ETFO Statement and Definition of Equity—June 23, 2011

It is the goal of the Elementary Teachers’ Federation of Ontario to work with others to create schools, communities, and a society free from all forms of individual and systemic discrimination. To further this goal, ETFO defines equity as fairness achieved through proactive measures which result in equality, promote diversity, and foster respect and dignity for all.

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The Elementary Teachers’ Federation of Ontario demands that the Human Rights of People of African Descent be protected.
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The term Black Canadian used in this resource refers to citizens or permanent residents of African descent and/or ancestry. They can be Canadian-born or from various national origins or backgrounds. The thematic categories highlighted in this curriculum come from or have ancestry from many parts of the world. Like educators, the individuals highlighted in the resource represent identities diverse in their makeup. Intersectionalities of gender, family, sex, culture, race and able-ness create the wonderful diversity of those who self-identify as Black Canadian. The individuals represent a range of leaders, activists and historical firsts from a cross-section of Canadians, whether their roots grow from the Caribbean, Africa, South or North America, Central America, Asia or Europe, in Canada.

This resource was designed as a touchstone for teachers and students in their exploration of Black Canadian history, culture, identity and reality in Canada, which goes back further than many of us are aware and should become a larger part of our collective consciousness.

**Historical Discrimination**

Black Canadians have lived in what we now call Canada since the early 1600s. Since their arrival, they have experienced a very specific form of racism that particularly impacts Canadians of African descent, called anti-Black racism. This racial discrimination began with enslavement based on race. People of African descent were enslaved by European settlers and some First Nations for 206 years, forced to labour without pay. They were deemed chattel property (personal possessions) and were denied legal status as persons. In slavery, Blacks had no rights or freedoms and were subjected to the control of their enslavers.

After the abolition of slavery in 1834, Black Canadians lived as British subjects and citizens. Their civil rights and civil liberties were limited. Blacks faced further legal and de facto racial discrimination in education, employment, housing and various public spaces, including swimming pools, restaurants and hotels and were sometimes impeded from exercising their right to vote. The rights and freedoms of Black Canadian women were further restricted because of their gender. Black Canadians have agitated throughout Canadian history against racial oppression and, in so doing, have dismantled many barriers. However, the legacies of anti-Black racism continue to be a real obstacle to full citizenship and equality and serve as the roots for contemporary issues that Black Canadians face.

—Writers of 365 ETFO Black Canadian Curriculum
**365 ETFO Black Canadian Curriculum** resource guide was written by elementary teachers and historical expert writers who have a proficiency and personal connection to Black Canadian communities in Ontario. The document was created to support elementary teachers in building inclusive, historically factual and safe learning environments for their students while discussing issues of racism and discrimination in a respectful and reflective manner, as well as celebrating and highlighting the contributions of Black Canadians.

This curriculum resource guide will allow educators to incorporate the lived experiences of Black Canadians from the past and present, 365 days a year. The combination of the calendar and lesson plans assures that Black Canadian history is acknowledged in Ontario schools on a daily, weekly and monthly basis. Because this very important history played an important role in the development of Canada, students and teachers go forward with a foundation of respect and acknowledgement of those who have fought long and hard for equality and justice in Canada.

Like students, teachers are encouraged to incorporate Bloom’s Taxonomy by scaffolding their knowledge into subcategories of: remembering/recalling previously learned information, understanding or explaining what is required to ensure learning occurs, applying new content or material to everyday situations, analyzing content and drawing connections to different ideas and situations, evaluating the material taught so that discussions may be had in a thoughtful, critical and meaningful manner, and finally creating new work or modifying thinking by integrating content learned with confidence, accuracy and skill.

We are better educators when we take the time to reflect on what we have heard, seen, read and experienced and move forward understanding with compassion and thoughtfulness. We hope this resource will allow you to do this and move forward with confidence.

—Writers of **365 ETFO Black Canadian Curriculum**
BLACK CANADIAN ATHLETES

HOCKEY—CANADA’S NATIONAL SPORT
BLACK CANADIAN ATHLETES: HOCKEY—CANADA’S NATIONAL SPORT

(6–7 LITERACY BLOCKS)

OVERALL QUESTION

How have the contributions of Black Canadian athletes made an impact on society?

GUIDING QUESTIONS

• What key characteristics were developed through the personal, professional and/or social struggles that these individuals faced?
• How do the Black community’s historical triumphs and struggles impact the community’s contemporary issues?
• How did race (and/or gender) impact or influence each athlete? What effect did it have on his/her accomplishments and triumphs and on his/her challenges and struggles?
• To what extent do the challenges facing Black Canadian athletes reflect larger social prejudice in Canadian society?

CURRICULUM CONNECTIONS

Codes below are from the Ontario Curriculum. Find full specific expectation lists here.

Overall Curriculum Expectations:

History:
Grade 7: New France and British North America, 1713-1800: Conflict and Challenges A2
Grade 8: Creating Canada, 1850–1890 A2
Grade 8: Creating Canada, 1890–1914: A Changing Society B2

Visual Arts:
Grade 7–8: D1

Specific Curriculum Expectations:

Language:
Grade 7: Oral Communication 1.2
Grade 7: Reading 1.6
Grade 7: Writing 1.5
Grade 7: Media Literacy 1.5, 3.4
Grade 8: Oral Communication 1.2
Grade 8: Reading 1.6
Grade 8: Writing 1.5
Grade 8: Media Literacy 1.5, 3.4
LEARNING GOALS

Students will:

• Understand the difference between fair and unfair treatment (through looking at words like segregation, racism, discrimination, equality, etc.)
• Understand the concept—and impact—of barriers and privilege
• Investigate four Canadian athletes
• Examine the importance of demonstrating perseverance

POSSIBLE SUCCESS CRITERIA

• Describe the difference between fair and unfair treatment
• Describe what privilege and bias look like, feel like and sound like
• Describe the struggles, accomplishments and impact of four Black Canadian athletes
• Describe a time he or she has demonstrated perseverance, as it relates to a personal goal
• Create a visual storyboard about an athlete, with barriers and accomplishments explored

MATERIALS REQUIRED FOR THIS LESSON

Students will need:

• Writing and erasing utensils
• Envelope with the 15 athlete pictures and 15 cards with name and sport from WS 3 Matching Activity Cards (one for each group)
• Access to computer and Internet (students will be working in groups, so six computers will be needed)
• WS 4 Athlete Graphic Organizer (one for each group)
• WS 5 Barrier Symbols (multiple copies)
• WS 6 Worksheet/Journal Entry

Teachers will need:

• Chart paper
• Markers
• Access to AV equipment (i.e., computer, projector, speakers, etc.)
• Internet access
• Envelopes (five), each with 15 athlete pictures and 15 cards with name and sport (four groups, plus one for teacher to post)
• “Sometimes You’re a Caterpillar”: (From 2:20 to 2:26, the video describes some struggles or challenges that some people may face: “maybe you’re gay or trans, have a disability or different religion, member of a different race.” Facilitator Note: consider stopping the video at this point if these struggles have not been discussed in class.
• Links to photographs of Canadian sports teams:
  – Toronto Raptors Image
  – Canadian Synchronized Swim Team Image
  – Canadian Women’s National Soccer Team Image
  – Canadian Para-Athlete Skiers Image
- **Canadian Judo Team Image**
- **Team Canada Golf Image**
- **Canadian Women’s Hockey Team Image**
- **Canadian Women’s Curling Team Image**
- **Canadian Men’s Curling Team Image**
- **Canadian Cricket Team Image**
- **Saskatchewan Roughriders Football Team Image**
- **Canadian Men’s Volleyball Team Image**
- **Canadian Track Team Image**
- **Canadian Men’s Hockey Team 2014 Image**
- **Canadian Women’s Hockey Team 2014 Image**

- Video links and documents about the four athletes to be investigated:
  - **Herb Carnegie Video**: “Ice Hockey Pioneer Herb Carnegie on Trans World Sport”
  - Herb Carnegie – *The Canadian Encyclopedia*
  - **Willie O’Ree Video**: “Rogers Hometown Hockey in Fredericton: Willie O’Ree Making History”
  - Willie O’Ree – *The Canadian Encyclopedia*
  - **Angela James Video**: “Journey to the Hall: The Life of Angela James”
  - Angela James – *The Canadian Encyclopedia*
  - **P.K. Subban Video**: “P.K. Subban’s Story” (Note: There is one swear word)

