

# THE MINISTRY OF EDUCATION & TECHNICAL & VOCATIONAL TRAINING

## HUMANITIES SECTION CURRICULUM DIVISION

### HISTORY CURRICULUM PACING GUIDE

2023-2024

#### SENIOR HIGH SCHOOL

The History Curriculum Pacing Guide is a project to assist students' progress and expected outcomes. Students will learn problem-solving skills and have an appreciation for various integrated disciplines such as Environmental Studies, Economics, Mathematics, Science, Technology, Engineering and Geography.

Students will learn about humanity, their past and this will help them to develop self-actualization and an appreciation of the struggles of fore parents. The document covers grades 10-12 and upon completion of grade 12, students are expected to complete the History Bahamas General Certificate of Secondary Examination. Teachers are reminded that it is a guide and upon completion of topics they are to use assessments tailored for student's needs. Additionally, teachers are reminded that they can move on to topics once objectives are achieved.

#### **Course Description:**

Students demonstrate critical thinking, project based learning and problem-solving skills.

Students demonstrate that they are able to conduct research and work collaboratively.

Students develop an appreciation for Bahamian History.

**Prerequisites:** Students must be enrolled in grades 10, 11 and 12. Should possess BJC Social Studies with a pass of A-D.

**Exit Competency:** The National High School Diploma and BGCSE History

# History

## Grade 10 Curriculum Pacing Guide Term I

### 12 Weeks

#### Week 1

Topic:	Objectives	Assessment	Curriculum Link	Time Span
<b>Historical Foundation</b>  <b>What is History? Careers in History</b>  <b>Understanding Historical Time Periods</b>  <b>Historical Skills</b>  <b>Types of Sources</b>	Define the word history Differentiate between history and herstory List available careers in history Illustrate how time periods are calculated Cite major historical time periods Investigate skills needed for historical research Explain words such as decades, centuries, millennium, ages, eras State the meaning of the word source List various types of sources Differentiate between primary and secondary sources Construct a judgement personal response question Demonstrate how to answer a judgement personal response question	<u>Formative</u> Map work, essay writing, word search, collage creations, video presentations, poster designs, diorama, poetry writing, rap, song writings, text rendering, exit slips, illustrator, drawings, Venn diagrams, oral presentations, quizzes, role-play, debates, speech writing, letter writing, structured questions, source evaluations  <u>Summative</u> Case studies Projects Unit test Final Presentations	BJC Social Studies Syllabus Social Studies Curriculum Guide Fine Arts Curriculum Guide Religious Studies Syllabus	3 days

#### Week 2

Topic:	Objectives	Assessment	Curriculum Link	Time Span
<b>Sources</b> <b>Evaluating Sources</b>  <b>Research Skills: Citations, Literature</b>  <b>Importance of History</b>	Identify places where sources are generated Discuss how sources are evaluated Demonstrate how a source is useful Explain how to cross reference sources Evaluate a political cartoon and a political speech Asses critically how a source is reliable Examine how sources are cited Describe how to reference or cite researched work Outline how to properly cite work using APA 7 <sup>th</sup> edition Defend why it is important to properly reference research work	<u>Formative</u> Map work, essay writing, word search, collage creations, video presentations, poster designs, diorama, poetry writing, rap, song writings, text rendering, exit slips, illustrator, drawings, Venn diagrams, oral presentations, quizzes, role-play, debates, speech writing, letter writing, structured questions, source evaluations  <u>Summative</u> Case studies Projects Unit test Final Presentations	BJC Social Studies Syllabus Social Studies Curriculum Guide Language Arts Curriculum Guide Religious Studies Syllabus	3 days

Week 3				
Topic:	Objectives	Assessment	Curriculum Link	Time Span
<b>North-eastern African Kingdom: Egypt, Old Kingdom</b>  <b>Scope &amp; Geography</b>  <b>Technological &amp; Artistic Achievements</b>  <b>Role of Women, Religion, Culture &amp; Society</b>	Define the words, ancient, civilization, kingdom and dynasty Using a map, locate the country of Egypt Deduce why Egypt was divided into three kingdoms old, middle and new Describe the geographical landscape of the old kingdom of Egypt Hypothesize why the old kingdom was called the Early Dynastic Period Identify and explain the importance of pyramids, tombs and temples to Egyptian culture Discuss how the land was developed Name famous Egyptian leaders of this era and their contribution to developments to this time Examine the role of leaders Evaluate the rights and responsibilities women had within the society Critique the importance of religion to the society Outline artistic, architectural and technological developments of this era Summarize why the old kingdom collapsed.	<u>Formative</u> Map work, essay writing, word search, collage creations, video presentations, poster designs, diorama, poetry writing, rap, song writings, text rendering, exit slips, illustrator, drawings, Venn diagrams, oral presentations, quizzes, role-play, debates, speech writing, letter writing, structured questions, source evaluations  <u>Summative</u> Case studies Projects Unit test Final Presentations	BJC Social Studies Syllabus Social Studies Curriculum Guide Language Arts Curriculum Guide Religious Studies Syllabus Mathematics Curriculum Guide Engineering Curriculum Guide General Science Curriculum Health Science Curriculum Biology Curriculum Civics Curriculum Guide	3 days
Week 4				
Topics	Objectives	Assessments	Curriculum Link	Time Span
<b>Middle and New Kingdoms of Egypt</b> <b>Technological &amp; Artistic Achievements</b> <b>Role of Women, Religion, Culture &amp; Society</b>	Define the words, ancient, civilization, kingdom and dynasty Write out the time frames the middle and old kingdom existed Locate the middle and new kingdoms of Differentiate between the middle and new kingdom Describe the geographical landscape of the middle and new kingdoms of Egypt Name famous Egyptian leaders and their achievements Summarize the role of leaders and their developments Compare the role of women in the old and new kingdoms Examine the work of famous women leaders of the middle and new kingdom of Egypt Critique the importance of religion to the society Outline the artistic, architectural and technological developments during this time period Summarize why the old and middle kingdoms collapsed	<u>Formative</u> Map work, essay writing, word search, collage creations, video presentations, poster designs, diorama, poetry writing, rap, song writings, text rendering, exit slips, illustrator, drawings, Venn diagrams, oral presentations, quizzes, role-play, debates, speech writing, letter writing, structured questions, source evaluations  <u>Summative</u> Case studies Projects Unit test Final Presentations	BJC Social Studies Syllabus Social Studies Curriculum Guide Religious Studies Syllabus Mathematics Curriculum Guide Engineering Curriculum Guide General Science Curriculum Health Science Curriculum Biology Curriculum Civics Curriculum Guide Language Arts Curriculum Guide	3 days

Week 5				
Topic:	Objectives	Assessment	Curriculum Link	Time Span
<b>Kingdom of Kush:</b> <b>Scope and Geography,</b> <b>Technological &amp; Artistic</b> <b>Achievements</b> <b>Role of Women</b> <b>Culture &amp; Society</b>	Locate the ancient kingdom of Kush on a map Describe the geographical landscape of the kingdom of Kush Write out the names of the two capitals of Kush Explain why Kush was called Land of The Bow Name famous Kush leaders Summarize the role of leaders and their developments Compare the role of women in the old and new kingdoms Examine the work of famous women leaders during this time period Critique the importance of religion to the society Outline the artistic, architectural and technological developments of Kush Summarize why the kingdom collapsed	<u>Formative</u> Map work, essay writing, word search, collage creations, video presentations, poster designs, diorama, poetry writing, rap, song writings, text rendering, exit slips, illustrator, drawings, Venn diagrams, oral presentations, quizzes, role-play, debates, speech writing, letter writing, structured questions, source evaluations  <u>Summative</u> Case studies Projects Unit test Final Presentations	BJC Social Studies Syllabus Social Studies Curriculum Guide Language Arts Curriculum Guide Religious Studies Syllabus BJC Social Studies Syllabus Social Studies Curriculum Guide Religious Studies Syllabus Mathematics Curriculum Guide Engineering Curriculum Guide General Science Curriculum Health Science Curriculum Biology Curriculum Civics Curriculum Guide	3 days
Week 6				
Topic:	Objectives	Assessment	Curriculum Link	Time Span
<b>Kingdom of Axsum:</b> <b>Scope and Geography</b> <b>Technological &amp; Artistic</b> <b>Achievements,</b> <b>Role of Women</b> <b>Religion, Culture &amp; Society</b>	Locate the ancient kingdom of Axsum on a map Describe the geographical landscape of the kingdom of Axum Write out the famous capital of Axsum Explain why Kush was called Land of The Bow Name famous Axum leaders Summarize the role of leaders and their accomplishments Assess the role of women in the African kingdom of Axsum Critique the importance of religion to the society Outline the artistic, architectural and technological developments of Axsum Summarize why the kingdom collapsed	<u>Formative</u> Map work, essay writing, word search, collage creations, video presentations, poster designs, diorama, poetry writing, rap, song writings, text rendering, exit slips, illustrator, drawings, Venn diagrams, oral presentations, quizzes, role-play, debates, speech writing, letter writing, structured questions, source evaluations  <u>Summative</u> Case studies Projects Unit test Final Presentations	BJC Social Studies Syllabus Social Studies Curriculum Guide Language Arts Curriculum Guide Religious Studies Syllabus BJC Social Studies Syllabus Social Studies Curriculum Guide Religious Studies Syllabus Mathematics Curriculum Guide Engineering Curriculum Guide General Science Curriculum Health Science Curriculum Biology Curriculum Civics Curriculum Guide	3 days

Week 7				
Topic:	Objectives	Assessment	Curriculum Link	Time Span
<b>Kingdom of Congo</b> <b>Scope and Geography</b> <b>Technological &amp; Artistic Achievements</b> <b>Religion</b> <b>Religion, Culture &amp; Society</b>	Locate the ancient kingdom of Congo on a map Describe the geographical landscape of the kingdom of Congo Write out the name of the famous capital of Congo Explain how the kingdom was formed Summarize the role of leaders in the kingdom Assess the role of women in the African kingdom of Congo Critique the importance of religion to the society Outline the artistic, architectural and technological developments of Congo Summarize why the kingdom collapsed	<u>Formative</u> Map work, essay writing, word search, collage creations, video presentations, poster designs, diorama, poetry writing, rap, song writings, text rendering, exit slips, illustrator, drawings, Venn diagrams, oral presentations, quizzes, role-play, debates, speech writing, letter writing, structured questions, source evaluations  <u>Summative</u> Case studies Projects Unit test	BJC Social Studies Syllabus Social Studies Curriculum Guide Language Arts Curriculum Guide Religious Studies Syllabus BJC Social Studies Syllabus Social Studies Curriculum Guide Religious Studies Syllabus Mathematics Curriculum Guide Engineering Curriculum Guide General Science Curriculum Health Science Curriculum Biology Curriculum Civics Curriculum Guide	3 days
Week 8				
Topic:	Objectives	Assessment	Curriculum Link	Time Span
<b>Kingdom of Songhai</b> <b>Scope and Geography</b> <b>Technological &amp; Artistic Achievements</b> <b>Religion</b> <b>Religion, Culture &amp; Society</b>	Locate the ancient kingdom of Songhai on a map Describe the geographical landscape of the kingdom of Songhai Examine how the kingdom of Songhai developed Summarize the role of leaders in the communities Evaluate the role of women in the kingdom of Songhai Critique the importance of religion to the society Outline the artistic, architectural and technological developments in the kingdom of Songhai Summarize why the kingdom collapsed	<u>Formative</u> Map work, essay writing, word search, collage creations, video presentations, poster designs, diorama, poetry writing, rap, song writings, text rendering, exit slips, illustrator, drawings, Venn diagrams, oral presentations, quizzes, role-play, debates, speech writing, letter writing, structured questions, source evaluations  <u>Summative</u> Case studies Projects Unit test	BJC Social Studies Syllabus Social Studies Curriculum Guide Language Arts Curriculum Guide Religious Studies Syllabus BJC Social Studies Syllabus Social Studies Curriculum Guide Religious Studies Syllabus Mathematics Curriculum Guide Engineering Curriculum Guide General Science Curriculum Health Science Curriculum Biology Curriculum Civics Curriculum Guide	3 days

Week 9				
Topic:	Objectives	Assessment	Curriculum Link	Time Span
<b>Kingdom of Mali</b> <b>Scope and Geography</b> <b>Technological &amp; Artistic Achievements</b> <b>Religion</b> <b>Religion, Culture &amp; Society</b>	Locate the kingdom of Mali on a map Describe the geographical landscape of the kingdom of Mali Write the name of the famous capital of Mali Explain why Mali was considered educationally advanced Name a famous leader of Mali and outline its major developments Assess the role of women in the kingdom of Mali Critique the importance of religion to the society Outline the artistic, architectural and technological developments in the kingdom of Mali Summarize why the kingdom of Mali collapsed	<u>Formative</u> Map work, essay writing, word search, collage creations, video presentations, poster designs, diorama, poetry writing, rap, song writings, text rendering, exit slips, illustrator, drawings, Venn diagrams, oral presentations, quizzes, role-play, debates, speech writing, letter writing, structured questions, source evaluations  <u>Summative</u> Case studies Projects Unit test	BJC Social Studies Syllabus Social Studies Curriculum Guide Language Arts Curriculum Guide Religious Studies Syllabus BJC Social Studies Syllabus Social Studies Curriculum Guide Religious Studies Syllabus Mathematics Curriculum Guide Engineering Curriculum Guide General Science Curriculum Health Science Curriculum Biology Curriculum Civics Curriculum Guide	3 days
Week 10				
Topic:	Objectives	Assessment	Curriculum Link	Time Span
<b>Kingdom of Ghana</b> <b>Scope and Geography</b> <b>Technological &amp; Artistic Achievements</b> <b>Religion</b> <b>Religion, Culture &amp; Society</b>	Locate the kingdoms of Ghana on a map Describe the geographical landscape of the kingdom of Ghana Write the name of the capital of Ghana Explain how Ghana became a famous kingdom Name famous leaders of Ghana and their achievements Summarize the role of leaders and their developments Assess the role of women in the kingdom of Ghana Critique the importance of religion to the society Outline the artistic, architectural and technological developments in the kingdom of Ghana Summarize why the kingdom collapsed	<u>Formative</u> Map work, essay writing, word search, collage creations, video presentations, poster designs, diorama, poetry writing, rap, song writings, text rendering, exit slips, illustrator, drawings, Venn diagrams, oral presentations, quizzes, role-play, debates, speech writing, letter writing, structured questions, source evaluations  <u>Summative</u> Case studies Projects Unit test	BJC Social Studies Syllabus Social Studies Curriculum Guide Language Arts Curriculum Guide Religious Studies Syllabus BJC Social Studies Syllabus Social Studies Curriculum Guide Religious Studies Syllabus Mathematics Curriculum Guide Engineering Curriculum Guide General Science Curriculum Health Science Curriculum Biology Curriculum Civics Curriculum Guide	3 days

