SVG and the rest of the British Caribbean o Identify the reasons for adoption of crown colony government. o Assess the 1935 Labour Riots and its consequences 	<ul style="list-style-type: none"> 1. Factors encouraging the emergence of West Indian peasantry: <ul style="list-style-type: none"> i) Availability of Land. ii) Experience as ‘small-scale famers’ during enslavement. iii) Work of missionaries. 2. Reasons for adoption of crown colony government. 3. McIntosh and campaign for elective government. 4. Factors that led to the Labour Riots: <ul style="list-style-type: none"> i) Poor Socio-economic conditions (Poor Housing, Poor Health conditions, High Cost of Living, Poor Working Conditions, Unemployment etc.) 5. Consequences of the Uprising: <ul style="list-style-type: none"> i) The Moyne Commission ii) Social Organisations developed iii) Trade Unions emerged 	<ul style="list-style-type: none"> • Group Presentation on the 1935 Riots.

<ul style="list-style-type: none"> o Describe the trade union movement o Discuss Universal Adult Suffrage and General election of 1951 o Assess the movement of the Statehood o Evaluate the move to Independence 	<ul style="list-style-type: none"> iv) Labour laws were developed v) Universal Adult suffrage vi) Construction of more schools <p>6. Trade Union Movement:</p> <ul style="list-style-type: none"> * work of the Workingmen’s Association, SVG <p>7. Statehood:</p> <ul style="list-style-type: none"> - What is it? - Why was it gained? <p>8. Independence:</p> <ul style="list-style-type: none"> - Meaning - Work of the 1978-1979 committee - Impact of the 1979 Soufriere Eruption - National Symbols - Pioneers of Nation Builders 	<ul style="list-style-type: none"> o Research Project- Identify one person in your community whom you would recommend for national recognition.
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N.B: *The list is not limited Teachers will select at least one from each category.*

Social and Community Leaders: *Captain Hugh Mulzac, Sarah Baptiste, Alma Francois, Levi Latham*

Dr. Cecil Cyrus, Ivy Joshua, Margaret Cato, Viola John, Yvonne Francis-Gibson, Trade Union Leaders, Merlene Horne.

Political Leaders: *George Charles, E.T. Joshua, R.M Cato, Ivy Joshua, James Mitchell*

Theme 6: Caribbean-World Relations

Students should be able to:

- o Identify world events that have impacted on the development of SVG and the wider Caribbean.

1. World Events:

A. Impact of the World War I and II on the Caribbean:

- Social
- Economic
- Political
- Survival Strategies(Economic)

B. The Black power movement and its impact on SVG:

- Garveyism
- Rastafarianism
- Influence of USA and the Black power movement.

C. Impact of the Cold War on the Caribbean:

- Cuban Communism
- The Grenada Revolution

1. Project: How has the Rastafarian movement had an impact on Caribbean culture in relation to:

- A.** Song and music
- B.** Recreation
- C.** Dress
- D.** Food

2. Research- Conduct research on Marcus Garvey. What have been the most significant contributions of Garvey to the Caribbean?

REFERENCING YOUR SOURCES IN PREPARING ASSIGNMENTS:

Introduction:

- Most of our own thoughts and ideas are inevitably drawn and built on the research and published work (books, articles etc.) of others.
- Academic writing requires us to support our ideas and arguments with reference to other published work and ideas.

The Importance of Referencing:

1. It enables you to acknowledge the ideas and work of other authors.
2. It shows that you have done research on the topic you have chosen.
3. It enables a reader to quickly locate the source of the information you refer to so they can consult it for more details or facts if they wish.
4. It establishes credibility to your work, for readers are more likely to trust the ideas and findings presented in works that were drawn from the work of others.

MLA Reference Style:

- Students of History are required to use the Modern Language Association (MLA) style of referencing in all of their written assignments.
- Basic MLA Citation Styles:**

MLA referencing includes the following:

1. **Reference list-** an alphabetical list of reference sources at the end of your text.
 - i) ***Work Cited List-*** Includes only those sources you have cited within your paper.
 - ii) ***Bibliography-*** Includes all those sources whose research and ideas you have referred to when conducting your own research.