- **WS 1 Student Assessment Checklist**
- **WS 2 Anecdotal Observations/Conferencing Tracking Template**
- **WS 3 Matching Activity Cards**
- **WS 4 Athlete Graphic Organizer** (six – students will work in six smaller groups)
- **WS 5 Barrier Symbols** (will need multiple copies)
- **WS 6 Worksheet/Journal Entry**

**TEACHING AND LEARNING STRATEGIES**

**Activating Schema:** Matching Activity, Oral Discussion and Documentation of Thinking: Anchor Chart

**Categorizing Thinking to Build New Knowledge:** Research, Athlete Graphic Organizer

**Consolidating the Learning Experience:** Storyboard Visual Portrait, Group Presentation, Worksheet/Journal Entry

**Background Information for Teachers**

Before the lesson: Based on students’ abilities, the activities may need to be whole-class, teacher recorded. If your students are able to work in groups independently, then you can begin the tasks and ask the groups to finish. Bring the whole class back together to continue recording ideas on an Anchor Chart. You will need to prepare the matching activity ahead of time. Make five copies of WS 3 Matching Activity Cards and cut out the sets of 15 pictures and 15 cards with name and sport. Put them in five envelopes (one for you to put on chart paper or a
There is a video clip and a short biography for each of the athletes. If you are unable to have access to six computers at one time (students are to work in six groups), then as a class you can fill in WS 4 Graphic Organizer for each athlete. If students are unfamiliar with creating a storyboard, you may need to pre-teach the elements and planning process. Post learning goals and success criteria for this lesson. Be prepared to share your own stories/experiences about any assumptions or expectations about sports teams. Have WS 2 Anecdotal Observations/Conferencing Tracking Template ready on a clipboard to use while students are working collaboratively. Prepare to project the quote from GreatestHockeyLegends.com onto a screen. Prepare chart paper to display the four quotes from the athletes.

**STEP A: ASSESSMENT AS LEARNING**

**Activating Schema:** Matching Activity, Oral Discussion and Documentation of Thinking: Anchor Chart.

Organize students into four groups, giving each group an envelope. Tell students that in each envelope there are pictures of 15 Canadian athletes and a list of 15 sports. Their task is to match the athlete to his/her sport. When they feel that their group has completed this task, they should raise their hands.

Option 1: Have two students from each group visit the other groups to see their matches. After seeing the other three groups, students have the opportunity to make changes to their own.

Option 2: The teacher visits each group to see their matches. Tell the groups the number of correct matches. Give groups time to continue to try to match correctly.

Option 3: The teacher puts a picture on the chart paper and the groups each give their opinions. Continue until all 15 are matched correctly. Give students time to make corrections.

Define these words on the Anchor Chart: gender, race, culture, stereotypes, bias and prejudice (and any other words or big ideas that arise from the discussion).

**Gender:** a person’s self-identification between male and female (typically used with reference to social and cultural differences rather than biological ones).

**Race:** as a social construct, a group of people who share similar and distinct physical characteristics.

**Culture:** the system of shared beliefs, values, customs, behaviours and artifacts that the members of society use to cope with their world and with one another, and that are transmitted from generation to generation through learning.

**Stereotypes:** widely held but fixed and oversimplified images or ideas of a particular type of person or thing.
**Bias**: prejudice in favour of or against one thing, person or group compared with another, usually in a way considered to be unfair.

**Prejudice**: a preconceived opinion.

State and/or write on the Anchor Chart: “Our environment shapes and influences us. What is seen as ‘normal,’ we pass down.” Ask students to respond to that statement.

**Environment**: the surroundings or conditions in which a person, animal or plant lives or operates.

Tell students, “There is a quote that we hear often: ‘The world is your oyster.’ What does this mean?” (You are in a position to take the opportunities that life has to offer.) “While we may have stereotypes, biases and pre-conceived ideas about race and gender in sports, the range of pictures of these Canadian athletes shows us that even if something is not common, it is doable.” Show students some images of Canadian sports teams using the links provided. For each picture, you can ask the following prompting questions (or list a few questions on the board beforehand):

“How do you know who is a player and who is a manager or a coach?” (Different uniforms, suits/ties, etc.)
“What do you notice about the players? Do they match what you think the players should look like in that sport? Does anything surprise you?” (Race, gender, culture, ability, height.)
“What do you notice about the synchronized swim team?” (All women.)
“What do you notice about the Saskatchewan Roughriders athletes? How about the Toronto Raptors?” (The majority of the players are Black.)
“What do you notice about the Canadian hockey teams, both men’s and women’s? Who do you see? Who don’t you see?” (There are very few Black people or other racial minorities.)
“What do you notice within the picture (sport) itself or compared to the other sports teams?” “Consider the images we viewed of Canadian athletes (at the national level of competition) and their diversity or lack thereof. Why might this be? How might we make changes? One way is through exposure to what is not seen as the norm, to what is different.”

Show the video *Sometimes You’re a Caterpillar*. (From 2:20 to 2:26, the video describes some struggles or challenges that some people may face: “maybe you’re gay or trans, have a disability or different religion, member of a different race ...”.)

**Facilitator Note**: consider stopping the video at this point if these struggles have not been discussed in class.

What did the caterpillar realize about the experiences of the snail? (Sometimes there are barriers stopping someone.) What does barriers mean? (Post to the Anchor Chart.) The caterpillar also realized that he had privilege. (Define and post on the Anchor Chart.)

**Barriers**: circumstances or obstacles that keep people or things apart or prevent communication or progress.
**Privilege:** a special right, advantage or immunity granted or available only to a particular person or group of people.

**Intersectionality:** the interconnected nature of social categorizations such as race, class, gender and ability as they apply to a given individual or group, regarded as creating overlapping and interdependent systems of discrimination or disadvantage.

“Do you think there are barriers when it comes to playing sports? Is this in general or just for some sports?” Give students time to think individually, then share in their small groups. If students are having some trouble with stating some of the barriers, you may want to remind students of the words posted: race, gender, culture, stereotypes, privilege, bias, etc. Have a big class share.

**STEP B: ASSESSMENT FOR LEARNING**

**Categorizing Thinking to Build New Knowledge:** Research, Athlete Graphic Organizer

“We will be looking more closely at one sport—hockey, known as ‘Canada’s National Sport.’ Can you name any Black Canadian hockey players—either currently or from the past—who play/played in the National Hockey League (NHL)?” Record the students’ answers on the Anchor Chart. (Possible answers: P.K. Subban, Malcolm Subban, Jordan Subban, Jarome Iginla, Grant Fuhr, Wayne Simmonds, Joel Ward, Herb Carnegie, Angela James, etc.)

“In 2014, there were 30 teams in the NHL and 18 Black players. There have been 52 Black hockey players to play in the National Hockey League since the league began.”

“Traditionally, there have been very few Black players in hockey and in the National Hockey League. Why do you think this might be?” Give students some time to consider why, and have them share some possible explanations.

Below is a quote that you can project on a screen to read with the class:

Traditionally, NHL players came strictly from Canada, with European countries becoming more and more prevalent. All these countries, particularly Canada, have tiny black populations. The United States, which produces some of the best black athletes in the entire world, is traditionally not a hockey hotbed. Black athletes in the US also lack role models in hockey and naturally focus their attention on sports which do, such as baseball, football, basketball, track and field, and boxing, all of which offered better infrastructures . . . Carnegie should have been the first in the NHL had it not been for the alleged prejudice of the day. Unlike football, baseball or basketball, the NHL never had an official policy banning blacks from playing.

GreatestHockeyLegends.com – “A History of Black Hockey”

“Would it surprise you to know that the history of Black players in North American ice hockey has roots dating back to the late 19th century? The first Black ice hockey star was Herb
Carnegie during the Great Depression. Willie O’Ree broke the NHL’s Black colour barrier with the Boston Bruins. The Coloured Hockey League of the Maritimes began in 1895, as an initiative of Black Baptist churches in Nova Scotia. Black Nova Scotians are Black Canadians whose ancestors were enslaved in Nova Scotia by British settlers and those who fled the colonies of what is now the United States as slaves or freemen and later settled in Nova Scotia, Canada, during the 18th and early 19th centuries.”

