

Instructional Outline
for Grades10/11/12



socializing and escaping economic hardships resulting from competition in the international sugar trade, which in turn led to more focus on rum.

A new faith emerged in Jamaica in the 1930s following the divine coronation of Ethiopian Emperor Haile Selassie (Ras Tafari) and in the wake of official prohibition. Like Obeah and Voodoo before it, this new faith was a blending of various traditions, this time drawn heavily from Ethiopian Christianity and Islam. Like these faiths, Rastafari includes a strong prophetic tradition concerned with social justice and the living conditions of the poor. Rum was now identified as “an agent of death” and a means of keeping people enslaved to an evil economic and political system.

Source: Smith, F. H. (2005). *Caribbean: A social and economic history*. Gainesville, FL: University Press of Florida

Instructional strategies

1. Share the [handout](#) with the class, and then facilitate a class discussion about the intersection of alcohol, religion, cultural identity and values. Some of the follow

Curricular competencies (English Language Arts 10)

- x Think critically, creatively, and reflectively to explore ideas between, and beyond texts
- x Recognize and identify the role of personal, social, and cultural contexts and perspectives in texts
- x Recognize how language constructs personal and cultural identity
- x Respectfully exchange ideas and viewpoints from diverse perspectives to build understanding and extend thinking

Curricular competencies (Social Studies 10-12)

- x Assess how prevailing conditions and the actions of individuals or groups affect events, decisions, and developments (cause and consequences)
- x Explain different perspectives on past or present people, places, issues, and events by considering prevailing norms, values, worldviews, and beliefs (perspective)
- x Recognize implicit and explicit ethical judgements in a variety of sources (ethical judgements)
- x Make reasoned ethical judgements about controversial actions in the past and present, and whether we have a responsibility to respond (ethical judgement)

Drug literacy objectives

- x Assess the complex ways in which drugs impact the health and wellbeing of individuals, communities and societies
- x Explore and appreciate diversity related to the reasons people use drugs, the impact of drug use and the social attitudes toward various drugs
- x Recognize binary constructs (e.g., good vs bad) and assess their limitation in addressing complex social issues like drug use
- x Recognize how officials use a range of strategies to influence public opinion
- x Develop social and communication skills