❑ **Examples of Reference List:**

- **Work Cited List-** (Note it is necessary to **alphabetise** the list of entries by author)

Book with one author	MLA
	Author's last name, First name and Initial. <i>Title in italics</i> . Publication location: Publishing company, year. Print.
	example:
	Townsend, Robert M. <i>The Medieval Village Economy</i> . Princeton: Princeton UP, 1993. Print.

Picture Source: <http://www.library.arizona.edu/search/reference/citation-mla.html>

Web Site	MLA
	Entire web site
	Last name, first name of author or editor (if given). <i>Title of the web site</i> . Name of sponsoring organization (if given). day, month, year of publication or last update. Web. Day month year accessed.
	example:
	<i>Portuguese Language Resources</i> . Dept. of Romance Languages and Literatures. Harvard U. 20 July 2009. Web. 15 Aug. 2009.
	Halsall, Paul. ed. <i>Internet Modern History Sourcebook</i> . Fordham U. 22 Sept. 2001. Web. 15 Aug. 2009.

Picture Source: <http://www.library.arizona.edu/search/reference/citation-mla.html>

Interviews**MLA****Published interview**

Interviewee's last name, First name and initial. "Title of the interview (if given)." *Title of the independently published interview (if given)*. Interview (if untitled) with interviewer's name (if pertinent). *Title of radio or TV program, journal title or book title*. Program producers (if pertinent). Day, month, year, edition (if radio, TV, or periodical). Publication location: Publishing company, year (if given). Page numbers (if given). Format (Print, Web, Television, etc.)

example:

Gordimer, Nadine. Interview. *New York Times*. 10 Oct. 1991, late ed.:C25. Print.

example:

Lansbury, Angela. Interview. *Off-Camera: Conversations with the Makers of Television* By Richard Levinson and William Link. New York: Plume-NAL, 1986. 72-86. Print.

Personal interview

Interviewee's last name, First name and initial. Personal interview. day month year.

example

Shelton, Robert. Personal interview. 30 Sept. 2008.

Picture Source: <http://www.library.arizona.edu/search/reference/citation-mla.html>

- o **Bibliography-**(Note it is necessary to **alphabetise** the list of entries by author)

Books

Format:

Author's last name, first name. *Book title*. Additional information. City of publication: Publishing company, publication date.

Examples:

Allen, Thomas B. *Vanishing Wildlife of North America*. Washington, D.C.: National Geographic Society, 1974.

Boorstin, Daniel J. *The Creators: A History of the Heroes of the Imagination*. New York: Random, 1992.

Hall, Donald, ed. *The Oxford Book of American Literacy Anecdotes*. New York: Oxford UP, 1981.

Searles, Baird, and Martin Last. *A Reader's Guide to Science Fiction*. New York: Facts on File, Inc., 1979.

Toomer, Jean. *Cane*. Ed. Darwin T. Turner. New York: Norton, 1988.

Source: <http://www.sciencebuddies.org>

Magazine & Newspaper Articles

Format:

Author's last name, first name. "Article title." *Periodical title* Volume # Date: inclusive pages.

Note: If an edition is named on the masthead, add a comma after the date and specify the edition.

Examples:

Hall, Trish. "IQ Scores Are Up, and Psychologists Wonder Why." *New York Times* 24 Feb. 1998, late ed.: F1+.

Kalette, Denise. "California Town Counts Down to Big Quake." *USA Today* 9 21 July 1986: sec. A: 1.

Kanfer, Stefan. "Heard Any Good Books Lately?" *Time* 113 21 July 1986: 71-72.

Trillin, Calvin. "Culture Shopping." *New Yorker* 15 Feb. 1993: 48-51.

Source: <http://www.sciencebuddies>

Website or Webpage

Format:

Author's last name, first name (if available). "Title of work within a project or database." *Title of site, project, or database*. Editor (if available). Electronic publication information (Date of publication or of the latest update, and name of any sponsoring institution or organization). Date of access and <full URL>.