Week 11				
Topic:	Objectives	Assessment	Curriculum Link	Time Span
<b>Review Source Evaluation Skills</b>	Review the meaning of the word source List various types of sources List places where sources are generated Differentiate between a primary and secondary source Demonstrate how to detect usefulness in a source Outline how a source is considered reliable Critique the reliability of a secondary source Show strategies to use in judgement personal response questions Illustrate how to reference sources in research work	<u>Formative</u> Structured questions, source evaluations, past BGCSE History paper  <u>Summative</u> Case studies Projects Unit test Past BGCSE Paper	BJC Social Studies Syllabus Social Studies Curriculum Guide Language Arts Curriculum Guide Religious Studies Syllabus BJC Social Studies Syllabus Social Studies Curriculum Guide Religious Studies Syllabus Mathematics Curriculum Guide Engineering Curriculum Guide General Science Curriculum Health Science Curriculum Biology Curriculum Civics Curriculum Guide	3 days
Week 12				
Topic:	Objectives	Assessment	Curriculum Link	Time Span
<b>Revision of Term I Work</b>	Review the developments of the old, middle and new kingdoms of Egypt, Kush, Asxum, Congo, Songhai, Mali & Ghana Review the scope and geography technological & artistic achievements religion, culture of the society Examine the causes that led to the collapse of each of these famous kingdoms	<u>Formative</u> Map work, essay writing, word search, collage creations, video presentations, poster designs, diorama, poetry writing, rap, song writings, text rendering, exit slips, illustrator, drawings, Venn diagrams, oral presentations, quizzes, role-play, debates, speech writing, letter writing, structured questions, source evaluations <u>Summative</u> Case studies Projects Unit Test	BJC Social Studies Syllabus Social Studies Curriculum Guide Language Arts Curriculum Guide Religious Studies Syllabus BJC Social Studies Syllabus Social Studies Curriculum Guide Religious Studies Syllabus Mathematics Curriculum Guide Engineering Curriculum Guide General Science Curriculum Health Science Curriculum Biology Curriculum Civics Curriculum Guide	3 days

## History

### Grade 10 Curriculum Pacing Guide Term II

12 Weeks				
Week 1				
Topic:	Objectives	Assessment	Curriculum Link	Time Span
<b>Ciboney &amp; Tainos</b>	Define the words “Amerindians” and :”Arawaks” Discuss the migratory patterns of Amerindians in the Caribbean Locate islands in the Caribbean where Ciboney and Tainos settled Differentiate between a Ciboney and Tainos Compare and contrast their political structure Examine the religious practices carried out by both Amerindian groups Describe the role of women in the society Evaluate the diet and cultural traditions of both groups Justify the developments made by Ciboney and Tainos Amerindian groups to the Caribbean region	<u>Formative</u> Map work, essay writing, word search, collage creations, video presentations, poster designs, diorama, poetry writing, rap, song writings, text rendering, exit slips, illustrator, drawings, Venn diagrams, oral presentations, quizzes, role-play, debates, speech writing, letter writing, structured questions, source evaluations <u>Summative</u> Case studies Projects Unit Test	BJC Social Studies Syllabus Social Studies Curriculum Guide	3 days
Week 2				
Topic:	Objectives	Assessment	Curriculum Link	Time Span
<b>Lucayans</b>	Discuss the migratory patterns of Lucayans in the Caribbean Locate islands in the Caribbean where Lucayans settled Describe the appearance of a Lucayan male and female Outline cultural practices such as dance, games and flattening of forehead of new borns Explain how the cacique became leader Discuss the role of the Cacique Describe the role of women in the Lucayan society List various food items eaten and crops produced by the Lucayans Demonstrate how the Lucayans prepared meals Examine the religious practices carried out by the Lucayans Illustrate methods of farming and weaving carried out by the Lucayans Summarize the technological and artistic developments of the Lucayans Elaborate on the challenges Lucayans faced in The Bahamas	<u>Formative</u> Map work, essay writing, word search, collage creations, video presentations, poster designs, diorama, poetry writing, rap, song writings, text rendering, exit slips, illustrator, drawings, Venn diagrams, oral presentations, quizzes, role-play, debates, speech writing, letter writing, structured questions, source evaluations <u>Summative</u> Case studies Projects Unit Test	BJC Social Studies Syllabus Social Studies Curriculum Guide	3 days



Week 3				
Topic:	Objective	Assessment	Curriculum Link	Time Span
<b>Lucayans &amp; Kalinago</b>	Locate islands in the Caribbean where Kalinagos settled Describe the appearance of a male and female Kalinago Summarize cultural practices such as dance, games and flattening of forehead of new borns Explain how the Ouboutu became leader Discuss the role of the Ouboutu Describe the role of women in the Lucayan society Outline the importance of warrior training List various food items eaten and crops produced by the Kalinagos Examine the religious practices carried out by the Kalinagos Criticize the myth of Kalinagos being cannibals Summarize the contributions of the Kalinagos Compare the relationship the Kalinagos had with the Lucayans and other Amerindian groups in the Caribbean	<u>Formative</u> Map work, essay writing, word search, collage creations, video presentations, poster designs, diorama, poetry writing, rap, song writings, text rendering, exit slips, illustrator, drawings, Venn diagrams, oral presentations, quizzes, role-play, debates, speech writing, letter writing, structured questions, source evaluations <u>Summative</u> Case studies Projects Unit Test	BJC Social Studies Syllabus Social Studies Curriculum Guide	3 days
Week 4				
Topic:	Objectives	Assessment	Curriculum Link	Time Span
<b>Columbus Journey To The Bahamas</b>	Name the birth place of Christopher Columbus Discuss his early career as a map maker Outline his reasons for exploration Illustrate how Columbus was able to obtain sponsorship for his voyage Name the three ships used on the first voyage and the jobs of workers on the ship List food items brought on first voyage Examine the challenges on the first voyage Name and locate islands in The Bahamas Columbus visited on the first voyage Describe the first encounter with the Lucayans Elaborate on the journey to Hispaniola Evaluate the challenges faced on the island of Hispaniola	<u>Formative</u> Map work, essay writing, word search, collage creations, video presentations, poster designs, diorama, poetry writing, rap, song writings, text rendering, exit slips, illustrator, drawings, Venn diagrams, oral presentations, quizzes, role-play, debates, speech writing, letter writing, structured questions, source evaluations <u>Summative</u> Case studies Projects Unit Test	BJC Social Studies Syllabus Social Studies Curriculum Guide	3 days

Week 5				
Topic:	Objectives	Assessment	Curriculum Link	Time Span
<b>Columbus Voyages In The New World</b>	List the islands Columbus visited on his second voyage Explain the challenges he encountered on the second voyage Summarize how he dealt with the challenges Name and locate islands Columbus discovered on his third and fourth voyages of discovery Critique Columbus' treatment of the Amerindians Justify why the Spanish monarchs sent Ovando to the island of Hispaniola Examine the purpose of the encomienda system and the repartimiento system Assess critically the work of Las Cas and Montesinos Defend Columbus' success in the New World	<u>Formative</u> Map work, essay writing, word search, collage creations, video presentations, poster designs, diorama, poetry writing, rap, song writings, text rendering, exit slips, illustrator, drawings, Venn diagrams, oral presentations, quizzes, role-play, debates, speech writing, letter writing, structured questions, source evaluations <u>Summative</u> Case studies Projects Unit Test	BJC Social Studies Syllabus Social Studies Curriculum Guide	3 days
Week 6				
Topic	Objectives	Assessment	Curriculum Link	Time Span
<b>Landfall Controversy</b>	Define controversy Name the islands that are considered the first landfall of Christopher Columbus Locate on a map, the islands that were to be the controversial landfall List the names of famous researchers and the associated landfall theory Suggest evidence used by landfall theorists to justify their reasons Compare the landfall theories of Cat Island and Samana Cay Evaluate the landfall theories of Grand Turks and Little Turks Defend San Salvador as the island Columbus visited on his first voyage of discovery Outline the importance of Columbus diary to the landfall controversy	<u>Formative</u> Map work, essay writing, word search, collage creations, video presentations, poster designs, diorama, poetry writing, rap, song writings, text rendering, exit slips, illustrator, drawings, Venn diagrams, oral presentations, quizzes, role-play, debates, speech writing, letter writing, structured questions, source evaluations <u>Summative</u> Case studies Projects Unit Test	BJC Social Studies Syllabus Social Studies Curriculum Guide	3 days

Week 7				
Topic:	Objectives	Assessment	Curriculum Link	Time Span
<b>Eleutheran Adventurers Reasons for Coming To The Bahamas Constitution &amp; Exploitation</b>	Define the term 'civil war' Explain what caused a civil war in England Discuss why Puritans fled to Bermuda Examine why they left Bermuda for The Bahamas List the number of persons who travelled to The Bahamas Describe the events that took place on the voyage to The Bahamas Examine the challenges the settlers faced Summarize how the new settlers tackled the challenges	<u>Formative</u> Map work, essay writing, word search, collage creations, video presentations, poster designs, diorama, poetry writing, rap, song writings, text rendering, exit slips, illustrator, drawings, Venn diagrams, oral presentations, quizzes, role-play, debates, speech writing, letter writing, structured questions, source evaluations <u>Summative</u> Case studies Projects Unit Test	BJC Social Studies Syllabus Social Studies Curriculum Guide	3 days
Week 8				
Topic:	Objectives	Assessment	Curriculum Link	Time Span
<b>Eleutheran Adventurers: Conflicts &amp; Resettlement, Arrival of Enslaved Persons</b>	Define the word Eleutheria Name the first constitution of The Bahamas Illustrate the tenets of the first Constitution of The Bahamas Justify why the settlers had to move the New Providence Describe the challenges faced on resettlements Assess how they addressed the challenges Outline the role of enslaved persons who accompanied the settlers Evaluate the role of the Virginia Puritans to the Eleutheran Adventurers	<u>Formative</u> Map work, essay writing, word search, collage creations, video presentations, poster designs, diorama, poetry writing, rap, song writings, text rendering, exit slips, illustrator, drawings, Venn diagrams, oral presentations, quizzes, role-play, debates, speech writing, letter writing, structured questions, source evaluations <u>Summative</u> Case studies Projects Unit Test	BJC Social Studies Syllabus Social Studies Curriculum Guide	3 days
Week 9				
Topic:	Objectives	Assessment	Curriculum Link	Time Span
<b>Proprietary Government Role of Governors Maritime Industries Life in the 17<sup>th</sup> Century</b>	Name the six Lord Proprietors Define the words "Proprietor" and "Governor" Explain why Governors were sent to The Bahamas Describe the socio-economic conditions of the islands Discuss the economic activities that took place in The Bahamas Suggest why Governors were appointed and the roles they played List the names of Governors who were appointed and the challenges they encountered Examine why the Spaniards frequently attacked The Bahamas Defend whether Proprietary Government was a failure	<u>Formative</u> Map work, essay writing, word search, collage creations, video presentations, poster designs, diorama, poetry writing, rap, song writings, text rendering, exit slips, illustrator, drawings, Venn diagrams, oral presentations, quizzes, role-play, debates, speech writing, letter writing, structured questions, source evaluations <u>Summative</u> Case studies Projects	BJC Social Studies Syllabus Social Studies Curriculum Guide	3 days

		Unit Test		
<b>Week 10</b>				
Topic:	Objectives	Assessment	Curriculum Link	Time Span
<b>Maritime Industries</b> <b>Life in the 17<sup>th</sup> Century</b> <b>Religion &amp; Culture, The</b> <b>Emergence of Conchy Joes</b>	Describe how life was in the 17 <sup>th</sup> century Bahamas Discuss methods of survival of inhabitants of The Bahamas Examine the emergence of pirates to The Bahamas Explain why they frequented the islands Examine the role of women and the rights they had while living in The Bahamas Critique the role of the church and the piracy culture that developed in The Bahamas Asses how freed people of colour were treated Summarize how Conchy Joes emerged in the 17 <sup>th</sup> century	<u>Formative</u> Map work, essay writing, word search, collage creations, video presentations, poster designs, diorama, poetry writing, rap, song writings, text rendering, exit slips, illustrator, drawings, Venn diagrams, oral presentations, quizzes, role-play, debates, speech writing, letter writing, structured questions, source evaluations <u>Summative</u> Case studies Projects Unit Test	BJC Social Studies Syllabus Social Studies Curriculum Guide	3 days
<b>Week 11</b>				
Topic:	Objectives	Assessment	Curriculum Link	Time Span
<b>Review Source Evaluation Skills</b>	Review the meaning of the word source List various types of sources List places where sources are generated Differentiate between a primary and secondary source Demonstrate how to detect usefulness in a source Outline how a source is considered reliable Critique the reliability of a secondary source Show strategies to use in judgement personal response questions Illustrate how to reference sources in research work	<u>Formative</u> Map work, essay writing, word search, collage creations, video presentations, poster designs, diorama, poetry writing, rap, song writings, text rendering, exit slips, illustrator, drawings, Venn diagrams, oral presentations, quizzes, role-play, debates, speech writing, letter writing, structured questions, source evaluations <u>Summative</u> Case studies Projects Unit Test	BJC Social Studies Syllabus Social Studies Curriculum	3 days
<b>Week 12</b>				
Topic:	Objectives	Assessment	Curriculum Link	Time Span
<b>Revision of Term II Work</b>	Review the lifestyles of the Ciboneys and Tainos, Lucayans and Kalinagos. Explain how leaders were emerged, the impact of religion in these Amerindian groups. Describe the contributions and achievements of each group Review reasons for Columbus traveling to the New World. Review the challenges he faced and his encounters with the Indians Review why the Eleutheran Adventurers came to The Bahamas and challenges they encountered, the name of the first constitution and	<u>Formative</u> Map work, essay writing, word search, collage creations, video presentations, poster designs, diorama, poetry writing, rap, song writings, text rendering, exit slips, illustrator, drawings, Venn diagrams, oral presentations, quizzes, role-play, debates, speech writing, letter writing, structured questions, source evaluations <u>Summative</u> Case studies Projects	BJC Social Studies Syllabus Social Studies Curriculum	3 days

the challenges they faced. Explain why Governors were sent to The Bahamas and challenges they encountered