“Let’s consider some more definitions.” Record the following definitions on the Anchor Chart:

**Athlete:** a person who competes in one or more sports that involve physical strength, speed and/or endurance.

**Para-athlete:** is an athlete with a physical disability who has competed at separate international events since 1952.

**Strength:** the property of being physically strong (you can do, say, 100 push-ups) or mentally strong (you can calculate percentages in your head while people are shouting at you).

**Speed:** the rate at which someone or something moves or travels.

**Endurance:** the ability to do something difficult for a long time.

“Considering these last three words—strength, speed and endurance—as well as race and culture, and the small list of Black Canadian hockey players, we’re going to look more closely at four Canadian professional hockey players: Herb Carnegie, Willie O’Ree, Angela James and P.K. Subban.

Herb Carnegie was a Black Canadian hockey player, businessman, founder of a hockey school and recipient of the Order of Ontario and Order of Canada. [Herb Carnegie Video](#) [Herb Carnegie – The Canadian Encyclopedia](#)

Willie O’Ree was a Canadian hockey player, the first Black player in the NHL, and a recipient of the Order of New Brunswick and Order of Canada. [Willie O’Ree Video](#) [Willie O’Ree – The Canadian Encyclopedia](#)

Angela James was a Canadian hockey player and captain of four world championship women’s teams. She was the first openly gay player, and the second woman and second Black athlete to be inducted into the Hockey Hall of Fame. [Angela James Video](#) [Angela James – The Canadian Encyclopedia](#)
P.K. Subban is a Black Canadian hockey player and Olympic gold medallist. [P.K. Subban Video]

“As we find out more about these athletes, we will use guiding questions for this inquiry.”

Post the following guiding questions:

What key characteristics were developed through the personal, professional and/or social struggles that these individuals faced?

How do the Black community's historical triumphs and struggles impact the community's contemporary issues?

How did race (and/or gender) impact or influence each athlete? What effect did it have on his/her accomplishments and triumphs and on his/her challenges and struggles?

To what extent do the challenges facing Black Canadian athletes reflect larger social prejudice in Canadian society?

Divide students into four sections (one section for each athlete), with more than one group within the section (who will be using the same information). Each group will view the video clip and read the article to gather information about their athlete and fill in WS 4 Athlete Graphic Organizer. Next, give the students the opportunity to meet with the other group that investigated the same athlete. Give the groups time to review the data gathered and perhaps add to their own WS 4 Athlete Graphic Organizer. Collect the sheets (you will return them to the groups in the next class).

**STEP C: ASSESSMENT OF LEARNING**

Consolidating the Learning Experience: Storyboard Visual Portrait, Group Presentation, Worksheet/Journal Entry

“What visuals come to mind when you think of a barrier?” (A hand held up (“STOP!”), a fence, a wall, a door, etc.) Which would be the most difficult to overcome? If you were to rank them according to difficulty, the order might be: a set of hands (not too hard to break through), a fence (we can cut through it, climb it or go around it), a door (another may open or look for a door you can open) OR a very large and very wide brick wall (it is possible to overcome but often we might be dissuaded and move on to something else).”

“Take a look at the information you collected the other day, at the list of struggles and barriers.” Have students work within their group to categorize the barriers as either a: hand (“STOP!”), fence, door or wall. Students may need help categorizing the struggles/barriers.

“You will be presenting your information about your athlete by creating a storyboard visual portrait. You should give a general overview (who, when, where) and highlight some important events in their life: barriers, as well as accomplishments and triumphs. In your
group, you will decide how many ‘panes’ you will need to tell his/her story. Within each pane, you will be creating images with a sentence underneath outlining the athlete’s journey, barriers they faced and some triumphs or accomplishments.”

Students may opt to hand-draw their storyboard or to use a storyboard online site. The storyboard should be chronological. Give students a copy of WS 5 Barrier Symbols. “Some of the athletes may have a few of one type of barrier, while others may have had to face different barriers. Here are some images of a set of hands, a fence, a door and a wall. You might choose to use these as you describe the barriers the athlete faced.”

Groups will come up to present their information. They should give a general overview (who, when, where), explain their visuals (barriers), and highlight some of the accomplishments and triumphs the athlete achieved. If the two groups presenting each athlete focused on different barriers, be sure to bring attention to that point. Display the different Anchor Charts, definitions, WS 4 Graphic Organizers and storyboards. Review the main learning points uncovered so far with this inquiry: definitions of race, culture, stereotypes, bias, prejudice, environment, privilege, barriers, intersectionality, athlete/para-athlete, strength, speed and endurance, and the knowledge that our environment shapes or influences us.

“When Herb Carnegie’s father spoke to his workmate about his son’s abilities and ambition to play professional hockey, the workmate stated that Herb would never play in the NHL (due to his being Black). Herb thought to himself, ‘I knew who I was. I knew what I could do. And that was a case of ‘I’ll show you!’”

“P.K. Subban said in an interview, ‘Whenever you’re faced with adversity, embrace it. As you can only come out of it better!’”

“Let’s return to our guiding questions.”

“What key characteristics were developed through the personal, professional and/or social struggles that these individuals faced?”
“How do the Black community’s historical triumphs and struggles impact the community’s contemporary issues?”
“How did race (and/or gender) impact or influence each athlete? What effect did it have on his/her accomplishments and triumphs and on his/her challenges and struggles?”
“To what extent do the challenges facing Black Canadian athletes reflect larger social prejudice in Canadian society?”
“In what way did Willie O’Ree’s triumphs influence or shape future Black Canadian hockey hopefuls?” Have students consider this question in small groups and then share their thoughts in the larger group.
“Willie O’Ree stated in an interview: ‘If you say you can, then you can. If you say you can’t, then you are right.’”

“Willie O’Ree opened the door for the possibility for Black Canadians to play hockey! No one can deny that fact. Angela James and P.K. Subban had their own struggles to overcome,
including people’s notions (still!) of what is normal, what fits for a young Black Canadian, and what options are ‘realistically’ open to racial minorities or non-traditional gendered sports. Each athlete had an encourager or someone who believed in him or her. But most importantly, it was Willie’s, P.K.’s and Angela’s own attitude and character that made the biggest difference in overcoming the barriers they faced."

“When Angela James was inducted as one of the first females into the Hockey Hall of Fame, she pointedly stated: ‘The time is right. We are here. And who is next?’ This was a far cry from her experience when, in her second year of playing hockey in her community league as a child, the league changed its policy and banned girls from playing!”

“When we consider character traits, one that each of these athletes embody is perseverance.”

**Perseverance**: the quality that allows someone to continue trying to do something even though it is difficult.

“You are going to have the opportunity to reflect on all of this learning.” (Give each student a copy of WS 6 Worksheet/Journal Entry.) “Read over the four quotes below as well as the definition of perseverance. Choose one of the quotes (it does not have to be from the athlete your group investigated). Write down your thoughts and ideas about overcoming barriers (obstacles, biases), about working toward your personal best. Think of one of your goals (e.g., short-term or long-term, academic, physical, interpersonal (getting along with others, etc.). How might you apply some of what we’ve learned in this unit to help you?”

P.K. Subban: “Whenever you’re faced with adversity, embrace it. As you can only come out of it better!”

Willie O’Ree: “If you say you can, then you can. If you say you can’t, then you are right.”

Angela James (as she was being inducted as one of the first females into the Hockey Hall of Fame): “The time is right. We are here. And who is next?”

Herb Carnegie (talking about his 14-year-old self): “I knew who I was. I knew what I could do. And that was a case of ‘I’ll show you!’”