Note: If you cannot find some of this information, cite what is available.

Examples:

Devitt, Terry. "Lightning injures four at music festival." *The Why? Files*. 2 Aug. 2001. 23 Jan. 2002 <<http://whyfiles.org/137lightning/index.html>>.

Dove, Rita. "Lady Freedom among Us." *The Electronic Text Center*. Ed. David Seaman. 1998. Alderman Lib., U of Virginia. 19 June 1998 <<http://etext.lib.virginia.edu/subjects/afam.html>>.

Lancashire, Ian. Homepage. 28 Mar. 2002. 15 May 2002 <<http://www.chass.utoronto.ca:8080/~ian/>>.

Levy, Steven. "Great Minds, Great Ideas." *Newsweek* 27 May 2002. 10 June 2002 <<http://www.msnbc.com/news/754336.asp>>.

Source: <http://www.sciencebuddies.org>

Glossary of Terms:

1. **Academic Writing-** The forms of expository and argumentative prose used by students and researchers to convey a body of information about a particular subject.
2. **Author-** The writer of books, articles, reports etc.
3. **Bibliography-** A list of sources (books, articles, reports etc.) referred to in academic works.
4. **Place of Publication-** The name of the city where the information was originally prepared and issued.
5. **Publisher-** Prepares and issues printed materials books and other artistic works.
6. **Referencing-** An authors way of showing what sources they have consulted, giving credit to the original authors
7. **Research-** The systematic investigation and study of source materials in order to establish facts and reach new conclusions.
8. **Sources-** A place, person, or thing from which something originates or can be obtained.
9. **Title-** name given to a text, article, report etc.
10. **Year of Publication-** The year a book, article and other printed materials were published.

Bibliography:

Angeli, E. L., & Sullivan, P. P. (2014 йил 12-February). *Owl English Purdue Media Pdf*. Retrieved 15 йил 3-March from https://owl.english.purdue.edu/media/pdf/20090701095636_747.pdf

LIBRARY, U. (2011 йил 25-July). *MLA Referencing Style*. Retrieved 2015 йил 3-March from <http://www.ucd.ie/t4cms/Guide70.pdf>

Libraries, T. U. (n.d.). *Modern Language Association (MLA) Style Guide*. Retrieved 2015 йил 3-March from <http://www.library.arizona.edu/search/reference/citation-mla.html#mlabk8>

Staff, S. B. (n.d.). *Writing a Bibliography: MLA Format*. Retrieved 2015 йил 4-March from http://www.sciencebuddies.org/science-fair-projects/project_mla_format_examples.shtml

Russell, T., Brizee, A., Angeli, E., Paiz, J. M., Campbell, M., & Rodríguez-Fuentes, R. (2014 йил 6-March). *MLA In-Text Citations: The Basics*. Retrieved 2015 йил 4-March from <https://owl.english.purdue.edu/owl/resource/747/02/>

Rose, C. (2015 йил 10-January). *MUN LIBRARIES MLA STYLE (7th ed.) QUICK GUIDE*. Retrieved 2015 йил 3-March from <http://www.library.mun.ca/media/MUNLibrary/pdf/MLAStyleQuickGuide.pdf>

REFERENCE MATERIALS:

GENERAL TEXT (Recommended Text):

- Edgar Adams** People on the Move- R&M Book Centre, Kingstown 2002 (Teacher Resource).
- EbenezerDuncan** A Brief History of St. Vincent with Studies in Citizenship (4thed.). Kingstown. 1967 (Read with a Critical mind).
- Robert Greenwood** Book 1: Amerindians to Africans.

YEAR ONE

Early Settlement pattern in the Americas; The Transition from Nomad to Permanent Settlement

Key Readings:

- Lennox Honey Church** The Caribbean People. (Thomas Nelson and Sons Ltd, 1979).
- Alma Norman** The People Who Came, Book 1. (Longman Caribbean, 1986).
- Samuel M. Wilson** The Indigenous People of the Caribbean. (University of Florida, 1998).