Unit Test

## History

Grade 10 Curriculum Pacing Guide Term III

8-9 Weeks

Week 1

Topic:	Objectives	Assessment	Curriculum Link	Time Span
<p><b>The Pirate Republic</b>  <b>Piracy versus Privateering</b>  <b>Rules and Conduct</b>  <b>Black Pirates</b>  <b>Famous Pirates, Read Elding, Benjamin Hornigold, Edward Thatch(Teach) Calico Jack, Black Caesar</b>  <b>Female Pirates: Anne Bonney, Mary Read</b></p>	<p>Define the words 'private' and 'privateer'</p> <p>State reasons why people became pirates</p> <p>Examine the rules of conduct among pirates</p> <p>Defend whether pirates abided by the rules of democracy</p> <p>Discuss how pirates elected a captain</p> <p>Hypothesize why The Bahamas became known as a pirate republic</p> <p>Outline how pirates wealth benefitted The Bahamas</p> <p>Name two famous female pirates</p> <p>Tell how they became pirates</p> <p>Explain how Read Elding turned to piracy</p> <p>Critique how piracy impacted the Trans-Atlantic Slave Trade</p>	<p><u>Formative</u></p> <p>Map work, essay writing, word search, collage creations, video presentations, poster designs, diorama, poetry writing, rap, song writings, text rendering, exit slips, illustrator, drawings, Venn diagrams, oral presentations, quizzes, role-play, debates, speech writing, letter writing, structured questions, source evaluations</p> <p><u>Summative</u></p> <p>Case studies</p> <p>Projects</p> <p>Unit Test</p>	<p>BJC Social Studies Syllabus</p> <p>Social Studies Curriculum</p>	<p>3 days</p>

Week 2

Topic:	Objectives	Assessment	Curriculum Link	Time Span
<b>Piracy Continued Crown Colony Government: Woodes Rogers 1<sup>st</sup> Term In Office</b>	Name a famous Black pirate Point out how enslaved Africans became famous Black Pirates Compare the work of famous pirates such as Benjamin Hornigold, Edward Thatch, Calico Jack Suggest why Woodes Rogers was selected as Governor of The Bahamas Examine Rogers' early career as a privateer Outline Woodes Rogers piracy strategies in The Bahamas Review the pirates response to Rodgers plans for The Bahamas Discuss the challenges Rogers faced during his first term as Governor Evaluate Rogers' achievements as a Royal Governor	<u>Formative</u> Map work, essay writing, word search, collage creations, video presentations, poster designs, diorama, poetry writing, rap, song writings, text rendering, exit slips, illustrator, drawings, Venn diagrams, oral presentations, quizzes, role-play, debates, speech writing, letter writing, structured questions, source evaluations <u>Summative</u> Case studies Projects Unit Test	BJC Social Studies Syllabus Social Studies Curriculum	3 days

### Week 3

Topic:	Objectives	Assessment	Curriculum Link	Time Span
<b>Woodes Rogers Second Term In Office Introduction of Straw Industry</b>	Explain why Rogers had to return to England Name the Governor who replaced Woodes Rogers Examine the industry that developed under the new Governor Express the challenges the new Governor faced Discuss why he was asked to serve a second term as Governor Describe the challenges Rogers faced during his second term in office Assess the achievements he made during his second term Defend whether Rogers was able to remove the Pirate Republic of The Bahamas	<u>Formative</u> Map work, essay writing, word search, collage creations, video presentations, poster designs, diorama, poetry writing, rap, song writings, text rendering, exit slips, illustrator, drawings, Venn diagrams, oral presentations, quizzes, role-play, debates, speech writing, letter writing, structured questions, source evaluations <u>Summative</u> Case studies Projects Unit Test	BJC Social Studies Syllabus Social Studies Curriculum	3 days

Week 4				
Topics	Objectives	Assessments	Curriculum Link	Time Span
<b>Classical Slavery vs. Trans-Atlantic Slavery</b> <b>The Trans-Atlantic and Inter-American Slave Trade</b>  <b>Capitalism and Slavery ( Economic Aspect)</b>	Define the word slave Locate the continent of Africa on a map Explain the term enslaved Africans Differentiate between classical slavery and Trans-Atlantic Slavery Tell how Africans were forcibly enslaved Draw and label the Trans-Atlantic Slave Trade Explain what goods were exchanged at each point Describe the horrors of Middle Passage Justify how capitalism promoted slavery in the New World and Americas	<u>Formative</u> Map work, essay writing, word search, collage creations, video presentations, poster designs, diorama, poetry writing, rap, song writings, text rendering, exit slips, illustrator, drawings, Venn diagrams, oral presentations, quizzes, role-play, debates, speech writing, letter writing, structured questions, source evaluations <u>Summative</u> Case studies Projects Unit Test	BJC Social Studies Syllabus Social Studies Curriculum	3 days
Week 5				
Topic:	Objectives	Assessment	Curriculum Link	Time Span
<b>Slave Systems</b> <b>Pre-Loyalist Slavery In The Bahamas</b> <b>Slave Ship in 1723</b>	Trace the origins of slave systems List the types of slave systems that emerged in New World and or Americas Describe the social conditions of The Bahamas before the arrival of The Loyalists Evaluate the significance of the first slave ship of 1723 Elaborate on why this ship was significant to the economic development of the Caribbean and or the Americas	<u>Formative</u> Map work, essay writing, word search, collage creations, video presentations, poster designs, diorama, poetry writing, rap, song writings, text rendering, exit slips, illustrator, drawings, Venn diagrams, oral presentations, quizzes, role-play, debates, speech writing, letter writing, structured questions, source evaluations <u>Summative</u> Case studies	BJC Social Studies Syllabus Social Studies Curriculum	3 days

		Projects Unit Test		
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**Week 6**

Topic:	Objectives	Assessment	Curriculum Link	Time Span
<b>The Loyalists</b> <b>The American Revolution: Causes &amp; Responses 1776-1783</b> <b>Reasons for Loyalist Migration</b>	Define the words 'loyalist', 'revolt' and 'revolution' Name and identify the King of England Describe the socio-economic conditions in the American colonies Using a map locate the 13 American colonies List factors that caused the American Revolution Discuss the following events Boston Tea Party, Boston Massacre and Intolerable Acts Outline why the American colonists won the war Point out who the Loyalists were Explain the role they played during the War of Independence Discuss why the Loyalists came to The Bahamas Analyze the positive and negative impact of the war on The Bahamas	<u>Formative</u> Map work, essay writing, word search, collage creations, video presentations, poster designs, diorama, poetry writing, rap, song writings, text rendering, exit slips, illustrator, drawings, Venn diagrams, oral presentations, quizzes, role-play, debates, speech writing, letter writing, structured questions, source evaluations <u>Summative</u> Case studies Projects Unit Test	BJC Social Studies Syllabus Social Studies Curriculum	3 days

**Week 7**

Topic:	Objectives	Assessment	Curriculum Link	Time Span
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<b>Loyalist Contributions Impact on The Bahamas</b> <b>Black Loyalist</b> <b>Famous Loyalists, Prince William, Joseph Eve, William Whyly</b>	Name and identify islands the Loyalist settled in The Bahamas State how the Loyalists were treated when they first arrived in The Bahamas List the industries they brought to The Bahamas Distinguish between a “Black Loyalist” and a “White Loyalist” Discuss the socio-economic challenges they faced while settling The Bahamas Summarize the cultural developments they created for The Bahamas Critique the failures of the cotton industry Summarize the political and economic contributions they made to The Bahamas Examine the contributions of Loyalists such as Prince William Joseph Eve and William Whyly	<u>Formative</u> Map work, essay writing, word search, collage creations, video presentations, poster designs, diorama, poetry writing, rap, song writings, text rendering, exit slips, illustrator, drawings, Venn diagrams, oral presentations, quizzes, role-play, debates, speech writing, letter writing, structured questions, source evaluations <u>Summative</u> Case studies Projects Unit Test	BJC Social Studies Syllabus Social Studies Curriculum	3 days
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**Week 8**

<b>Topic:</b>	<b>Objectives</b>	<b>Assessment</b>	<b>Curriculum Link</b>	<b>Time Span</b>
Turks & Caicos Separation From The Bahamas <b>Seminoles and Saltwater</b> <b>Underground Railroad: Cause for Migration to The Bahamas</b> <b>Red Bays Settlement in Andros, Significance to The Bahamas</b>	Using a map, locate the Turks & Caicos islands Explain how Turks and Caicos was once part of The Bahamas Discuss factors that caused Turks & Caicos to separate from The Bahamas Define the term ‘underground railroad’ Trace the place of origin of Black Seminoles Name and locate the island they migrated to in The Bahamas Examine why they migrated to The Bahamas Evaluate the challenges they encountered while settling The Bahamas Describe how they were able to establish an underground railroad in The Bahamas Evaluate their contributions to the island of Andros	<u>Formative</u> Map work, essay writing, word search, collage creations, video presentations, poster designs, diorama, poetry writing, rap, song writings, text rendering, exit slips, illustrator, drawings, Venn diagrams, oral presentations, quizzes, role-play, debates, speech writing, letter writing, structured questions, source evaluations <u>Summative</u> Case studies Projects Unit Test	BJC Social Studies Syllabus Social Studies Curriculum	3 days

Week 9				
Topic:	Objectives	Assessment	Curriculum Link	Time Span
Revision of Term III Topics	<p>Review why The Bahamas was called a Pirate Republic.</p> <p>Examine why persons turned to piracy, write out facts of pirates rules and laws versus fiction</p> <p>Discuss how many enslaved Africans became pirates, express why turned to piracy such as Read Elding name male and female famous pirates</p> <p>Review the role of Woodes Rogers and getting rid of piracy.</p> <p>Differentiate between classical and Trans-Atlantic Slavery</p> <p>Explain economic reasons behind slave</p> <p>Review causes for the American War of Independence, Loyalist and their contributions to The Bahamas, Turks and Caicos Separation(Causes) and Seminoles Saltwater Underground Railroad</p>	<p><u>Formative</u></p> <p>Map work, essay writing, word search, collage creations, video presentations, poster designs, diorama, poetry writing, rap, song writings, text rendering, exit slips, illustrator, drawings, Venn diagrams, oral presentations, quizzes, role-play, debates, speech writing, letter writing, structured questions, source evaluations</p> <p><u>Summative</u></p> <p>Case studies Projects Unit Test</p>	<p>BJC Social Studies Syllabus Social Studies Curriculum</p>	

## History

Grade 11 Curriculum Pacing Guide Term I

**12 Weeks**  
**Week 1**

Topic:	Objectives	Assessment	Curriculum Link	Time Span
<b>The American Civil War: 1861-65</b> <b>Two Americas</b> <b>Blockade Running</b> <b>Migration to The Bahamas</b>	Define the term 'civil war' Illustrate how America was divided into two areas Name the leaders of the north and south Compare and contrast the economies of the north and south Outline the main causes for civil war Cite the meaning of a blockade Express why a blockade was created Show how the blockade took place Describe how Americans were able to by pass the blockade Discuss how The Bahamas became involved in the war Examine why Americans moved to The Bahamas	<u>Formative</u> Map work, essay writing, word search, collage creations, video presentations, poster designs, diorama, poetry writing, rap, song writings, text rendering, exit slips, illustrator, drawings, Venn diagrams, oral presentations, quizzes, role-play, debates, speech writing, letter writing, structured questions, source evaluations <u>Summative</u> Case studies Projects Unit Test	BJC Social Studies Syllabus Social Studies Curriculum	3 days

	Evaluate the economic impact the war had on The Bahamas Analyze the positive and negative impact of the war on The Bahamas			
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**Week 2**

Topic:	Objectives	Assessment	Curriculum Link	Time Span
<b>American Civil War Development of Early Tourism Impact on The Bahamas</b>	Review the causes of the American Civil War Summarize why the North won the war Assess the development of hotels and sea transportation during this period Examine the socio-economic impact the war had on the islands of The Bahamas Compare and contrast the American War of Independence to The American Civil War Justify whether both wars positively or negatively impacted The Bahamas	<u>Formative</u> Map work, essay writing, word search, collage creations, video presentations, poster designs, diorama, poetry writing, rap, song writings, text rendering, exit slips, illustrator, drawings, Venn diagrams, oral presentations, quizzes, role-play, debates, speech writing, letter writing, structured questions, source evaluations <u>Summative</u> Case studies Projects Unit Test	BJC Social Studies Syllabus Social Studies Curriculum	3 days

**Week 3**

Topic:	Objectives	Assessment	Curriculum Link	Time Span
<b>Prohibition &amp; Rum Running: Causes Social Conditions in the United States Social Reform Movements</b>	Define the words 'prohibit', 'prohibition' 'wets' 'drys'. Describe the social conditions in America in the late 1800s and early 1900s	<u>Formative</u> Map work, essay writing, word search, collage creations, video presentations, poster designs, diorama, poetry writing, rap, song writings, text rendering, exit slips, illustrator, drawings, Venn	BJC Social Studies Syllabus Social Studies Curriculum	3 days

	<p>Discuss reasons for the introduction of the Volstead Act</p> <p>Examine the roles of social reform groups such as The Temperance Movement and the Anti-Saloon League</p> <p>Evaluate the moral and religious reasons that influenced Prohibition in America</p> <p>Hypothesize whether the First World War and the work of Industrialist influenced the introduction of Prohibition</p> <p>Compare and contrast the role of the Women's Temperance Movement and the Women's Christian Temperance Movement</p> <p>Argue whether social reforms helped to cause the introduction of Prohibition</p>	<p>diagrams, oral presentations, quizzes, role-play, debates, speech writing, letter writing, structured questions, source evaluations</p> <p><u>Summative</u></p> <p>Case studies</p> <p>Projects</p> <p>Unit Test</p>		
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**Week 4**