**WORKSHEETS**

WS 1 Student Assessment Checklist  
WS 2 Anecdotal Observations/Conferencing Tracking Template  
WS 3 Matching Activity Cards  
WS 4 Athlete Graphic Organizer  
WS 5 Barrier Symbols  
WS 6 Worksheet/Journal Entry
# WS 1 Student Assessment Checklist

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### WS 3 MATCHING ACTIVITY CARDS

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<thead>
<tr>
<th>Name</th>
<th>Sport</th>
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<tbody>
<tr>
<td>Jennifer Abel</td>
<td>Diving</td>
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<tr>
<td>Bryan Barnett</td>
<td>Bobsleigh</td>
</tr>
<tr>
<td>Kia Nurse</td>
<td>Basketball</td>
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<tr>
<td>Braxton Stone-Papadopoulos</td>
<td>Freestyle Wrestling</td>
</tr>
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<td>Bianca Farella</td>
<td>Rugby</td>
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<tr>
<td>Photo</td>
<td>Name</td>
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<tr>
<td><img src="image1.png" alt="Image" /></td>
<td>Santo Condorelli</td>
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<tr>
<td><img src="image2.png" alt="Image" /></td>
<td>Elizabeth Gleadle</td>
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<tr>
<td><img src="image3.png" alt="Image" /></td>
<td>Andre de Grasse</td>
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<td><img src="image4.png" alt="Image" /></td>
<td>John Davison</td>
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<tr>
<td><img src="image5.png" alt="Image" /></td>
<td>Wayne Simmonds</td>
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<tr>
<td>Crispin Duenas – Archery</td>
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<tr>
<td>Melanie McCann – Pentathlon (fencing, freestyle swimming, show jumping (on horse), pistol shooting, cross-country run)</td>
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<tr>
<td>Ohenewa Akuffo – Wrestling</td>
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<tr>
<td>Josh Vander Vies – Boccia</td>
<td></td>
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<tr>
<td>Victoria Nolan – Rowing</td>
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### WS 4 ATHLETE GRAPHIC ORGANIZER

<table>
<thead>
<tr>
<th>Athlete</th>
<th>History</th>
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<tbody>
<tr>
<td>(Name, general information)</td>
<td>(Where they are from, what their childhood was like)</td>
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<tr>
<th>Struggles and Barriers</th>
<th>Triumphs</th>
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<tr>
<td>(Did they have any roadblocks in reaching their goals?)</td>
<td>(What were some positive moments in their lives?)</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Accomplishments</th>
<th>Additional Information or Interesting Facts</th>
</tr>
</thead>
<tbody>
<tr>
<td>(What contributions have they made to society?)</td>
<td></td>
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</tbody>
</table>
WS 5 BARRIER SYMBOLS
WS 6 WORKSHEET/JOURNAL ENTRY

Putting It All Together!

Perseverance is the quality that allows someone to continue trying to do something even though it is difficult.

P.K. Subban: “Whenever you’re faced with adversity, embrace it. As you can only come out of it better!”

Willie O’Ree: “If you say you can, then you can. If you say you can’t, then you are right.”

Angela James (as she was being inducted as one of the first females into the Hockey Hall of Fame): “The time is right. We are here. And who is next?”

Herb Carnegie (talking about his 14-year-old self): “I knew who I was. I knew what I could do. And that was a case of ‘I’ll show you!’”
BLACK CANADIAN COMMUNITY LEADERS
(5–6 LITERACY BLOCKS)

OVERALL QUESTION

In what ways did individual Black Canadians challenge racial inequality and mobilize to improve social conditions?

GUIDING QUESTIONS

• What roles do community leaders play in society? How do community leaders help society?
• How have Black community leaders in Canada impacted people inside and outside of their communities?
• What happened to change the (personal and social) responsibilities of some Black community leaders in Canada?
• In what ways are aspects of Black heritage passed on through certain social events (protests, marches, rallies, public meetings, speeches, singing performances, etc.)?
• What were some of the challenges Black Canadians faced and how did their communities help deal with them?
• How did Black Canadian communities seek social change?
• How were Black Loyalists treated in Nova Scotia? What settlement challenges did they face because of their race?
• What characteristics were developed through the personal, professional and/or social struggles that these individuals faced?
• How is obtaining respect part of the work that community leaders do?
• How were Black Canadians affected by the issues that Black community leaders in Canada were drawing attention to?
• What different actions did Black community leaders in Canada take to address the social issues facing Black communities in Canada?
• How did discrimination and segregation affect the ways in which Black Canadians met their everyday needs?
• How did the actions of Black community leaders in Canada contribute to the rights of all Canadians then and now? What are the legacies of Black community leaders in Canada?

CURRICULUM CONNECTIONS

Codes below are from the Ontario Curriculum. Find full specific expectation lists here.

Overall Curriculum Expectations:
History:
Grade 7: New France and British North America, 1713–1800; Canada, 1800–1850: Conflict and Challenges A1, A2, A3, B1, B2, B3
Grade 8: Creating Canada, 1850–1890; Canada, 1890–1914: A Changing Society A1, A2, A3, B1, B2, B3
Specific Curriculum Expectations:
History:
Grade 8: Creating Canada, 1850–1890; Canada, 1890–1914: A Changing Society A1.1, A2.1, A3.1, B1.1, B2.1, B3.1

LEARNING GOALS

Students will:
• Investigate the racial discrimination Black Canadians experienced
• Identify the qualities of a community leader
• Investigate some Black community leaders in Canada, past and present
• Investigate the impact some Black community leaders in Canada made on their communities and society
• Research and analyze the leadership of some Black Canadians

POSSIBLE SUCCESS CRITERIA

• Identify qualities of a leader
• Begin to understand what a community leader is
• Provide examples of Black Canadian community leadership

MATERIALS REQUIRED FOR THIS LESSON

Students will need:
• Open space in which to collaborate in small groups
• Computer (one for each group of five students)
• Access to the Internet
• Writing and erasing utensils
• WS 3 Black community leaders in Canada Graphic Organizer

Teachers will need:
• Learning goals and success criteria posted
• Access to AV equipment (i.e., computer, projector, speakers, etc.)
• Internet access
• Chart pape, Markers
• Paper strips to write down Word Wall words
• Books:

• Links/videos:
– *Journey to Justice*, NFB, 2000 (Viola Desmond, Hugh Burnett, Bromley Armstrong, Donald Moore)
– *Welcome to Dresden: Jim Crow Lived Here Too*, Esery Mondesir, 2014 (Bromley Armstrong, Hugh Burnett)
– *Bromley Armstrong* Image
– *Bromley Armstrong* – *The Canadian Encyclopedia*
– *Hugh Burnett* Image
– Hugh Burnett Video: *Dresden Story*, NFB, 1954
– *Hugh Burnett* – Ontario’s Historical Plaques
– Hugh Burnett – “*Hugh Burnett* and the National Unity Association,” Ontario Heritage Trust
– *Viola Desmond* Image
– *Viola Desmond* Video: *Long Road to Justice: The Viola Desmond Story*
– *Marcus Garvey*: *About Marcus Garvey and the Black Star Line* by Martha King
– *Josiah Henson* – BlackPast.org
– *Gwendolyn Johnston* – Akua Benjamin Project
– *Gwendolyn Johnston Article* – “Historicist: Third World Books and Crafts”
– *Gwendolyn Johnston Article* – “Historicist: Banned in Buffalo”
– *Gwendolyn Johnston* Obituary
– *Leonard Johnston* – Akua Benjamin Project
– *Leonard Johnston* Obituary
– *Donald Moore* Image
– *Donald Moore* – “Caribbean Connection: One Man’s Crusade”
- Lena O’Ree – New Brunswick Black History Society
- Thomas Peters (imagined likeness)
- Thomas Peters Article – BlackLoyalist.com
- Charles Roach – OFL “In Memoriam”
- Charles Roach Article: “Lawyer Charles Roach Dies with Citizenship Dream Unfulfilled,” CBC News
- Mary Ann Shadd Cary – Government of Canada Article: “Notable Black Canadians”
- Mary Ann Shadd Cary – Toronto’s Historical Plaques
- Mary Ann Shadd Cary – Ontario’s Historical Plaques
- Mary Ann Shadd Cary – Ontario Heritage Foundation
- Constance Timberlake Image
- Constance Timberlake – New Brunswick Black History Society
- Glossary of Terms
- WS 1 Student Assessment Checklist
- WS 2 Leadership Qualities Anchor Chart prepared on chart paper
- WS 3 Black community leaders in Canada Graphic Organizer

**TEACHING AND LEARNING STRATEGIES**

**Activating Schema:** Oral Discussion and Documentation of Thinking: Anchor Chart, Word Wall

**Categorizing Thinking to Build New Knowledge:** Research, Black community leaders in Canada Graphic Organizer, Debriefing Discussion, Word Wall, Jigsaw

**Consolidating the Learning Experience:** Monologue

**Background Information for Teachers**

Before the lesson: Based on the students’ abilities, the activities may need to be whole-class, teacher recorded. If your students are able to work in groups independently, then you can begin the tasks and ask the groups to finish. Bring the whole class back together to continue recording ideas on the Anchor Chart. Preview videos before showing to the students. Select a few short clips. A community leader can be defined as a person acting on a vision or dream to make their community or society a better place. You will be taking an in-depth look at a few Black community leaders in Canada. Feel free to choose any of the listed people. Add new words to the Word Wall as needed. Have recommended resources ready for each student expert group.