Early Settlers in St. Vincent and the Grenadines

Key Readings:

- Jill Bobrow** St. Vincent and the Grenadines Bequia, Mustique, Canouan, Mayreau, Tobago Cays, Palm, Union, PSV: A Plural Country. (Concepts Publishing, 1985).
- Alexander Anderson** Geography and History of St. Vincent, West Indies. (Arnold Arboretum, 1983).

S.J. Le Breton

The Caribs of St. Vincent, Mayreau Environment Development Organization (, 1998).

YEAR TWO

Battle for the Americas-

Key Readings:

Adrian Fraser

Chatoyer (Chatawae), the first national hero of Saint Vincent and the Grenadines (Mini Booklet). (Galaxy Print, 2002).

Marcia Harald Hinds

Saga of Hairouna: Based on the History of the Caribs of St. Vincent, West Indies (M.H. Resource Centre, 2002).

Marcia Harald Hinds

The Garifuna of Belize: The Human of Belize: Cayo District of Belize, 1997.

I.A. Earle Kirby,

The Rise and Fall of the Black Caribs. (Cybercom Publishing, 2004).

C.I. Martin

The Battle for the Control of SVG

Key Readings:

Christopher Taylor

The Black Carib Wars: Freedom, Survival, and the Making of the Garifuna. (Signal Books Ltd, 2012)

The Plantation Economy of SVG (Colonization)

Key Readings:

- Earl I.A. Kirby** The Sugar Mills of St. Vincent their sites, 1972-1962.(Kingstown St. Vincent Archaeological and History Society, 1973).
- E.M. Halcrow** Canes and Chains: A study of sugar and slavery. (Heinemann, 1982)
- Roderick Mc Donald** Between Slavery and Freedom. (University of the W.I Press, 2001).
- Eric Williams** Capitalism and Slavery. (London, 1972) (***Teacher Resource**)

Resistance

Key Readings:

- Woodville K. Marshall** “Vox Populi: St. Vincent Riots and Disturbances of 1862 in the Trade Government and Society in Caribbean History, 1700-1920 in B.W. Higman, (eds) **Essays Presented to Douglas Hall, (Kinston Heineman,1983) pp. 84-115.**

YEAR THREE

Resistance in the Colonies

Key Readings:

- Patrick Bryan** The Haitian Revolution and its Effects. (Heinemann, 1984).
- Michael Craton** Testing the Chains: Resistance to Slavery in the British West Indies. (Cornell University Press, 1982).
- Alvin Thompson** A Flight to Freedom: African Runaways and Maroons in the Americas. (UWI Press, 2006).

Emancipation in Progress

Key Readings:

John Anderson Between Slavery and Freedom: Special Magistrate John Anderson's Journal of St. Vincent During the Apprenticeship.

Woodville Marshall The Termination of the Apprenticeship in Barbados and the Windward Island. An Essay in Colonial Administration and politics. **Journal of Caribbean History** Vol. 2(1971), pp. 1-45.

Emancipation

Key Readings:

Kevin Baldeosingh, Radica Mahase Caribbean History for CSEC. (Oxford University Press, 2011).

Post Emancipation and Political Development in SVG

Key Readings:

Ralph E. Gonsalves The trial of George McIntosh: Caribbean Diaspora press. (New York, 1985).

Sir. Rupert John St. Vincent and its Constitution. (Reliance Printery, 1971).

Norma Keizer Brief History of Education in St. Vincent.

Gordon Lewis The Growth of the Modern West Indies.(Ian Randler Publishers Inc, 2004).

James Mitchell Caribbean Crusade. (Concepts Publishing Incorporated, 1989).

Rhoda Reddock Elma Francois: The NWCSA and the Workers Struggle from change in the Caribbean in the 1930's. (New Beacon Books, 1988).

Cecil Ryan & From Charles to Mitchell (part 1). (Projects Promotion, 1998).

Cecil Blazer Williams