Topics	Objectives	Assessments	Curriculum Link	Time Span
<p><b>The Volstead Act: Positive and Negative Impacts</b></p> <p><b>Rum Running</b></p>	<p>Explain the Volstead Act</p> <p>Tell how criminal activities developed as a result of Prohibition in America</p> <p>Describe how rum running took place in America</p> <p>Compare rum running in America to activities in The Bahamas</p> <p>Illustrate how air and sea transportation helped with rum running</p> <p>List and identify famous Bahamian rum runners</p> <p>Point out how night life The Bahamas changed as a result of rum running</p> <p>Discuss why West Indians and Europeans migrated to The Bahamas during this time period</p> <p>Assess the positive and negative impacts of rum running on The Bahamas</p>	<p><u>Formative</u></p> <p>Map work, essay writing, word search, collage creations, video presentations, poster designs, diorama, poetry writing, rap, song writings, text rendering, exit slips, illustrator, drawings, Venn diagrams, oral presentations, quizzes, role-play, debates, speech writing, letter writing, structured questions, source evaluations</p> <p><u>Summative</u></p> <p>Case studies</p> <p>Projects</p> <p>Unit Test</p>	<p>BJC Social Studies Syllabus</p> <p>Social Studies Curriculum</p>	<p>3 days</p>

**Week 5**

Topic:	Objectives	Assessment	Curriculum Link	Time Span
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<b>Age of Revolution and Reform: The French Revolution Causes Louis XIV and Absolute Monarchy The Right of Man</b>	Define the words 'revolution' ;'despot', 'enlightenment 'and 'reform' Trace the socio-economic challenges France faced during the late-1700s Describe the attitude of Louis XIV as a despot ruler towards the French people Examine why the French people revolted against their king Summarize how Thomas Paine's book 'The Right of Man, influenced revolution in France Evaluate how the French Revolution impacted it's colonies in the Caribbean	<u>Formative</u> Map work, essay writing, word search, collage creations, video presentations, poster designs, diorama, poetry writing, rap, song writings, text rendering, exit slips, illustrator, drawings, Venn diagrams, oral presentations, quizzes, role-play, debates, speech writing, letter writing, structured questions, source evaluations <u>Summative</u> Case studies Projects Unit Test	BJC Social Studies Syllabus Social Studies Curriculum	3 days
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**Week 6**

<b>Topic:</b>	<b>Objectives</b>	<b>Assessment</b>	<b>Curriculum Link</b>	<b>Time Span</b>
<b>Enlightenment Thinking &amp; Jacobins The Haitian Revolution Class Divisions &amp; Other Causes</b>	Name five enlightenment French philosophers Locate the island of St. Domingue on a map Explain how they helped to influence revolution in France and in her colonies Categorize the various class divisions that existed on the island of St. Domingue Express how class divisions helped to cause revolt on the island of St. Domingue Infer who the Jacobins were Elaborate on how they helped to influence revolution on St. Domingue	<u>Formative</u> Map work, essay writing, word search, collage creations, video presentations, poster designs, diorama, poetry writing, rap, song writings, text rendering, exit slips, illustrator, drawings, Venn diagrams, oral presentations, quizzes, role-play, debates, speech writing, letter writing, structured questions, source evaluations <u>Summative</u> Case studies Projects Unit Test	BJC Social Studies Syllabus Social Studies Curriculum	3 days

**Week 7**

<b>Topic:</b>	<b>Objectives</b>	<b>Assessment</b>	<b>Curriculum Link</b>	<b>Time Span</b>
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<b>Haitian Revolution</b> <b>Leaders of The Revolution</b> <b>French Response</b> <b>British &amp; American Responses</b> <b>Emergence of a New Nation</b>	Explain the term 'Black Jacobin' State names of famous Black Jacobins Review the causes of revolution on the island of St. Domingue Discuss the role of enslaved Africans during the revolution Examine how France responded to the revolt on the island Critique the response of the British during the revolution Compare the role of leaders of the new nation of Haitian Assess the significance of the Haitian Revolution	<u>Formative</u> Map work, essay writing, word search, collage creations, video presentations, poster designs, diorama, poetry writing, rap, song writings, text rendering, exit slips, illustrator, drawings, Venn diagrams, oral presentations, quizzes, role-play, debates, speech writing, letter writing, structured questions, source evaluations <u>Summative</u> Case studies Projects Unit Test	BJC Social Studies Syllabus Social Studies Curriculum	3 days
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**Week 8**

<b>Topic:</b>	<b>Objectives</b>	<b>Assessment</b>	<b>Curriculum Link</b>	<b>Time Span</b>
<b>Trans-Atlantic Slavery</b> <b>Slavery in The Bahamas</b> <b>Slave Insurgents: Kate Moss Story</b>	Define words 'revolt' and 'resistance' List various forms of resistance enslaved Africans carried out Cite various jobs enslaved Africans carried out on plantations Describe the treatment enslaved Africans experienced on plantations in the West Indies Summarize the story of Poor Kate Moss experienced by her master Discuss how the mistreatment of Kate Moss influence revolt in The Bahamas Compare the treatment of enslaved males to enslaved males on plantations Defend the rise of insurgents in The Bahamas and the Caribbean region	<u>Formative</u> Map work, essay writing, word search, collage creations, video presentations, poster designs, diorama, poetry writing, rap, song writings, text rendering, exit slips, illustrator, drawings, Venn diagrams, oral presentations, quizzes, role-play, debates, speech writing, letter writing, structured questions, source evaluations <u>Summative</u> Case studies Projects Unit Test	BJC Social Studies Syllabus Social Studies Curriculum	3 days

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**Week 9**

Topic:	Objectives	Assessment	Curriculum Link	Time Span
<b>Insurgents in The Bahamas Pompey &amp; Mary Prince, Kate Moss, Matilda &amp; Alick, Golden Grove-Dick</b>	Name and locate the island where Pompey revolt took place Examine factors that caused Pompey and enslaved Africans to revolt Discuss the underlying reasons why the enslaved revolted Argue whether Pompey revolt was a success Summarize the importance Mary Prince's story Name and locate the island where Matilda and Alick revolts took place Evaluate the causes for the revolt Compare Matilda and Alick revolt to Golden Grove's revolt	<u>Formative</u> Map work, essay writing, word search, collage creations, video presentations, poster designs, diorama, poetry writing, rap, song writings, text rendering, exit slips, illustrator, drawings, Venn diagrams, oral presentations, quizzes, role-play, debates, speech writing, letter writing, structured questions, source evaluations <u>Summative</u> Case studies Projects Unit Test	BJC Social Studies Syllabus Social Studies Curriculum	3 days

**Week 10**

Topic:	Objectives	Assessment	Curriculum Link	Time Span
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<p><b>Insurgents in The Caribbean: Cuffy Tacky</b></p> <p><b>Abolition Movement: Humanitarians Early Abolitionists and Quakers Founding of the Anti-Slavery Society, Clapham Sect, Somerset Case</b></p>	<p>Identify the islands where Kofi and Tacky revolt takes place</p> <p>Explain why Cuffy led a revolt</p> <p>Discuss why Tacky led a revolt</p> <p>Compare and contrast Cuffy and Tacky's revolts</p> <p>Hypothesize why an abolition movement was started</p> <p>Outline various humanitarian groups that work to end slavery</p> <p>Elaborate on the abolition work of the Clapham Sect</p> <p>Compare the work of Quakers to the Anti-Slavery Movement</p> <p>Assess the significance of the Somerset Case</p> <p>Point out whether the abolitionists were successful in their quest to end slavery</p>	<p><u>Formative</u></p> <p>Map work, essay writing, word search, collage creations, video presentations, poster designs, diorama, poetry writing, rap, song writings, text rendering, exit slips, illustrator, drawings, Venn diagrams, oral presentations, quizzes, role-play, debates, speech writing, letter writing, structured questions, source evaluations</p> <p><u>Summative</u></p> <p>Case studies</p> <p>Projects</p> <p>Unit Test</p>	<p>BJC Social Studies Syllabus</p> <p>Social Studies Curriculum</p>	<p>3 days</p>
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**Week 11**

Topic:	Objectives	Assessment	Curriculum Link	Time Span
<p><b>Slave Trade Abolished 1808</b></p> <p><b>Amelioration, 1823</b></p> <p><b>Apprenticeship &amp; Role of Stipendiary Magistrates</b></p> <p><b>Apprenticeship Success or failure?</b></p>	<p>Define the following words 'abolish', 'abolition', 'amelioration' and 'apprenticeship'</p> <p>State the date the slave trade was abolished</p> <p>Name four famous abolitionists</p> <p>Examine strategies used by abolitionists to abolish the slave trade</p> <p>Assess how the slave trade affected Trans-Atlantic Slavery</p> <p>Criticize strategies merchants and plantation owners used to fight against the abolition of the slave trade</p> <p>Summarize the reasons for Amelioration</p> <p>Analyze the reasons for the Apprenticeship Period</p> <p>Argue whether Stipendiary Magistrates were successful in carrying out their duties</p>	<p><u>Formative</u></p> <p>Map work, essay writing, word search, collage creations, video presentations, poster designs, diorama, poetry writing, rap, song writings, text rendering, exit slips, illustrator, drawings, Venn diagrams, oral presentations, quizzes, role-play, debates, speech writing, letter writing, structured questions, source evaluations</p> <p><u>Summative</u></p> <p>Case studies</p> <p>Projects</p> <p>Unit Test</p>	<p>BJC Social Studies Syllabus</p> <p>Social Studies Curriculum</p>	<p>3 days</p>

**Week 12**

Topic:	Objectives	Assessment	Curriculum Link	Time Span
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<p><b>Emancipation / Revision of Term I</b></p>	<p>Define the word emancipation Tell how the emancipation declaration impacted the lives of the enslaved Africans Evaluate the success of emancipation Review all topics taught during the first term such as the causes of the American Civil war and the impact on The Bahamas, Prohibition and Rum Running in America and the impact on The Bahamas, The French Revolution and the Haitian Revolution, The work of abolitionists and humanitarians, reasons for slave insurgents, examples of revolts led in the Caribbean, the importance of abolition, the role of abolitionists, humanitarians, quakers, and religious groups</p>	<p><u>Formative</u> Map work, essay writing, word search, collage creations, video presentations, poster designs, diorama, poetry writing, rap, song writings, text rendering, exit slips, illustrations, drawings, Venn diagrams, oral presentations, quizzes, role-play, debates, speech writing, letter writing, structured questions, source evaluations <u>Summative</u> Case studies Projects Unit Test</p>	<p>BJC Social Studies Syllabus Social Studies Curriculum</p>	<p>3 days</p>
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## History

### Grade 11 Curriculum Pacing Guide Term II

#### 10 Weeks

#### Week 1

Topic:	Objectives	Assessment	Curriculum Link	Time Span
<b>Post Emancipation: The Truck System, Maritime Activities The Share System Labour Tenancy</b>	Explain the terms ‘credit’ and ‘truck system’ Examine ways in which white landowners controlled freed people of colour Discuss how the credit and trucking system work Criticize whether it benefitted people of colour Outline how land was acquired by coloured people Summarize how a shared system was developed Assess the importance of maritime activities to coloured people	<u>Formative</u> Map work, essay writing, word search, collage creations, video presentations, poster designs, diorama, poetry writing, rap, song writings, text rendering, exit slips, illustrator, drawings, Venn diagrams, oral presentations, quizzes, role-play, debates, speech writing, letter writing, structured questions, source evaluations <u>Summative</u> Case studies Projects Unit Test	BJC Social Studies Syllabus Social Studies Curriculum	3 days

#### Week 2

Topic:	Objectives	Assessment	Curriculum Link	Time Span
<b>19<sup>th</sup> Century Industries in The Bahamas Pineapples Sisal Citrus</b>	List various industries that developed during the 19 <sup>th</sup> century Name and identify islands where these industries developed Outline the economic activities associated with each industry Examine the challenges workers faced who worked in these industries Demonstrate how pineapples were cultivated Describe the process involved in producing rope from sisal Point out why these industries declined during the late 19 <sup>th</sup> century	<u>Formative</u> Map work, essay writing, word search, collage creations, video presentations, poster designs, diorama, poetry writing, rap, song writings, text rendering, exit slips, illustrator, drawings, Venn diagrams, oral presentations, quizzes, role-play, debates, speech writing, letter writing, structured questions, source evaluations <u>Summative</u> Case studies Projects Unit Test	BJC Social Studies Syllabus Social Studies Curriculum	3 days

#### Week 3

Topic:	Objectives	Assessment	Curriculum Link	Time Span
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<b>Wrecking</b> <b>Sponging</b> <b>Timber/tomatoes, conch shell</b>	Define the term “wrecking” Trace history of wrecking in The Bahamas List wrecked goods that were salvaged Illustrate how wrecking was carried out in The Bahamas Examine developments that helped to stop wrecking Outline how beneficial wrecking was to The Bahamas Name the person who introduced sponging to The Bahamas Point out how the sponging industry developed in The Bahamas Describe the process of sponging Suggest why sponging decline Evaluate the importance of timber, conch shell and tomatoe industry in the late 19the century Generalize why these industries declined	<u>Formative</u> Map work, essay writing, word search, collage creations, video presentations, poster designs, diorama, poetry writing, rap, song writings, text rendering, exit slips, illustrator, drawings, Venn diagrams, oral presentations, quizzes, role-play, debates, speech writing, letter writing, structured questions, source evaluations <u>Summative</u> Case studies Projects Unit Test	BJC Social Studies Syllabus Social Studies Curriculum	3 days
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**Week 4**

<b>Topics</b>	<b>Objectives</b>	<b>Assessments</b>	<b>Curriculum Link</b>	<b>Time Span</b>
<b>Land &amp; The Law</b> <b>Vagrancy Laws</b> <b>Squatting</b> <b>Generational Property</b> <b>Commonage &amp; Crown Land</b>	Define the words, ‘vagrant’, ‘squatter’ and ‘commonage’ and property Explain how land was acquired by freed people of colour in the late 19 <sup>th</sup> century Examine why vagrancy laws were created Summarize how generational property emerged Differentiate between commonage and crown land Infer why land became a major issue of black Bahamians	<u>Formative</u> Map work, essay writing, word search, collage creations, video presentations, poster designs, diorama, poetry writing, rap, song writings, text rendering, exit slips, illustrator, drawings, Venn diagrams, oral presentations, quizzes, role-play, debates, speech writing, letter writing, structured questions, source evaluations <u>Summative</u> Case studies Projects Unit Test	BJC Social Studies Syllabus Social Studies Curriculum	3 days