**STEP A: ASSESSMENT AS LEARNING**

**Activating Schema:** Oral Discussion and Documentation of Thinking: Anchor Chart, Word Wall

Have your chart paper version of WS 2 Leadership Qualities Anchor Chart in view of learners, with markers ready to document their thinking.
“We are going to think about people who are community leaders. What is a community leader?”

**Community leader:** a person acting on a vision or dream to make their community or society a better place.

“What do community leaders do? Can you think of any community leaders from our school and local communities or on television?” (Some ideas of leaders you can lead students to are the custodian and principal at school, the head of an after-school program they attend or the head of a place of worship.) Record them on the Anchor Chart.

“What qualities do you think these leaders possess? Let’s brainstorm aspects of leadership.” As a class, brainstorm aspects (traits, qualities, characteristics) of leadership based on the examples of community leaders given and record them on the Anchor Chart. Some positive leadership traits to identify are: passion, vision, honesty, ability to inspire, persistence, charisma, integrity, intelligence, curiosity, courage, flexibility, creativity, desire to make a difference for others, positive attitude, commitment, etc. Continue to compile a list of leaders, past and present, and from a range of fields. Depending on the community leaders that students suggest, ask them if their list is representative of different races and genders, and have them try to provide more diverse examples if they are lacking.

“Over the next few classes, we are going to learn about several Black Canadian men and women who have been influential leaders and have made significant contributions to Canadian society.”

Have the chart paper version of WS 2 Leadership Qualities Anchor Chart in view of learners.

“Yesterday, we explored who community leaders are and identified some of the traits that they have. Today, we are going to learn about some remarkable Black Canadian men and women who took a stand against mistreating Black people because of the colour of their skin. Let’s review some of the leadership qualities we discussed yesterday.”

“Again, as a review, what do segregation, discrimination, respect and racism mean?” Discuss each word’s meaning and share some examples. Point to these words on the Word Wall.

**Segregation:** the enforced separation of groups in a community.

**Discrimination:** unfavourable treatment based on prejudice, especially regarding race, age or gender.

**Respect:** deferential esteem felt or shown toward a person.

**Racism:** A belief in the superiority of a particular race, and antagonism toward people of other races, particularly as a result of this prejudice. These beliefs can be deeply rooted in the rules, procedures, and practices of social systems and public and private institutions, and intentionally or unintentionally prevent or limit members of racialized groups from
being fully and equally included while preserving privilege and racial gaps in various areas including education, employment, wealth and social status.

**STEP B: ASSESSMENT FOR LEARNING**

**Categorizing Thinking to Build New Knowledge:** Research, Black community leaders in Canada Graphic Organizer, Debriefing Discussion, Word Wall, Jigsaw

Introduce the five or six community leaders this lesson will be focusing on by showing a photo of them on the screen.

- **Bromley Armstrong** Image
- **Hugh Burnett** Image
- **Viola Desmond** Image
- **Marcus Garvey** Image
- **Josiah Henson** Image
- **Gwendolyn Johnston** Image
- **Leonard Johnston** Image

- **Donald Moore** Image
- **Lena O’Ree** Image
- **Thomas Peters** (imagined likeness)
- **Charles Roach** Image
- **Mary Ann Shadd Cary** Image
- **Constance Timberlake** Image

As you show each image, ask the class if anyone recognizes the individual. If students can identify the person, record the information they share. If they cannot, go on to the next individual without revealing who they are. Then go back and name any person the class was not able to identify.

**Facilitator Note:** You can substitute one of the suggested leaders with another one from the list below. Choose the appropriate number of community leaders based on your class size so that there are no more than five students in an expert group. To expand student inquiry, you can look at more community leaders. Set out the recommended resources for each expert group. Each expert group should have access to a computer and the Internet.

**Black Community Leaders in Canada**

- Bromley Armstrong
- Hugh Burnett
- Viola Desmond
- Marcus Garvey
- Josiah Henson
- Gwendolyn Johnston
- Leonard Johnston
- Donald Moore
- Lena O’Ree
- Thomas Peters
- Charles Roach
- Mary Ann Shadd Cary
- Constance Timberlake

“Now that we have been introduced to these women and men, additional information will allow us to learn more about them, their contributions as community leaders, the impact they have had on society and the leadership qualities they drew on and demonstrated. You will have the opportunity to select one of the community leaders shown that you would like to learn more about. In a small group, you will learn more about the person you have selected and independently conduct rapid research to document your thinking.”
Research: Create a meeting place in the classroom for each of the Black community leaders in Canada. Have students select a community leader to learn about and move to that area of the classroom. With the other students who also selected the same person to focus on, they work together in their group to gather information from the recommended resources to include on their individual WS 3 Black community leaders in Canada Graphic Organizer. Suggest that within their groups students divide up the research and take notes before completing the graphic organizer.

**Bromley Armstrong**

*Journey to Justice*, NFB, 2000 (Viola Desmond, Hugh Burnett, Bromley Armstrong, Donald Moore)

*Welcome to Dresden: Jim Crow Lived Here Too*, Esery Mondesir, 2014 (Bromley Armstrong, Hugh Burnett)


*Bromley Armstrong* – *The Canadian Encyclopedia*

**Hugh Burnett**

*Dresden Story*, NFB, 1954

*Journey to Justice*, NFB, 2000 (Viola Desmond, Hugh Burnett, Bromley Armstrong, Donald Moore)

*Welcome to Dresden: Jim Crow Lived Here Too*, Esery Mondesir, 2014 (Bromley Armstrong, Hugh Burnett)


Hugh Burnett – Ontario’s Historical Plaques
Hugh Burnett – “*Hugh Burnett* and the National Unity Association,” Ontario Heritage Trust

**Viola Desmond**

*Journey to Justice*, NFB, 2000 (Viola Desmond, Hugh Burnett, Bromley Armstrong, Donald Moore)

Viola Desmond Video: *The Long Road to Justice The Viola Desmond Story*


**Marcus Garvey**


Marcus Garvey: “About Marcus Garvey and the Black Star Line” by Martha King

**Josiah Henson**

*Josiah Henson* – BlackPast.org


Gwendolyn Johnston

Gwendolyn Johnston – Akua Benjamin Project
Gwendolyn Johnston Article – “Historicist: Third World Books and Crafts”
Gwendolyn Johnston Article – “Historicist: Banned in Buffalo”
Gwendolyn Johnston Obituary

Leonard Johnston

Leonard Johnston – Akua Benjamin Project
Leonard Johnston Article – “Historicist: Third World Books and Crafts”
Leonard Johnston Article – “Historicist: Banned in Buffalo”
Leonard Johnston Obituary

Donald Moore

Journey to Justice, NFB, 2000 (Viola Desmond, Hugh Burnett, Bromley Armstrong, Donald Moore)
Donald Moore – “Caribbean Connection: One Man’s Crusade”

Lena O’Ree

Lena O’Ree – New Brunswick Black History Society

Thomas Peters

Thomas Peters Article – BlackLoyalist.com

Charles Roach

Charles Roach – OFL “In Memoriam”
Charles Roach Article: “Lawyer Charles Roach Dies with Citizenship Dream Unfulfilled,” CBC News

Mary Ann Shadd Cary

Mary Ann Shadd Cary – Government of Canada Article: “Notable Black Canadians”
Mary Ann Shadd Cary – Toronto’s Historical Plaques
Mary Ann Shadd Cary – Ontario’s Historical Plaques
Mary Ann Shadd Cary – Ontario Heritage Foundation

Constance Timberlake

Constance Timberlake – New Brunswick Black History

Give students in their expert groups time to research and discuss the required information
to complete their section on WS 3 Black community leaders in Canada Graphic Organizer. To provide guidance to each group, pose the following questions:

“What issue was the leader concerned about? What injustice did they experience or witness?”
“How did the leader respond to the anti-Black racism they experienced and/or witnessed?”
“What was the impact of the action the leader took or influenced?”
“What leadership qualities did the leader exhibit in addressing the issue?”