**Week 5**

<b>Topic:</b>	<b>Objectives</b>	<b>Assessment</b>	<b>Curriculum Link</b>	<b>Time Span</b>
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<b>Liberated Africans &amp; Black Communities</b> <b>Gambier &amp; Adelaide Carmichael &amp; Fox Hill Bains &amp; Grants Town</b>	Define the term "Liberated African." Name and locate places where liberated Africans settled in The Bahamas Examine the cultural practices that they developed in those communities Assess the challenges Liberated Africans encountered while living in freed communities Elaborate on the significance of Fox Hill Day Critique whether Liberated Africans benefitted from living away from plantations	<u>Formative</u> Map work, essay writing, word search, collage creations, video presentations, poster designs, diorama, poetry writing, rap, song writings, text rendering, exit slips, illustrator, drawings, Venn diagrams, oral presentations, quizzes, role-play, debates, speech writing, letter writing, structured questions, source evaluations <u>Summative</u> Case studies Projects Unit Test	BJC Social Studies Syllabus Social Studies Curriculum	3 days
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**Week 6**

<b>Topic:</b>	<b>Objectives</b>	<b>Assessment</b>	<b>Curriculum Link</b>	<b>Time Span</b>
<b>Liberated Africans: Peter Mowell 1860</b> <b>Family Island History Development of All White Communities: Spanish Wells, Hope Town</b>	Trace the slave route of the Peter Mowell Explain how the slave ship was wrecked in Bahamian waters Discuss the role of wreckers in Abaco who helped freed the slaves Point out how freed slaves were able to develop liberated communities in Abaco Examine how all black settlements developed in Abaco and South Andros Evaluate the reasons for the development of white island communities in Spanish and Hope Town	<u>Formative</u> Map work, essay writing, word search, collage creations, video presentations, poster designs, diorama, poetry writing, rap, song writings, text rendering, exit slips, illustrator, drawings, Venn diagrams, oral presentations, quizzes, role-play, debates, speech writing, letter writing, structured questions, source evaluations <u>Summative</u> Case studies Projects Unit Test	BJC Social Studies Syllabus Social Studies Curriculum	3 days

**Week 7**

<b>Topic:</b>	<b>Objectives</b>	<b>Assessment</b>	<b>Curriculum Link</b>	<b>Time Span</b>
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<b>Development of Bi-racial communities, Dunmore Town, Governor’s Harbour, Black Communities, The Bluff, Dundas Town, Congo Town</b>	Define the term “bi-racial” Locate and name islands where “bi-racial” communities that developed in Family Islands in the early 1900s Outline how bi-racial communities emerged in Family Islands throughout The Bahamas Critique whether all white communities were signs of racial tensions in the 1900s	<u>Formative</u> Map work, essay writing, word search, collage creations, video presentations, poster designs, diorama, poetry writing, rap, song writings, text rendering, exit slips, illustrator, drawings, Venn diagrams, oral presentations, quizzes, role-play, debates, speech writing, letter writing, structured questions, source evaluations <u>Summative</u> Case studies Projects Unit Test	BJC Social Studies Syllabus Social Studies Curriculum	3 days
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**Week 8**

<b>Topic:</b>	<b>Objectives</b>	<b>Assessment</b>	<b>Curriculum Link</b>	<b>Time Span</b>
<b>The Project/Contract            Why Project Initiated            Social &amp; Economic Conditions            Workers Experienced In The United States</b>	Define the term ‘Project’ and ‘Contract’ Examine why Bahamian workers were needed in the United States Outline the process workers had to go through in order to go on the Contract Point out what the Contract entailed Evaluate the economic impact the Second World War had on The Bahamas Name states where Bahamians went to work on the Contract Describe the various jobs Bahamians carried out while working in the United States Examine the challenges Bahamians encountered in the United States while on the Contract Defend whether Bahamians benefitted from the Contract	<u>Formative</u> Map work, essay writing, word search, collage creations, video presentations, poster designs, diorama, poetry writing, rap, song writings, text rendering, exit slips, illustrator, drawings, Venn diagrams, oral presentations, quizzes, role-play, debates, speech writing, letter writing, structured questions, source evaluations <u>Summative</u> Case studies Projects Unit Test	BJC Social Studies Syllabus Social Studies Curriculum	3 days

**Week 9**

<b>Topic:</b>	<b>Objectives</b>	<b>Assessment</b>	<b>Curriculum Link</b>	<b>Time Span</b>
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<b>The Project/Contract Remittances Positive and Negative Effects Impact on The Bahamas</b>	Define the word “remittance” Examine the funds Bahamians collected while on the Contract Assess the positive impact the Contract had on Bahamians Summarize the negative impact the Contract had on Bahamian society Analyze critically, the impact of the Contract on the socio-economic development of The Bahamas	<u>Formative</u> Map work, essay writing, word search, collage creations, video presentations, poster designs, diorama, poetry writing, rap, song writings, text rendering, exit slips, illustrator, drawings, Venn diagrams, oral presentations, quizzes, role-play, debates, speech writing, letter writing, structured questions, source evaluations <u>Summative</u> Case studies Projects Unit Test	BJC Social Studies Syllabus Social Studies Curriculum	3 days
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**Week 10**

<b>Topic:</b>	<b>Objectives</b>	<b>Assessment</b>	<b>Curriculum Link</b>	<b>Time Span</b>
<b>Labour Movement: Riots, Strikes &amp; Protests</b> <b>1937 Inagua Riot Causes Outcomes</b> <b>1942 Burma Road Riot Causes &amp; Outcome</b> <b>1956 Labour Day Parade</b>	Define the words ‘union’, ‘riot’, ‘strikes’, ‘protest’, ‘industrial unrest’, ‘picketing’ and ‘collective bargaining agreement’ Name the main characters in the Inagua Riot Examine the causes for the riot on Inagua in 1937 Describe the events that took place during the riot Evaluate the outcome of the riot Write the names of main characters in the Burma Road Riot Point out the causes for the 1942 Burma Road Riot Assess the events that took place during the riot Analyze the outcome of the riot Justify whether racial tensions were the underlying reasons for the riot  Name and identify the leader of the Bahamas Federation of Labour State the name of the Governor in 1956 Hypothesize why there was Labour unrest in 1956 Elaborate on the events that took place on that day Summarize the outcome of the 1956 Labour Day Parade	<u>Formative</u> Map work, essay writing, word search, collage creations, video presentations, poster designs, diorama, poetry writing, rap, song writings, text rendering, exit slips, illustrator, drawings, Venn diagrams, oral presentations, quizzes, role-play, debates, speech writing, letter writing, structured questions, source evaluations <u>Summative</u> Case studies Projects Unit Test	BJC Social Studies Syllabus Social Studies Curriculum	3 days

**Week 11**

<b>Topic:</b>	<b>Objectives</b>	<b>Assessment</b>	<b>Curriculum Link</b>	<b>Time Span</b>
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<p><b>1958 General Strike Women's Suffrage Movement Causes, Petitions, Main Figures 1961 Act,</b></p>	<p>List the types of workers involved in the General Strike Explain the causes of the 1958 General Strike Examine the global impact the strike had on The Bahamas Evaluate the role women played during the strike Write out names of famous Suffragists Point out issues women faced in the early to mid-1900s Justify why women were able to obtain the right to vote in 1961 Summarize why women voting in 1962 did not change the white minority government</p>	<p><u>Formative</u> Map work, essay writing, word search, collage creations, video presentations, poster designs, diorama, poetry writing, rap, song writings, text rendering, exit slips, illustrator, drawings, Venn diagrams, oral presentations, quizzes, role-play, debates, speech writing, letter writing, structured questions, source evaluations <u>Summative</u> Case studies Projects Unit Test</p>	<p>BJC Social Studies Syllabus Social Studies Curriculum</p>	<p>3 days</p>
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**Week 12**

Topic:	Objectives	Assessment	Curriculum Link	Time Span
<p><b>Revision of Term II Topics</b></p>	<p>Review how Bahamian societies emerged after emancipation. Review how Bahamians relied on a credit and truck system. Explain how Bahamians started industries and why they declined. Review laws regarding land and the law. Explain how liberated Africans developed unique black communities. Discuss issues of race relations with development of all white and all black communities on Family Islands. Examine cause of labour unrest in the 1930s, 1940s and 1950s Bahamas. Review the role of women and the importance of the Suffragist Movement</p>	<p><u>Formative</u> Map work, essay writing, word search, collage creations, video presentations, poster designs, diorama, poetry writing, rap, song writings, text rendering, exit slips, illustrator, drawings, Venn diagrams, oral presentations, quizzes, role-play, debates, speech writing, letter writing, structured questions, source evaluations <u>Summative</u> Case studies Projects Unit Test</p>	<p>BJC Social Studies Syllabus Social Studies Curriculum</p>	<p>3 days</p>



# History

## Grade 11 Curriculum Pacing Guide Term III

### 8-9 Weeks

#### Week 1

Topic:	Objectives	Assessment	Curriculum Link	Time Span
<b>Formation of Political Parties</b>  <b>Ballot Party</b> <b>Citizens Committee</b> <b>Social Inequality in The Bahamas</b> <b>Founding of Progressive Liberal Party (PLP) In 1953</b>	Define the term political party Describe the political climate that existed in The Bahamas in the early 20 <sup>th</sup> century Summarize why political parties are formed Examine the important role of the Ballot Party Discuss the Ballot Party's objectives Name famous nation builders who worked with the Citizens Committee Evaluate the role of the Citizens Committee Assess the challenges black Bahamians faced Identify founding members of the Progressive Liberal Party Ascertain why the party was formed Outline the party's political mandate and objectives	<u>Formative</u> Map work, essay writing, word search, collage creations, video presentations, poster designs, diorama, poetry writing, rap, song writings, text rendering, exit slips, illustrator, drawings, Venn diagrams, oral presentations, quizzes, role-play, debates, speech writing, letter writing, structured questions, source evaluations <u>Summative</u> Case studies Projects Unit Test	BJC Social Studies Syllabus Social Studies Curriculum	3 days

#### Week 2

Topic:	Objectives	Assessment	Curriculum Link	Time Span
<b>1956 Anti-Discrimination Act</b> <b>The Formation of The UBP</b> <b>The 1962 General Elections</b> <b>Outcomes</b> <b>1964 Internal Self-Government</b>	State the name of the man who introduced the Anti-Discrimination Act in Parliament Point out why the Act was passed in Parliament State the name names of the founding members of the United Bahamian Party Discuss why the United Bahamian Party was formed Evaluate the voting challenges black people faced Differentiate between a general election and a bi-election Describe briefly, the election of 1962 Assess why the United Bahamian Party was re-elected	<u>Formative</u> Map work, essay writing, word search, collage creations, video presentations, poster designs, diorama, poetry writing, rap, song writings, text rendering, exit slips, illustrator, drawings, Venn diagrams, oral presentations, quizzes, role-play, debates, speech writing, letter writing, structured questions, source evaluations <u>Summative</u> Case studies Projects Unit Test	BJC Social Studies Syllabus Social Studies Curriculum	3 days

#### Week 3

Topic:	Objectives	Assessment	Curriculum Link	Time Span
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<b>1965 Black Tuesday</b> <b>1966 UBP Casino Scandal</b> <b>1967 Majority Rule Lynden Pindling</b> <b>Black Premier 1<sup>st</sup> Black Prime Minister</b>	State the date “Black Tuesday” occurred in The Bahamas Explain the Mace Incident of 1965 Examine the underlying reasons for the incident Tell how Bahamians responded to the incident Evaluate the scandals of the United Bahamian Party in 1966 Discuss the role of Lynden Pindling and freedom fighters of Majority Rule Assess the election of 1967 and it’s outcome Justify why Majority Rule was necessary Outline the challenges the Progressive Liberal encountered during its first year as the government	<u>Formative</u> Map work, essay writing, word search, collage creations, video presentations, poster designs, diorama, poetry writing, rap, song writings, text rendering, exit slips, illustrator, drawings, Venn diagrams, oral presentations, quizzes, role-play, debates, speech writing, letter writing, structured questions, source evaluations <u>Summative</u> Case studies Projects Unit Test	BJC Social Studies Syllabus Social Studies Curriculum	3 days
<b>Week 4</b>				
<b>Topics</b>	<b>Objectives</b>	<b>Assessments</b>	<b>Curriculum Link</b>	<b>Time Span</b>
<b>1968 General Election</b> <b>Movement Towards Independence</b> <b>1970 Vote of No Confidence &amp; PLP Convention</b> <b>Formation of FNM 1971</b>	Define the words, ‘confidence’ and ‘dissident’ Discuss why a general election was held in 1968 Examine the outcome of the 1968 general elections Hypothesize why there was a vote of no confidence brought at the 1970 Progressive Liberal Party convention Name the leaders of the “Dissident Eight” Outline why the Free National Movement emerged as a new political party in 1971 Review the challenges the Progressive Liberal Party as a result of the Free National Movement being formed	<u>Formative</u> Map work, essay writing, word search, collage creations, video presentations, poster designs, diorama, poetry writing, rap, song writings, text rendering, exit slips, illustrator, drawings, Venn diagrams, oral presentations, quizzes, role-play, debates, speech writing, letter writing, structured questions, source evaluations <u>Summative</u> Case studies Projects Unit Test	BJC Social Studies Syllabus Social Studies Curriculum	3 days
<b>Week 5</b>				
<b>Topic:</b>	<b>Objectives</b>	<b>Assessment</b>	<b>Curriculum Link</b>	<b>Time Span</b>
<b>Challenges to Independence: Reasons</b> <b>Independence &amp; Bahamian Constiution</b> <b>Birth of a Nation</b>	Name Bahamians who were opposed to independence Identify islands that were against Bahamian independence List arguments for and against Bahamian Independence Examine the Constitutional talks that developed for independence Evaluate how independence was achieved in 1973 Elaborate on the how The Bahamas developed in the 1970s as an independent nation	<u>Formative</u> Map work, essay writing, word search, collage creations, video presentations, poster designs, diorama, poetry writing, rap, song writings, text rendering, exit slips, illustrator, drawings, Venn diagrams, oral presentations, quizzes, role-play, debates, speech writing, letter writing, structured questions, source evaluations <u>Summative</u> Case studies Projects Unit Test	BJC Social Studies Syllabus Social Studies Curriculum	3 days

Week 6				
Topic:	Objectives	Assessment	Curriculum Link	Time Span
<b>National Identity &amp; Citizenship</b> <b>National Institutions, COB, Central Bank, Defence Force</b>	Name the persons who wrote the following: national anthem, national pledge, national song Point out the names of persons who designed the national flag, coat of arms and national symbols Discuss why the government decided to create a Maritime Defence Force Examine why education was a primary mandate for the Progressive Liberal Party Summarize major developments that took place in the 1970s and 1980s Bahamas Argue whether The Bahamas developing into an independent sate	<u>Formative</u> Map work, essay writing, word search, collage creations, video presentations, poster designs, diorama, poetry writing, rap, song writings, text rendering, exit slips, illustrator, drawings, Venn diagrams, oral presentations, quizzes, role-play, debates, speech writing, letter writing, structured questions, source evaluations <u>Summative</u> Case studies Projects Unit Test	BJC Social Studies Syllabus Social Studies Curriculum	3 days
Week 7				
Topic:	Objectives	Assessment	Curriculum Link	Time Span
<b>Bahamianization Policy</b> <b>May 10 Flamingo Incident</b> <b>Bahamas: Drug Scandal &amp; Perceptions</b>	Define the word 'Bahamianization" Identify and name the person who developed the phrase Explain how Bahamianization helped to push national identity Briefly discuss the causes for the sinking of the HMBS Flamingo in May 1980 Outline how Cuban leader Fidel Castro tackled the issue Critique whether The Bahamas became a drug haven for illegal drug activities Evaluate the international criticisms of The Bahamas as a drug country Suggest ways that Lynden Pindling addressed this situation	<u>Formative</u> Map work, essay writing, word search, collage creations, video presentations, poster designs, diorama, poetry writing, rap, song writings, text rendering, exit slips, illustrator, drawings, Venn diagrams, oral presentations, quizzes, role-play, debates, speech writing, letter writing, structured questions, source evaluations <u>Summative</u> Case studies Projects Unit Test	BJC Social Studies Syllabus Social Studies Curriculum	3 days
Week 8				

Topic:	Objectives	Assessment	Curriculum Link	Time Span
<b>Bahamian Society: 1992 Hubert Ingraham Commision Inquiry Socio-Economic Challenges Developments during Ingraham Era</b>	Discuss briefly the election of 1992 Outline the campaign strategies used by the FNM Cite scandals the Progressive Liberal Party encountered in 1992 Examine how Hubert Ingraham was elected as Prime Minister in 1992 Summarize the significance of the Commission of Inquiry Outline the findings of the Commission Evaluate the achievements of the Free National Movement in 1992 and 1997	<u>Formative</u> Map work, essay writing, word search, collage creations, video presentations, poster designs, diorama, poetry writing, rap, song writings, text rendering, exit slips, illustrator, drawings, Venn diagrams, oral presentations, quizzes, role-play, debates, speech writing, letter writing, structured questions, source evaluations <u>Summative</u> Case studies Projects Unit Test	BJC Social Studies Syllabus Social Studies Curriculum	3 days
<b>Week 9</b>				
Topic:	Objectives	Assessment	Curriculum Link	Time Span
<b>Election of Perry Christie Prime Minister Socio-Economic Challenges Developments During Christie Era Bahamian Society Cultural Developments, Health, Sports, Entertainment, Visual Performing Arts</b>	Explain how Perry Christie was elected as Prime Minister in 2002 List the scandals the Free National Movement faced in 2002 Defend the achievements of the Progressive Liberal Party with Perry Christie as Prime Minister Summarize national developments that occurred in 2002 and beyond Assess the achievements of the country in sports, entertainment, health and performing arts	<u>Formative</u> Map work, essay writing, word search, collage creations, video presentations, poster designs, diorama, poetry writing, rap, song writings, text rendering, exit slips, illustrator, drawings, Venn diagrams, oral presentations, quizzes, role-play, debates, speech writing, letter writing, structured questions, source evaluations <u>Summative</u> Case studies Projects Unit Test	BJC Social Studies Syllabus Social Studies Curriculum	3 days
<b>Week 10</b>				
Topic:	Objectives	Assessment	Curriculum Link	Time Span
<b>Revision of Term III</b>	Review topics taught during the term such as reasons why the political parties were formed, the political changes that took place in the 1960s and beyond, election of a black majority rule government, development of a new nation, challenges to independence, national developments in education, maritime, health and wealthfare, emergence of a new political party the Free National Movement after 25 years of the Progressive Liberal Party. Review achievements of both Progressive Liberal and Free National Movement Parites	<u>Formative</u> Map work, essay writing, word search, collage creations, video presentations, poster designs, diorama, poetry writing, rap, song writings, text rendering, exit slips, illustrator, drawings, Venn diagrams, oral presentations, quizzes, role-play, debates, speech writing, letter writing, structured questions, source evaluations <u>Summative</u> Case studies Projects Unit Test	BJC Social Studies Syllabus Social Studies Curriculum	3 days

## History

### Grade 12 Curriculum Pacing Guide Term I

#### 12 Weeks

#### Week 1

Topic:	Objectives	Assessment	Curriculum Link	Time Span
<b>BGCSE History Coursework Skills</b> <b>Source Evaluation</b> <b>Coursework Question #1</b> <b>Coursework Question #2</b>	Sketch out ideas for research questions Compile notes and resources for topics Examine types of research questions and read through sources Write out possible solutions to research questions Recommend approaches to the coursework questions Analyze each of the sources used in the coursework questions	<u>Formative</u> Map work, essay writing, word search, collage creations, video presentations, poster designs, diorama, poetry writing, rap, song writings, text rendering, exit slips, illustrator, drawings, Venn diagrams, oral presentations, quizzes, role-play, debates, speech writing, letter writing, structured questions, source evaluations <u>Summative</u> Case studies Projects Unit Test	BJC Social Studies Syllabus Social Studies Curriculum	3 days

#### Week 2

Topic:	Objectives	Assessment	Curriculum Link	Time Span
<b>Plessy vs Ferguson: Separate vs Equal</b> <b>Civil Rights in the United States 1945 – 1968</b> <b>The Economic Conditions of People of Colour in the Early Twentieth Century</b>	Define the term 'Civil Rights' Explain the case Plessy vs. Ferguson Discuss why this case was taken to the United Supreme Court Point out how separate but equal created racial divide in America Outline the social and economic challenges people of colour faced in America Describe how they were treated in the early 20 <sup>th</sup> century Examine the Civil Rights laws which were developed during this era	<u>Formative</u> Map work, essay writing, word search, collage creations, video presentations, poster designs, diorama, poetry writing, rap, song writings, text rendering, exit slips, illustrator, drawings, Venn diagrams, oral presentations, quizzes, role-play, debates, speech writing, letter writing, structured questions, source evaluations <u>Summative</u> Case studies Projects Unit Test	BJC Social Studies Syllabus Social Studies Curriculum	3 days

#### Week 3

Topic:	Objectives	Assessment	Curriculum Link	Time Span
<b>Treatment of Minorities in America: Indo-Asians, Europeans, and African Americans Religious and Political Freedom Voting Rights</b>	List various minority groups that lived in America in 1900s Identify and name the countries where the people of colour migrated from Explain the factors which influenced migration to America Discuss the Immigration Quota Laws and how they affected people of colour from entering the United States Assess the contributions that people of colour made to the socio-economic development of America Point out how the Red Scare helped to promote discrimination and fear among people of colour Asses reasons for the scare	<u>Formative</u> Map work, essay writing, word search, collage creations, video presentations, poster designs, diorama, poetry writing, rap, song writings, text rendering, exit slips, illustrator, drawings, Venn diagrams, oral presentations, quizzes, role-play, debates, speech writing, letter writing, structured questions, source evaluations <u>Summative</u> Case studies Projects Unit Test	BJC Social Studies Syllabus Social Studies Curriculum	3 days
<b>Week 4</b>				
Topics	Objectives	Assessments	Curriculum Link	Time Span
<b>Brown vsTopeka Segregation Death of Emmet Till</b>	Define the words 'segregation' and 'discrimination' Trace the origins of segregation in the United States Examine how segregation policies were carried out Describe the race relation tensions that existed in the southern states in America Compare and contrast how people of colour were treated in the North from those in the South Examine the case of Brown versus the Board of Education Assess the impact of the case on American society Elaborate on the case of Emmett Till Point out how his death highlighted social injustices in the United States during this time period	<u>Formative</u> Map work, essay writing, word search, collage creations, video presentations, poster designs, diorama, poetry writing, rap, song writings, text rendering, exit slips, illustrator, drawings, Venn diagrams, oral presentations, quizzes, role-play, debates, speech writing, letter writing, structured questions, source evaluations <u>Summative</u> Case studies Projects Unit Test	BJC Social Studies Syllabus Social Studies Curriculum	3 days

**Week 5**

<b>Topic:</b>	<b>Objectives</b>	<b>Assessment</b>	<b>Curriculum Link</b>	<b>Time Span</b>
<b>Civil Rights Protest</b> <b>Rosa Parks and Mountgomery Bus boycott ride</b> <b>1957 Civil Rights Act</b>	Define the word 'boycott' List factors that cause the bus boycott in Southern States Describe how African Americans participated in the bus boycott Evaluate the significance of the boycott Argue whether the bus boycott helped to promote integration on bus rides Outline the events leading up to the 1957 Civil Rights Act Cite why there was opposition to the 1957 Civil Rights Act Assess the significance of the 1957 Civil Rights Act	<u>Formative</u> Map work, essay writing, word search, collage creations, video presentations, poster designs, diorama, poetry writing, rap, song writings, text rendering, exit slips, illustrator, drawings, Venn diagrams, oral presentations, quizzes, role-play, debates, speech writing, letter writing, structured questions, source evaluations <u>Summative</u> Case studies Projects Unit Test	BJC Social Studies Syllabus Social Studies Curriculum	3 days

**Week 6**

<b>Topic:</b>	<b>Objectives</b>	<b>Assessment</b>	<b>Curriculum Link</b>	<b>Time Span</b>
<b>Desegregation</b> <b>Little Rock 1957</b> <b>Impact of Civil Protest</b>	Define the words 'desegregation' and 'integration' Explain the term 'Jim Crow Laws' Name the student in the school case of desegregation at Little Rock Examine the court ruling of 1957 that endorsed integration Evaluate the significance Little Rock Point out various forms of protest Civil Rights activists were engaged in Summarize the importance of the sit-ins and freedom rides Defend the importance of the James Meredith case	<u>Formative</u> Map work, essay writing, word search, collage creations, video presentations, poster designs, diorama, poetry writing, rap, song writings, text rendering, exit slips, illustrator, drawings, Venn diagrams, oral presentations, quizzes, role-play, debates, speech writing, letter writing, structured questions, source evaluations <u>Summative</u> Case studies Projects Unit Test	BJC Social Studies Syllabus Social Studies Curriculum	3 days



Week 7				
Topic:	Objectives	Assessment	Curriculum Link	Time Span
<b>Civil Rights Activists Martin Luther King Jr. &amp; John Lewis</b> <b>Freedom Summer Murders</b> <b>Voting Violations in Selma, Alabama</b>	Discuss the important role of Martin Luther King Jr. as a Civil Rights leader Summarize the 'I Have A Dream Speech' Examine the importance of the March on Washington Review the speech given by Civil Rights Activist, John Lewis Ascertain how the assassination of President Kennedy affected the Civil Rights Movement Reframe the impact of the Freedom Summer Murders Examine how African Americans were prevented from voting in Selma, Alabama Show how Martin Luther King Jr. was able to influence Civil Rights activities in The Bahamas in the early 1960s	<u>Formative</u> Map work, essay writing, word search, collage creations, video presentations, poster designs, diorama, poetry writing, rap, song writings, text rendering, exit slips, illustrator, drawings, Venn diagrams, oral presentations, quizzes, role-play, debates, speech writing, letter writing, structured questions, source evaluations <u>Summative</u> Case studies Projects Unit Test	BJC Social Studies Syllabus Social Studies Curriculum	3 days
Week 8				
Topic:	Objectives	Assessment	Curriculum Link	Time Span
<b>The Civil Rights Act of 1964</b> <b>Voting Right Act of 1965</b> <b>Rise of the Black Power Movement</b> <b>Malcolm X</b> <b>Stokley Carmichael</b>	Associate how the Civil Rights Act of 1964 was created Tell what the Civil Rights Act entailed Evaluate the importance of the Civil Rights Act Assess the importance of the Voting Right Act of 1965 Appraise for the growth of the Black Power Movement Discuss the goals and objective of the Black Power Movement Compare the Black Power Movement with the Black Panther Movement Analyze the philosophies of Malcom X Evaluate the work of Stokely Carmichael and the term 'Black Power'	<u>Formative</u> Map work, essay writing, word search, collage creations, video presentations, poster designs, diorama, poetry writing, rap, song writings, text rendering, exit slips, illustrator, drawings, Venn diagrams, oral presentations, quizzes, role-play, debates, speech writing, letter writing, structured questions, source evaluations <u>Summative</u> Case studies Projects Unit Test	BJC Social Studies Syllabus Social Studies Curriculum	3 days



Week 9				
Topic:	Objectives	Assessment	Curriculum Link	Time Span
<b>Resistance to Civil Rights</b> <b>The Ku Klux Klan</b> <b>The White Citizen Counsel</b>	Define the word 'lynching' Trace the origins of the Ku Klux Klan Outline why they did not want people of colour to be treated equally as them Cite various practices the Ku Klux Klan used against the people of colour Evaluate the role of the White Citizen Counsel Show how the Counsel carried out discriminatory practices Defend why Civil Rights was difficult to achieve in the United States	<u>Formative</u> Map work, essay writing, word search, collage creations, video presentations, poster designs, diorama, poetry writing, rap, song writings, text rendering, exit slips, illustrator, drawings, Venn diagrams, oral presentations, quizzes, role-play, debates, speech writing, letter writing, structured questions, source evaluations <u>Summative</u> Case studies Projects Unit Test	BJC Social Studies Syllabus Social Studies Curriculum	3 days
Week 10				
Topic:	Objectives	Assessment	Curriculum Link	Time Span
<b>BGCSE Examination Preparation</b>	Review strategies to answer papers 1 and 2 of the BGCSE Outline responses to questions asked on past exams Show how to answer questions of past papers Outline how to evaluate sources in paper 2 of the BGCSE Review how to test for usefulness and reliability of sources Create strategies to evaluate source based questions	<u>Formative</u> Map work, essay writing, word search, collage creations, video presentations, poster designs, diorama, poetry writing, rap, song writings, text rendering, exit slips, illustrator, drawings, Venn diagrams, oral presentations, quizzes, role-play, debates, speech writing, letter writing, structured questions, source evaluations, past BGCSE History paper <u>Summative</u> Case studies Projects Unit Test	BJC Social Studies Syllabus Social Studies Curriculum	3 days
Week 11				
Topic:	Objectives	Assessment	Curriculum Link	Time Span