Debrief: Ask students if some of the words they reviewed or learned the other day can be used to describe aspects of the leaders’ stories. Again, provide time for students to share in a large group setting. Ask students to provide you with examples of racial discrimination using evidence from each story. End the debriefing by asking the class to summarize the struggles and impact of each community leader. Possible discussion questions are:

What traits are shared by all of the leaders?
What experiences did all the leaders share?
Do leaders have to demonstrate all the leadership traits to be effective? Why or why not? (Refer to brainstorming.)
Which of the leadership qualities do you possess?
Why is it important for us, as individuals today, to be active and engaged in making a positive impact on our community, just as these people did?

Facilitator Note: During the debriefing discussion, add new words or important concepts to the Word Wall.

“You are going to have the opportunity to share your Black community leader in Canada to a small group. Remember that you are the experts on your community leader and you will therefore need to be prepared not only to share but to answer questions about them, their life and activism and how they demonstrate leadership. With your expert group, you are going to discuss all that you know and understand about your community leader. Consider questions that may be asked about your community leader, the issues they were concerned about, the evidence of leadership, their impact, and interesting facts your audience may want to know about your community leader. Use your notes on your Black community leaders in Canada Graphic Organizer. You will complete your graphic organizer with the information that you will learn from the other experts.

Facilitator Note: Give students ample time to share in their groups and encourage students to use additional supports so that they are comfortable sharing when they are not with their expert group (i.e., research notes). For the Jigsaw activity, divide each of the Black community leader in Canada expert groups so that there are one or two students from each expert group in a new group. (Therefore, there are one or two students representing each of the Black community leaders in Canada in a group.) Select a community leader to start with and give students a specific amount of time to share (e.g., three to five minutes per community leader). As each community leader is shared, the other students are attentively listening and completing their WS 3 Black community leaders in Canada Graphic Organizer.
After all the students have shared, provide time for them to return to their expert group, share their thoughts on the other community leaders and complete their WS 3 Black community leaders in Canada Graphic Organizer. Provide a time where learners share “glows” (something they did well) and “grows” (areas to possibly improve) feedback to their peers.

**STEP C: ASSESSMENT OF LEARNING**

**Consolidating the Learning Experience: Monologue**

To respond to the learning experience and to share their new knowledge, students will choose one of the Black community leaders in Canada studied and researched and use what they learned to write a monologue as their summative task in which their chosen leader speaks about their life activism, impact and leadership qualities. Students present the monologue to the class. Before students begin the tasks, define what a monologue is and share an example of a monologue with the class. (You can present a monologue by doing a reading or by showing a clip from a movie of an actor delivering a monologue.)

**Facilitator Note:** Provide time, space and resources for learners to complete their monologues for sharing their knowledge. Once students have completed their summative task, provide the space and time for them to present their work to the entire class. Once all presentations and tasks have been shared, provide a time where learners share “glows” (things they did well) and “grows” (areas to possibly improve) feedback to their peers.

**WORKSHEETS**

- WS 1 Student Assessment Checklist
- WS 2 Leadership Qualities Anchor Chart
- WS 3 Black community leaders in Canada Leaders Graphic Organizer
### WS 1 STUDENT ASSESSMENT CHECKLIST

<table>
<thead>
<tr>
<th>Name</th>
<th>Activating Schema:</th>
<th>Categorizing Thinking to Build New Knowledge:</th>
<th>Categorizing Thinking to Build New Knowledge:</th>
<th>Consolidating the Learning Experience:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Leadership Qualities Anchor Chart</td>
<td>Black community leaders in Canada Graphic Organizer</td>
<td>Debriefing Discussion</td>
<td>Monologue</td>
</tr>
</tbody>
</table>
### WS 2 LEADERSHIP QUALITIES ANCHOR CHART

<table>
<thead>
<tr>
<th>Examples of Community Leaders</th>
<th>Qualities of a Leader</th>
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<td>Community Leader</td>
<td>Social Issues Concerned With</td>
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BLACK CANADIAN FIRSTS
BLACK CANADIAN FIRSTS
(8–10 LITERACY BLOCKS)

OVERALL QUESTION

What does it mean to be “the first”?

GUIDING QUESTIONS

• What were the roles and responsibilities of the individual?
• What are some of the difficulties in being the first?
• How and why did/does skin colour affect social status?
• What challenges or barriers did the individual face?
• What are some character traits possessed by individuals who pursued their dreams in spite of barriers?
• What might be some of the effects of someone breaking the colour barrier?
• What impact did this individual have?
• What factors might have contributed to the change in available opportunities for Black Canadians?
• How might it have felt to be a “first”?

CURRICULUM CONNECTIONS

Codes below are from the Ontario Curriculum. Find full specific expectation lists here.

Overall Curriculum Expectations:
History:
Grade 7: Canada, 1800–1850: Conflict and Challenges B1, B2, B3
Grade 8: Creating Canada, 1850–1890; Canada, 1890–1914: A Changing Society A1, A2, A3, B1, B2, B3

Specific Curriculum Expectations:
History:
Grade 7: Canada, 1800–1850: Conflict and Challenges B1.1, B2.1, B3.1
Grade 8: Creating Canada, 1850–1890; Canada, 1890–1914: A Changing Society A1.1, A2.1, A3.1, B1.1, B2.1, B3.1

LEARNING GOALS

Students will:
• Demonstrate an understanding of Black Canadian life and the changes in its social structure through time
• Investigate the accomplishments and contributions of Black Canadians in various fields
• Understand the barriers and inequalities Black Canadians faced in their pursuit of equal opportunities
• Understand that Black Canadians made social, economic and political gains since the 19th century

POSSIBLE SUCCESS CRITERIA

• Describe the accomplishments and contributions of Black Canadians in various fields
• Understand the barriers and inequities Black Canadians faced in their pursuit of equal opportunities
• Understand the impact of breaking racial barriers
• Describe how skin colour had a major impact on the social status of Black people in the past

MATERIALS REQUIRED FOR THIS LESSON

Students will need:
• Open space in which to collaborate in small groups
• Writing and erasing utensils
• Sticky notes (or markers) to write their thoughts about quotes
• Access to computer and Internet to read articles and view online videos
• Bristol board (one per group)
• WS 2 Learning Centres Checklist
• WS 3 Elijah McCoy, the First Black Patented Inventor Born in Canada
• WS 4 Albert Jackson, Toronto’s First Black Postal Carrier
• WS 5 Marisse Scott, One of Canada’s First Black Nurses
• WS 6 First Black Women in the Royal Canadian Mounted Police
• WS 7 Jean Augustine, First Black Canadian Female Member of Parliament
• WS 8 Barbara Howard, First Black Canadian Woman to Represent Canada in a Major International Athletic Competition and the First Black Teacher in the Vancouver School Board
• WS 9 Portia White, the First Black Canadian Concert Singer to Win International Acclaim