<b>National Examination Preparation</b>	Review all possible answers and approaches for coursework Review how to reference work used in the research Write out list of sources and references used for the coursework Develop strategies to answer judgement personal response questions	<u>Formative</u> Map work, essay writing, word search, collage creations, video presentations, poster designs, diorama, poetry writing, rap, song writings, text rendering, exit slips, illustrator, drawings, Venn diagrams, oral presentations, quizzes, role-play, debates, speech writing, letter writing, structured questions, source evaluations <u>Summative</u> Case studies Projects Unit Test	BJC Social Studies Syllabus Social Studies Curriculum	3 days
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**Week 12**

<b>Topic:</b>	<b>Objectives</b>	<b>Assessment</b>	<b>Curriculum Link</b>	<b>Time Span</b>
<b>Revision of Term 1 Topics</b>	Review all topics taught on Civil Rights Movement in America Review how the movement impacted Majority Rule in The Bahamas Review challenges African Americans faced while fighting for Civil Rights	<u>Formative</u> Map work, essay writing, word search, collage creations, video presentations, poster designs, diorama, poetry writing, rap, song writings, text rendering, exit slips, illustrator, drawings, Venn diagrams, oral presentations, quizzes, role-play, debates, speech writing, letter writing, structured questions, source evaluations <u>Summative</u> Case studies Projects Unit Test	BJC Social Studies Syllabus Social Studies Curriculum	3 days

History  
Grade 12 Curriculum Pacing Guide Term II

**6-7 Weeks**

**Week 1**

Topic:	Objectives	Assessment	Curriculum Link	Time Span
<b>Nationalism and Nation Building in The Caribbean The Cold War Causes of the Cuban Revolution Outcomes of the War Impact on the Region</b>	Define the word 'Cold War' Explain why the Cold War emerged Examine the socio-economic conditions in Cuba Discuss why the revolution took place on the island Assess the role of Fidel Castro and revolutionaries on the island Evaluate the success of the revolution Outline how socialism impacted the Caribbean region	<u>Formative</u> Map work, essay writing, word search, collage creations, video presentations, poster designs, diorama, poetry writing, rap, song writings, text rendering, exit slips, illustrator, drawings, Venn diagrams, oral presentations, quizzes, role-play, debates, speech writing, letter writing, structured questions, source evaluations <u>Summative</u> Case studies Projects Unit Test	BJC Social Studies Syllabus Social Studies Curriculum	3 days

**Week 2**

Topic:	Objectives	Assessment	Curriculum Link	Time Span
<b>Coursework Completion</b>	Review the course work questions 1-4 Examine research skills where they place all information researched on the coursework in a research paper Convert researched information into a final paper	<u>Formative</u> Map work, essay writing, word search, collage creations, video presentations, poster designs, diorama, poetry writing, rap, song writings, text rendering, exit slips, illustrator, drawings, Venn diagrams, oral presentations, quizzes, role-play, debates, speech writing, letter writing, structured questions, source evaluations <u>Summative</u> Case studies Projects Unit Test	BJC Social Studies Syllabus Social Studies Curriculum	3 days

**Week 3**

Topic:	Objectives	Assessment	Curriculum Link	Time Span
<b>Road to Independence in Jamaica Emergence of Socialism</b>	Locate Jamaica and Guyana on a map Identify leaders who fought for independence in Jamaica Outline the challenges the Jamaican society faced in the early 1900s Discuss the reasons for social unrest in Jamaica in the 1930s and 1940s Evaluate how Jamaica was successful in gaining independence The emergence of socialism in Jamaica	<u>Formative</u> Map work, essay writing, word search, collage creations, video presentations, poster designs, diorama, poetry writing, rap, song writings, text rendering, exit slips, illustrator, drawings, Venn diagrams, oral presentations, quizzes, role-play, debates, speech writing, letter writing, structured questions, source evaluations <u>Summative</u> Case studies Projects Unit Test	BJC Social Studies Syllabus Social Studies Curriculum	3 days

**Week 4**

<b>Topics</b>	<b>Objectives</b>	<b>Assessments</b>	<b>Curriculum Link</b>	<b>Time Span</b>
<b>Road to Independence Guyana</b>	Evaluate how independence was achieved Outline socio-economic challenges in Guyana in the mid-1900s Discuss the reasons for independence in Guyana Examine the roles of Forbes Burnham and Cheddi Jagan as national leaders Evaluate how Guyana was able to obtain independence	<u>Formative</u> Map work, essay writing, word search, collage creations, video presentations, poster designs, diorama, poetry writing, rap, song writings, text rendering, exit slips, illustrations, drawings, Venn diagrams, oral presentations, quizzes, role-play, debates, speech writing, letter writing, structured questions, source evaluations <u>Summative</u> Case studies Projects Unit Test	BJC Social Studies Syllabus Social Studies Curriculum	3 days

**Week 5**

<b>Topic:</b>	<b>Objectives</b>	<b>Assessment</b>	<b>Curriculum Link</b>	<b>Time Span</b>
<b>Revolt in the Caribbean Maurice Bishop 1983 Arthur N Robinson 1990</b>	Locate the islands of Grenada and Trinidad on a map Name and identify persons who were attacked in the revolts Discuss why the revolution took place in Grenada Describe how Maurice Bishop was able to take over the government Critique how he failed in the revolt Summarize the reasons for the ANR Revolt in Trinidad Assess the outcome of the revolt Analyze the impact both revolts had on the region Generalize why Caricom leaders intervened in both incidents	<u>Formative</u> Map work, essay writing, word search, collage creations, video presentations, poster designs, diorama, poetry writing, rap, song writings, text rendering, exit slips, illustrations, drawings, Venn diagrams, oral presentations, quizzes, role-play, debates, speech writing, letter writing, structured questions, source evaluations <u>Summative</u> Case studies Projects Unit Test	BJC Social Studies Syllabus Social Studies Curriculum	3 days

**Week 6**

<b>Topic:</b>	<b>Objectives</b>	<b>Assessment</b>	<b>Curriculum Link</b>	<b>Time Span</b>
<b>Revision of All Topics</b>	Review all topics from grades 10 to 12 to assist with national exam preparations	<u>Formative</u> Map work, essay writing, word search, collage creations, video presentations, poster designs, diorama, poetry writing, rap, song writings, text rendering, exit slips, illustrations, drawings, Venn diagrams, oral presentations, quizzes, role-play, debates, speech writing, letter writing, structured questions, source evaluations <u>Summative</u> Case studies Projects Unit Test	BJC Social Studies Syllabus Social Studies Curriculum	3 days

## Bahamian History Resource Book List

- I Say What I Mean And Mean What I Say: Hubert Ingraham In His Own Words, Teresa Butler, Patricia Meicholas
- Breaching The Gates, Sean McWeeney
- The Pioneers' Pilgrimage At Great Inagua: A Sketch of The Beginnings, Sybil Allen
- Freedom & Resistance: A Social History of Black Loyalists in The Bahamas, Dr. Christopher Curry
- The Constitution of The Bahamas
- The Loyalists and Their Slaves by Dr. Gail Saunders
- Slavery in The Bahamas by Dr. Gail Saunders
- Bahamian Society After Emancipation by Dr. Gail Saunders
- Islanders in The Stream Volumes 1 and 2 by Dr. Gail Saunders, & Michael Craton
- Sources of Bahamian History Dr. Gail Saunders and Philip Cash, Shirley Gordon
- The Law: The Social and Economic Effects On The Bahamas 2000-2020, Derence Rolle-Davis
- Race and Politics in The Bahamas by Colin Hughes
- New Negroes From Africa by Rosalie Adderley
- A History of The Bahamas, Michael Craton
- The Other Bahamas, Hartley Saunders □
- Sir Clifford Darling A Bahamian Life Story 1:The Years of Struggle 1922-1958
- The Bahamas, J. Berryman
- The Faith That Move the Mountain, Randal Fawkes
- The Quiet Revolution, Doris Johnson
- Party Politics, Cyril Stevenson
- My Political Memoirs, Sir Henry Taylor
- Understanding Government, Lois Symonette
- Pictorial History & Memories of Nassau Over The Hill, Rosemary Hanna
- The Story of The Bahamas, Dr. Paul Albury
- The Vision Of Sir Lynden Pindling, Patricia Roker
- Milo Boughton Butler by Patricia Patterson
- Bahamian History Book 1 and 2 Gillian Saunders □
- A Nation Unfolding, Kevin Alcena
- The Making of The Bahamas Paul Cash, Philip Maples
- Highlights of Bahamian History Allan Maury
- The Bahamian Parliament 1729-2004

- 100 Most Famous Bahamians
- 50<sup>th</sup> Anniversary of Majority Rule Jones Communications 2017
- Social Studies for Bahamian Secondary Schools Part 1 and 2 Dr. Chris Curry & Neil Sealey

### Articles in the Journals of The Bahamas Historical Society 1979 to present day.

Paul Boulton. "The Nassau Public Library: A Victorian Prelude."

Paul Albury. "Some Aspects of Shipbuilding in the Bahamas."

"Ruth Bowe. "Personalities: Alfred Francis Adderley."

Julian Granberry. "Spanish Slave Trade in the Bahamas, 1509-1530: An Aspect of the Caribbean Pearl Industry (to be continued)."

P. T. Dalleo. "Book Review: William H. Sears and Shaun O. Sullivan. 'Bahamas Prehistory' *American Antiquity* 43 (1978), 3-25."

Documents: A Look into the Past Maricuaná Island (Mayaguana)

Tract of the 1866 Hurricane

#### **Journal of the Bahamas Historical Society, Volume 2 (October 1980)**

Sandra Riley. "W. E. Armbrister's Loyalist Heritage."

D. Gail Saunders. "Health of Bahamian Slaves in 1834."

Julian Granberry. "Spanish Slave Trade in the Bahamas, 1509-1530: An Aspect of the Caribbean Pearl Industry (continued)."

David E. Wood. "Notes on the Origin of Red Bays, Andros."

Ruth M. L. Bowe. "Personalities: Mary Moseley."

Paul Albury. "Book Review: Gail Saunders and Donald Cartwright. *Historic Nassau*. London and Basingstoke: Macmillan Education, 1979."

#### **Journal of the Bahamas Historical Society, Volume 3 (October 1981)**

John M. Trainor. "The Ascendancy of Charles Rogers Nesbitt: Politician, Civil Servant, Administrator."

Nicolette Bethel. "The Hurricane of 1866."

Julian Granberry. "Spanish Slave Trade in The Bahamas, 1509-1530: An Aspect of the Caribbean Pearl Industry (final part)."

Ruth M. L. Bowe. "Personalities: Honourable Percy William Duncombe Armbrister, 1862-1957."

Elizabeth Nathaniels. "Book Review: C. Seighbert Russell. *Nassau's Historic Buildings*. Nassau: Bahamas National Trust, 1980."

D. Gail Saunders and Paul Albury. "A Tribute to Rodney E. Bain C.M.G."

#### **Journal of the Bahamas Historical Society, Volume 4 (October 1982)**

Arne Molander. "The Search for San Salvador."

Antonia Canzoneri. "Early History of the Baptists in the Bahamas."

Peter Dalleo. "African-Bahamian Origins."

C. Seighbert Russell. "The Hermitage and its Owners."  
Ruth M. L. Bowe. "Personalities: Harcourt Gladstone Malcolm, Esq., C.B.E., K.C. 1875-1936"  
Archaeological Notes: Sheena Wilson. "A Training Programme in Bahamian Prehistory and Field Archaeology."  
Archaeological Notes: Donald T. Gerace. "Third Bahamas Conference on Archaeology."  
Benson McDermott. "Book Review: Sir Etienne Dupuch. *A Salute to Friend and Foe*. Nassau: 1982.

#### **Journal of the Bahamas Historical Society, Volume 5 (October 1983)**

D. Gail Saunders. "The Loyalists: General Influences."  
Patrice Williams. "The Loyalists and their Settlements."  
Sandra Riley. "A Loyalist Family: The Curry Family Genealogy."  
Tracey Lynn Thompson. "Constitutional Authority in The Bahama Islands 1946-47: The Governor and the Assembly."  
Ruth Bowe. "Personalities: Colonel Andrew Deveaux, Jr."  
Archaeological Notes: Sheena Wilson. "Major Archaeological Finds at San Salvador."  
John M. Trainor. "Book Review: Colin A. Hughes. *Race and Politics in The Bahamas*. New York: St. Martins Press, 1981."

#### **Journal of the Bahamas Historical Society, Volume 6 (October 1984)**

Paul Albury. "A Short History of The Bahamas Historical Society."  
Roderick J. MacIntosh. "Trades and Occupations of Runaway Slaves in the Bahamas."  
Peter T. Dalleo. "Africans in the Caribbean: A Preliminary Assessment of Recaptives in The Bahamas 1811-1860." (excerpts available online)  
D. Gail Saunders. "Slave Resistance in The Bahamas."  
Patrice M. Williams. "From Punishment to Cruelty: Treatment of Slaves in The Bahamas 1723-1832."  
William F. Keegan. "Columbus and the City of Gold."  
Arne B. Molander. "Ponce de Leon Belongs to the Bahamas."  
David E. Wood. "Notes on John Rolle, Baron of Steventon."  
Dr. Paul Albury. "Book Review: D. Gail Saunders. *Bahamian Loyalists and Their Slaves*. Macmillan Caribbean."

#### **Journal of the Bahamas Historical Society, Volume 7 (October 1985)**

John Trainor. "George Cole and His Influence on Bahamian Education: 1866-1913."  
Patrice Williams. "The Emigrant Labour Business: An Important Industry in the Late Nineteenth and Early Twentieth Centuries?"  
Geoffrey A. D. Johnstone. "Land Tenure in The Bahamas."  
Paul Albury. "Search for the Second Capital."  
Patrice Williams. "Personalities: Stephen A. Dillet 1845-1930."  
Geoffrey A. D. Johnstone. "Book Review: Paul Albury. *Paradise Island Story*. Macmillan Caribbean, 1984."  
Archaeological Notes: Jim Lawlor. "Report of Bahamas Archeology Team on the Archaeological Findings at Tusculum, New Providence."

#### **Journal of the Bahamas Historical Society, Volume 8 (October 1986)**

Steve Dodge. "Wilson City and the Coming of the Twentieth Century in Abaco."  
John Trainor. "James Carmichael Smith and Black Protest in the Late Nineteenth Century Bahamas."  
Arne Molander. "The Martyrs of Ponce de Leon."  
Sandra Riley (ed.) "W. E. Armbrister's *A Short History of The Bahamas of Recent Date*."  
David E. Wood. "The Attainment of Civil Rights and Liberties by Free Persons of Colour in The Bahamas during the 19th Century."  
D. Gail Saunders. "Personalities: Sir James Carmichael Smyth 1779-1838."  
Moira Attrill. "Bahamas Archaeological Team Report 1985 - 1986."  
Paul Albury. "Book Review: Gail Saunders. *Slavery in The Bahamas 1648-1838*. Nassau: Nassau Guardian, 1985."

#### **Journal of the Bahamas Historical Society, Volume 9 (October 1987)**

Geoffrey A. D. Johnstone. "Eulogy to Dr. Paul Albury."  
Neil E. Sealey. "New Developments on the Columbus Landfall Issue."  
Kathy D. Gerace. "Early Nineteenth Century Plantations on San Salvador, Bahamas: The Archaeological Record." (excerpts available online)  
D. Gail Saunders. "Life in the Out Island Bahamas in the Late Nineteenth Century."  
Patrice Williams. "Personalities: Sir Ambrose Shea."

#### **Journal of the Bahamas Historical Society, Volume 10 (October 1988)**

William F. Keegan. "New Directions in Bahamian Archaeology."  
Sir Denis Malone. "Louis de Souza: A Bahamian Influence on Barbadian Law."  
D. Gail Saunders. "The Blockade Running Era in The Bahamas: Blessing or Curse?"  
Patrice M. Williams. "Race, Politics, Territorial Rights and Breaches of International Law: Foreign Relations Issues in the Mid-Nineteenth Century, 1850-1869."  
George Anthony Aarons. "Approaches to Bahamas 1492: It's People and Environment. The 'TRUE' San Salvador Controversy and the Public Presentation of the 1492 Evidence."

#### **Journal of the Bahamas Historical Society, Volume 11 (October 1989)**

George Anthony Aarons. "The Lucayan Duhos: 1828-1988."  
Patrice Williams. "The Separation of the Turks and Caicos Islands from The Bahamas 1848."  
D. Gail Saunders. "Life in New Providence in the Early Nineteenth Century."  
Davidson Hepburn. "Where It All Began."  
Arne Molander. "Did Columbus Forever Memorialize The Bahamas?"

#### **Journal of the Bahamas Historical Society, Volume 12 (October 1990)**

George A. Aarons. "History through Archaeology in The Bahamas: 1980-1990. The Failures and Successes in Interpreting the Post-Columbus Period."  
D. Gail Saunders. "Life in New Providence in the Early Eighteenth Century."  
Patrice M. Williams. "War and its Consequences: The Bahamian Experience 1700-1763."  
David E. Wood. "The Free People of Colour in Nineteenth-Century Bahamian Society."



Charles A. Hoffman. "A Quick Look at where Columbus was when."

**Journal of the Bahamas Historical Society, Volume 13 (October 1991)**

Julian Granberry. "Lucayan Toponyms."

Gail Saunders. "The Early Settlers in the Bahamas."

E. Dawson Roberts. "Aspects of Life in Nassau and The Bahamas during the 1940's and 1950's."

George A. Aarons. "Reconstructing a Canaye: An Exercise in Experimental Archaeology."

William F. Keegan and James E. Kelly, Jr. "All the Ships in Christendom."

Eileen Dupuch Carron. "Tribute to the late Sir Etienne Dupuch, Kt. O.B.E., K.M, K.C.S.G.(Hon.) LL.D., Litt."

**Journal of the Bahamas Historical Society, Volume 14 (October 1992)**

William F. Keegan. "'Columbus Murdered a Continent': Present, Past, and Future Consequences."

George A. Aarons. "The Settlement of The Bahamas between 1492-1648: Fact or Fiction."

Neil Sealey. "The Columbus Landfall Debate in The Bahamas 1982-1992."

Grace Turner. "An Archaeological Record of Plantation Life in The Bahamas."

Arne Molander. "'And no more Disturbed than Water in a Well.'"

**Journal of the Bahamas Historical Society, Volume 15 (October 1993)**

Paul Farnsworth. "Archaeological Excavations at Wade's Green Plantation, North Caicos." )

Gail Saunders. "Prohibition: A Mixed Blessing for the Bahamas."

Dion E. Phillips. "A Look at the Royal Bahamas Defense Force."

Laurie A. Wilkie. "Continuities in African Naming Practices Among Slaves of Wade's Green Plantation, North Caicos."

George A. Aarons. "The Potter's Cay Battery Restoration Project."

**Journal of the Bahamas Historical Society, Volume 16 (October 1994)**

Sean McWeeney. "The 'Haitian Problem' in The Bahamas at the Close of the Eighteenth Century."

Alfred Sears. "The Haitian Question in The Bahamas."

Paul Farnsworth. "Archaeological Excavations at Promised Land Plantation, New Providence."

Peter T. Dalleo. "'Practical Salt-Makers': The Bahamian Influence on the Key West, Florida, Salt Industry in the 1820's and 1830's."

**Journal of the Bahamas Historical Society, Volume 17 (October 1995)**

Gail Saunders. "Aspects of Traditional African-Bahamian Culture in the Late Nineteenth and Early Twentieth Centuries."  
Lisa Carol Dean. "Preserving Junkanoo: A Traditional Festival of Music and Culture."  
Patrice Williams. "'Freedom Day': The Emancipation Celebration in The Bahamas in the Nineteenth Century."  
Grace Turner. "Straw Work: A Traditional Bahamian Industry."  
Laurie A. Wilkie and Paul Farnsworth. "Archaeological Excavations on Crooked Island."

**Journal of the Bahamas Historical Society, Volume 18 (October 1996)**

David L. Cates. "Mark Catesby and *The Natural History of Carolina, Florida and The Bahama Islands*."  
Patrice M. Williams. "Ethnic Minorities in The Bahamas."  
Whittington B. Johnson. "The Amelioration Acts in The Bahamas, 1823-1833: A Middle Ground between Freedom and Antebellum Slave Codes."  
Laurie A. Wilkie. "House Gardens and Female Identity on Crooked Island."  
Sir Orville Turnquest. "Eulogy for the late Sir Kendal Isaacs."  
D. Gail Saunders. "A. Deans Peggs' Contribution to Bahamian Historiography."  
D. Gail Saunders. "Sir George William Kelly Roberts."  
Jolton L. Johnson. "Sir Harold G. Christie."

**Journal of the Bahamas Historical Society, Volume 19 (October 1997)**

Laurie A. Wilkie and Paul Farnsworth. "Daily Life on a Loyalist Plantation: Results of the 1996 Excavations at Clifton Plantation."  
Rosalyn Themistocleous. "L. D. Powles, Stipendiary Magistrate."  
Astrid Whidden. "Key West Conchs, 1763-1912: Outlaws or Outcasts?"  
Gail Saunders. "Profiles of Several Outstanding Bahamian Women: Mary Moseley, Dame Dr. Doris Johnson, 'Mother' Butler and Meta Davis Cumberbatch."  
Grace Turner. "Archaeological Notes."

**Journal of the Bahamas Historical Society, Volume 20 (October 1998)**

Anne Lawlor. "The Eleutheran Adventurers."  
Grace Turner. "Plantation Archaeology in The Bahamas: An Overview."  
Paul Farnsworth and Laurie A. Wilkie. "Excavations at Marine Farm and Great Hope Plantation, Crooked Island, Bahamas."  
Gail Saunders. "William Wylly and his Slaves at the Clifton Plantation."  
Peter Dalleo. "A Bold Captain, a Swift Steamer, and a Noiseless Crew: Admiral Samuel Dupont, Privateers, Blockade-Runners and The Bahamas."  
An Index of the Contents of the *Journal of the Bahamas Historical Society* Vol. 1 (1979) - Vol. 19 (1997).

**Journal of the Bahamas Historical Society, Volume 21 (October 1999)**

Keith Tinker. "The Socio-Economic and Political Impact of Barbadian Migration to The Bahamas."

Christopher R. Eck. "Wampanoags, Wrecking and Watlings Island: A Group of Documents Relating to the Voyage of the Ship Portsmouth Galley from Boston to the Bahamas 1703-1704."

Peter Morgan. "The 32nd Regiment in The Bahamas 1797-1799."

Peter Dalleo. "Bahamian Pioneers in the Florida Keys."

Laurie A. Wilkie and Paul Farnsworth. "1999 Archaeological Investigation at Clifton Plantation: A Preliminary Report."

Gail Saunders. "Nurse Alice Hill Jones: A Tireless Worker."

#### **Journal of the Bahamas Historical Society, Volume 22 (October 2000)**

Wendall Jones. "The History of the Clifton Plantation 1788-2000: A Radio Interview with the Hon. Paul Adderley."

Edward Eden. "The Revolt on the Slave Ship Creole: Popular Resistance to Slavery in Post-Emancipation Nassau."

Tony Dahl. "I, Madison Washington: A Poem."

John Gorman. "The Adderley Family in the New World."

Geoffrey Johnstone. "The History of the Bahamas Historical Society."

Sean McWeeney. "Tribute to the late Rt. Hon. Sir Lynden Pindling."

#### **Journal of the Bahamas Historical Society, Volume 23 (October 2001)**

Anne Lawlor. "A Near Run Thing."

Jim Lawlor. "The Pioneers of Eleuthera."

Susan Danforth. "Cultivating Empire: Sir Joseph Banks and the (Failed) Botanical Garden at Nassau."

Whittington Johnson. "Ownership of Slaves Among Free Blacks and Persons of Colour in The Bahamas 1821-1834."

Virginia Ballance. "The Yarmouth Castle Disaster of 1965 and its Legacies."

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Sean McWeeney. "Not Far from the Madding Crowd: Bahamian Reaction to the Revolutionary Upheaval in Haiti and the Intensification of Racial Control."

Gail Saunders. "Garveyism and the Growth of Racial Consciousness in The Bahamas."

Evelyn McCollin. "Resistance and the Impact of Caribbean Immigration on Development of Bahamian National Identity."

Virginia Ballance. "Hilda Valerie Bowen, M.B.E., 1923-2002: Pioneer Bahamian Nurse."

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Grace Turner. "The Bahamas in the Early 1700s: A Pirate Haven Brought under Rule."

Ronald V. Shaklee. "Climate History of The Bahamas."

Kathy D. Gerace. "Opportunities and Limitations in the Fragile Environment of The Bahamas."  
Juliette Storr. "Changes and Challenges: History and Development of Broadcasting in the Commonwealth of The Bahamas 1930-1993."  
Sir Orville Turnquest. "The Life and Times of Sir Kendal Isaacs, and his Contribution to The Bahamas."  
Perry G. Christie. "Condolences for the Late Sir Gerald Cash, Former Governor-General of The Bahamas."  
Letter from Dana, a student of C. W. Sawyer Primary School.

#### **Journal of the Bahamas Historical Society, Volume 26 (October 2004)**

Frank Marotti, Jr. "Freedom at Christmas: Andrew Gué, the Atlantic Community of Colour, and the 'Underground Railroad' in the Bahamas, 1825-1844."  
John D. Burton. "American Loyalists, Slaves and the Creation of an Afro-Bahamian World: Sandy Point Plantation and the Prince Storr Murder Case."  
Patrice M. Williams. "Social Reconstruction of Bahamian Society after Emancipation 1838-1850."  
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Gail Saunders. "Mrs. Lillian Weir Coakely: An Outstanding Person and Librarian." (A Tribute)  
Telcine Turner. "From Stagnant Pond: Social Advance and the Southern Public Library." (A Poem)

#### **Journal of the Bahamas Historical Society, Volume 27 (October 2005)**

Christopher Curry. "Christianity and Slavery: A Catalyst for Revolutionary Change or a Quest for Respectability?"  
John D. Burton. "Monuments in Search of Meaning: Christopher Columbus and Bahamian Nationalism."  
Linda Goin. "Ft. Charlotte's Graffiti. Nineteenth Century Bahamian Military Life: Its Spaces, Testures and Memories."  
Stephen B. Aranha. "Huguenots in the Bahamas?"  
E. Charles Carter. "*The Nassau Guardian* After 160 Years."  
Patrice Williams. "A Moral Dilemma in the 18th Century Bahamas."  
Jane Baxter and John D. Burton. "A Preliminary Reprot of Archaeological Investigations at Polly Hill Plantation, San Salvador."

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John Burton. "*A Terra Incognita*: Life on Post-Emancipation San Salvador."  
Gail Saunders. "Nassau, Heritage and the Impact of Tourism."  
Jim Lawlor. "Paul Albury: Rotarian."  
William J. Fielding. "Everybody in Nassau Has a Dog, and They Bark All Night: Potcakes, a History."  
Patrice M. Williams. "Report of the U.S. Consul at Nassau to His Government: *The Nassau Guardian*, 12 September 1885."  
Dennis J. Cowles. "Spanish Reaction to the French Huguenot Threat in the New World: A Comment on Stephen Aranha's 'Huguenots in the Bahamas?'"  
Jane Baxter and John D. Burton. "Building Meaning into the Landscape: Building Design and Use at Polly Hill Plantation, San Salvador, Bahamas."  
William Keegan. "Book Review of *Sampling Many Pots: An Archaeology of Memory and Tradition at a Bahamian Plantation* by Laurie Wilkie and Paul Farnsworth."

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Micheal Pateman. "Reconstructing Lucayan Mortuary Practices Through Skeletal Analysis."

Jane E. Baxter & John D. Burton. "700 Islands, 3 Analogs: Situating Bahamian Historical Archaeology in Comparative Contexts."  
Colin Brooker. "John Wood and the Late 18th-Century Development of Clifton Plantation, New Providence, The Bahamas."  
Grace Turner. "In His Own Words: Abul Keli, a Liberated African Apprentice."  
Sandra Riley. "Mariah Brown and Coconut Grove's African-Bahamian Village on the Bay."  
Jim Lawlor. "Eulogy for Joan Eunice (Brown) Albury."  
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Peter T. Dalleo. "Montell & Co., the James Power and the Baltimore-Bahamas Packet Trade, 1838-1845."  
Kenneth Startup. "'Guardians of Our Own Honor': Confederate Sympathies and the Pew Controversy in Christ Church."  
Colin Brooker. "The Quarantine Station and East Ruin, Athol Island, New Providence."  
Gail Saunders. "The Impact on The Bahamas of the Abolition of the Transatlantic Slave Trade."  
Jim Lawlor. "A Memorial to Shadrach Kerr."  
June Maura. "Sir George Henry Gamblin, Kt., M. E. C., M. L. C.."  
Daniel M. Schweissing. "The Legacy of Julio Laporte: Pioneer Haitian Baptist Pastor (1935-2008)."