Teachers will need:
• Learning goals and success criteria posted
• Access to computer and Internet
• Chart paper
• Markers
• Sticky notes
• Lotion or baby oil
• Books:
• Links:
  – Elijah McCoy – The Canadian Encyclopedia
  – Elijah McCoy – Black History Canada Profile
- **Albert Jackson** – “Uncovering the Stories of Freedom”
- Albert Jackson – *Harriet Tubman Institute*
- **Albert Jackson** – “Breaking the Chains: Albert Jackson”
- **Marisse Scott** Image
- **Marisse Scott** Article – *Toronto Daily Star* (on page 9)
- **Marisse Scott** – “Miguel Shares a Powerful Story about His Grandmother” in *The Columbia Chronicle*
- **Marisse Scott** – USA Today Article: “Nurse Sues after Hospital Grants Dad’s Racial Request”
- **Andrea Elaine Lawrence** – Ontario Black History Society Profile
- **Lori Seale-Irving** – Government of Canada Profile
- **Lori Seale-Irving** – Black Nova Scotian News Video
- **Lori Seale-Irving** – “Anti-Black Racism and Racial Harassment in the RCMP” by Selwyn Pieters
- “Black Officer Records Long Struggle for Equality in the RCMP,” *Hartley Gosline*
- Jean Augustine – *The Canadian Encyclopedia*
- Jean Augustine Video: “Jean Augustine – First Black Woman in Parliament”
- **Barbara Howard Video**: “Black Strathcona: Barbara Howard”
- **Barbara Howard Article**: “90-year-old Burnaby Woman Was Once Fastest in British Empire”
- **Barbara Howard Article**: “Sprinter Barbara Howard on Life as an East Van P.E. Teacher”
- **Portia White** – *The Canadian Encyclopedia*
- **Portia White** Video: “Celebrating Portia White,” CBC
- WS 1 Student Assessment Checklist
- WS 2 Learning Centres Checklist
- WS 3 Elijah McCoy, the First Black Patented Inventor Born in Canada
- WS 4 Albert Jackson, Toronto’s First Black Postal Carrier
- WS 5 Marisse Scott, One of Canada’s First Black Nurses
- WS 6 First Black Women in the Royal Canadian Mounted Police
- WS 7 Jean Augustine, First Black Canadian Female Member of Parliament
- WS 8 Barbara Howard, First Black Canadian Woman to Represent Canada in a Major International Athletic Competition and the First Black Teacher in the Vancouver School Board
- WS 9 Portia White, the First Black Canadian Concert Singer to Win International Acclaim
- WS 10 Barriers on the Journey to First

**TEACHING AND LEARNING STRATEGIES**

**Activating Schema:** Quote Gallery Walk

**Categorizing Thinking to Build New Knowledge:** Research, Worksheets

**Consolidating the Learning Experience:** Debriefing Discussion, Acrostic Poem, Gallery Walk
Background Information for Teachers

Before the lesson: Based on students’ abilities, the activities may need to be whole-class, teacher recorded. If students are able to work in groups independently, then you can begin the tasks and ask the groups to finish. Post learning goals and success criteria for this lesson. Print out each quote in Step A on a separate sheet of chart paper and post them around the classroom. Gather and organize the necessary materials and resources for each learning centre.

STEP A: ASSESSMENT AS LEARNING

Activating Schema: Quote Gallery Walk

Print each of the following quotes on a separate sheet of chart paper and post around the classroom:

“The thing about being the first is that some people take exception to you being there.” —Zanada Akande
“First you dream and then you lace up your boots.” —Portia White
“Maybe, it will make it easier for someone else in the same position I was.” —Marisse Scott
“The whole issue of racism strikes you right in the face when you are in a position that is unexpected.” —Jean Augustine
“It never occurred to me that people did not hire Black teachers.” —Barbara Howard

Have students walk around with sticky notes on which to write their thoughts about each quote and post them on chart paper (or they can use markers to directly write their thoughts on chart paper). Regroup the class. Ask students to share their reactions to and questions about the quotes.

“These quotes are the words of some of the people whom we will be looking at in this unit, Black Canadians who achieved firsts and the journeys and obstacles they faced in achieving their personal goals. We will explore the ideas connected to being first. Being the first is seen as an accomplishment for the individual and for the members of the communities they identify with. For people such as Black Canadians, who faced barriers to achieving personal goals because of the colour of their skin, firsts also reflect progress or lack of it. We will engage in a variety of learning activities to examine Black Canadian firsts.”

STEP B: ASSESSMENT FOR LEARNING

Categorizing Thinking to Build New Knowledge: Research, Worksheets

The activities in this lesson plan can be taught as whole class, teacher-led lessons or as activity centres, depending on instructional time and student need. For activity centres, organize the class into small groups of four or five students each, or use existing student groups. You may choose to do all or a select number of the activities.
“We are going to be dividing up into groups to get to know more about some Black Canadians who achieved firsts.” Review classroom expectations for student conduct and behaviour during guided group activities. Each group goes to an activity centre to complete the investigation and/or assignment. Group members work collaboratively to gather information from the available text and visual resources, and answer the questions on the appropriate worksheet or exercise book. Students may need to use computers and the Internet to access online resources. When the investigation and activity is complete, the group moves on to the next activity centre, and continues until all the groups have visited all the activity centres. Provide each student with WS 2 Learning Centres Checklist to track the activities they complete.

**Learning Centre 1**

Elijah McCoy, inventor and mechanical engineer, was the first Black patented inventor born in Canada. Ask students to rub their hands together. As they continue to rub their hands together, ask them, “What is happening?” (Their hands get warm.) “What is this rubbing of two surfaces (your hands) called?” (Friction.) Explain that the heat they are feeling between their hands is a result of friction. Tell them to stop. Ask the following questions:

“What are some other surfaces that rub together?”
“Can we put anything between our hands to reduce the amount of friction?”

Have a student come up and put some lotion or baby oil on their hands and rub their hands together. Ask what is happening. “Why do you think you feel a lot less heat?” Explain that the lotion or baby oil is a lubricant and reduces the amount of friction between the two surfaces. Less of the two surfaces are rubbing against one another. Explain that lubricants are very important in modern technology. Trains, cars, trucks, airplanes and machines all have parts that rub against one another. These parts would heat up, wear down and stop working if we did not have lubricants. Lubricants reduce the amount of friction between two surfaces that move against each other. Have group members read the following resources and complete WS 3 Elijah McCoy, the First Black Patented Inventor Born in Canada.

Elijah McCoy – *The Canadian Encyclopedia*
Elijah McCoy – *Black History Canada Profile*

**Learning Centre 2**

Albert Jackson was Toronto’s first Black postal carrier. (See also primary and junior *Black Canadian Firsts* lesson plans.) Have group members read the following resources and complete WS 4 Albert Jackson, Toronto’s First Black Postal Carrier.

*Albert Jackson* – “Uncovering the Stories of Freedom”
Albert Jackson – *The Harriet Tubman Institute*
*Albert Jackson* – “Breaking the Chains: Albert Jackson”
Learning Centre 3

Marisse Scott was one of the first Black nursing graduates in Ontario and Canada. (See also primary and junior Black Canadian Firsts lesson plans). Have group members read the following resources and complete WS 5 Marisse Scott, One of Canada’s First Black Nurses.

Marisse Scott Image
Marisse Scott Article – Toronto Daily Star (on page 9)
Marisse Scott – “Miguel Shares a Powerful Story about His Grandmother” in The Columbia Chronicle
Marisse Scott – USA Today Article: “Nurse Sues after Hospital Grants Dad’s Racial Request”

Learning Centre 4

Andrea Elaine Lawrence was the first Black female RCMP constable, and Lori Seale-Irving was the first Black female commissioned RCMP officer. (See also primary Law and Law Enforcement: Black Canadian Contributors and junior Law and Law Enforcement: Difference Makers lesson plans.) Have group members read the following resources and complete WS 6 First Black Women in the Royal Canadian Mounted Police.

Andrea Elaine Lawrence – Ontario Black History Society Profile
Lori Seale-Irving – Government of Canada Profile
Lori Seale-Irving – Black Nova Scotian News Video
Lori Seale-Irving – “Anti-Black Racism and Racial Harassment in the RCMP” by Selwyn Pieters
“Black Officer Records Long Struggle for Equality in the RCMP,” Hartley Gosline

Learning Centre 5

Jean Augustine was Canada’s first Black female member of Parliament and cabinet minister, and a social justice advocate, teacher and principal. (See also primary and junior Black Canadian Firsts and junior Politics: Jean Augustine—Agent for Change lesson plans.) Have group members view and read the following resources and complete WS 7 Jean Augustine, First Black Canadian Female Member of Parliament.
Jean Augustine – The Canadian Encyclopedia
Jean Augustine Video: “Jean Augustine – First Black Woman in Parliament”
Learning Centre 6

Barbara Howard was the first Black Canadian woman to represent Canada in a major international athletic competition and the first Black teacher in the Vancouver school board. (See also primary and junior Black Canadian Firsts lesson plans.) Have group members view and read the following resources and complete WS 8 Barbara Howard, First Black Canadian Woman to Represent Canada in a Major International Athletic Competition and the First Black Teacher in the Vancouver School Board.

Barbara Howard Video: “Black Strathcona: Barbara Howard”
Barbara Howard Article: “Sprinter Barbara Howard on Life as an East Van P.E. Teacher”
Barbara Howard Article: “90-Year-Old Burnaby Woman Was Once Fastest in British Empire,” Burnaby Now, February 8, 2011
Barbara Howard Article: “Recognition of Talented B.C. Sprinter Finally Gets Up to Speed,” The Globe and Mail, May 18, 2010

Learning Centre 7

Portia White was the first Black Canadian concert singer to win international acclaim, and a teacher and mentor. (See also junior Black Canadian Firsts lesson plan.) Have group members view and read the following resources and complete WS 9 Portia White, the First Black Canadian Concert Singer to Win International Acclaim.

Portia White – The Canadian Encyclopedia
Portia White Video: “Celebrating Portia White,” CBC Step C: Assessment of Learning
Consolidating the Learning Experience: Debriefing Discussion, Acrostic Poem, Gallery Walk

“We have had the opportunity to learn about some amazing individuals who pursued their dreams and goals and in the process challenged and overcame barriers of race and gender. We also learned that these men and women received tremendous support from their families and communities on their journey.”
Engage in a debriefing discussion with the class, asking the following questions:

“Why are these community helpers important?” (They help to care for us, keep us safe and entertain us.)
“What challenges did these people face? Were they able to overcome all of their challenges? If so, how? If not, why?”
“How did racism and sexism impact each individual’s experiences?” (Refer to WS 10 Barriers on the Journey to First for key ideas.)
“What personality traits did these individuals have to help them succeed?”
“How might it have felt to these individuals to be a ‘first’?”
“How did their achievements of ‘firsts’ impact society?”
“What are some of the effects of these individuals breaking the colour barrier?”
“What factors might have contributed to the change in available opportunities for Black Canadians?”

Acrostic Poem: To consolidate student learning, students create an acrostic poem on chart paper for one of the individuals investigated in the learning centres. Allow students to choose the person in whom they are most interested. Each letter of the person’s name begins one line of the poem, which should show what they learned about the person, describe the person and reflect students’ feelings toward them. Each line can be one word (an adjective) or a short sentence. First, have the class participate in a brainstorming session. Place sheets of chart paper on desks around the class, one for each Black Canadian first investigated in the guided sessions. Have each group rotate to each chart paper and record words and sentences that relate to each individual. Students can now refer to the brainstormed words to help create their acrostic poem. Students can also include relevant images on their acrostic poem paper.

Gallery Walk: Display the completed acrostic poems around the classroom and have students participate in a gallery walk to view them.

WORKSHEETS

WS 1 Student Assessment Checklist
WS 2 Learning Centres Checklist
WS 3 Elijah McCoy, the First Black Patented Inventor Born in Canada
WS 4 Albert Jackson, Toronto’s First Black Postal Carrier
WS 5 Marisse Scott, One of Canada’s First Black Nurses
WS 6 First Black Women in the Royal Canadian Mounted Police
WS 7 Jean Augustine, First Black Canadian Female Member of Parliament
WS 8 Barbara Howard, First Black Canadian Woman to Represent Canada in a Major International Athletic Competition and the First Black Teacher in the Vancouver School Board
WS 9 Portia White, the First Black Canadian Concert Singer to Win International Acclaim
WS 10 Barriers on the Journey to First
## WS 1 STUDENT ASSESSMENT CHECKLIST

<table>
<thead>
<tr>
<th>Level 1: Incomplete, very little evidence of learning</th>
<th>Level 2: With assistance and some evidence of learning</th>
<th>Level 3: Independent and considerable evidence of learning</th>
<th>Level 4: Independent and excellent understanding</th>
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<tbody>
<tr>
<td><strong>Name</strong></td>
<td><strong>Categorizing Thinking to Build New Knowledge:</strong></td>
<td><strong>Consolidating the Learning Experience:</strong></td>
<td><strong>Consolidating the Learning Experience:</strong></td>
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<td>Learning Centres 1 2 3 4 5 6 7</td>
<td>Debriefing Discussion</td>
<td>Acrostic Poem</td>
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</table>
## WS 2 LEARNING CENTRES CHECKLIST

Black Canadian Firsts Activity Centres  
Check off each completed activity centre.

<table>
<thead>
<tr>
<th>√</th>
<th>LC</th>
<th>Person</th>
<th>Notes</th>
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<tbody>
<tr>
<td>1</td>
<td>Elijah McCoy</td>
<td></td>
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<td>2</td>
<td>Albert Jackson</td>
<td></td>
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<td>3</td>
<td>Marisse Scott</td>
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<td>4</td>
<td>Andrea Elaine Lawrence and Lori Seale-Irving</td>
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<td>5</td>
<td>Jean Augustine</td>
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<td>6</td>
<td>Barbara Howard</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Portia White</td>
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</tbody>
</table>
WS 3 ELIJAH MCCOY

The First Black Patented Inventor Born in Canada

Read the resources and answer the following questions:

What kinds of opportunities did Elijah have living in Canada that he would not have had in the United States?

What role did Elijah’s race play in his hiring with the Michigan Central Railroad?

Why did train rides take a long time? Why was the job of a grease monkey dangerous? Elijah thought he could make his job more efficient. What does efficient mean?

Describe Elijah’s invention and how it made trains more efficient.

What does the phrase “The Real McCoy” mean?

What kinds of opportunities did Elijah have living in the United States that he would not have had in Canada?

What is a patent?

When did Elijah McCoy get his first patent and for what innovation?

How many patents did Elijah file during his lifetime?

In what ways did Elijah challenge the stereotypes of Black people?
WS 4 ALBERT JACKSON

Toronto’s First Black Postal Carrier

Read the resources and answer the following questions:

How did Albert and his family come to live in Toronto?

What obstacles did Albert encounter when he began his job?

What led to Albert’s finally working to deliver mail one month after he was hired?

What impact did Albert have on the Black community and the city of Toronto?

Activity: Write a letter from the viewpoint of Black community members describing your support for Albert and the significance of Albert’s hiring as the first Black postal carrier.

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WS 5 MARISSE SCOTT

One of Canada’s First Black Nurses

Read the resources and answer the following questions:

Why was Marisse denied admission to the nursing school in Owen Sound?

How were Marisse and other Black nurses viewed by some white people?

Why do you think Marisse moved to another country shortly after she graduated as a registered nurse?

Read “Nurse Sues after Hospital Grants Dad’s Racist Request.” How is this incident, which occurred 70 years after Marisse began nursing school, an example of the persistence and continuity of racist attitudes toward Black nurses?

Activity: Was the hospital right or wrong in granting the parent’s request? Write a paragraph to explain your position.
WS 6 FIRST BLACK WOMEN IN THE ROYAL CANADIAN MOUNTED POLICE

Read the resources and answer the following questions:

In what year did Elaine join the RCMP?

In what year did Lori join the RCMP?

What kinds of duties did both women do?

What “first” did Lori achieve in 2007?

What happened to Elaine in 1991?

What action did Elaine take against the RCMP, and why?

What methods have some Black RCMP officers used to bring attention to the racism they experienced?

Activity: Write a list of recommendations for the RCMP on how to deal with discrimination in the organization.
WS 7 JEAN AUGUSTINE

First Black Canadian Female Member of Parliament

Read and view the resources and answer the following questions:

What was Jean doing before she entered politics?

What did Jean say strikes you in the face?

How did she experience racism and sexism in parliament?

How does Jean feel about people being treated unfairly?

Activity: Politicians discuss and vote on issues that affect Canadians. In your group, identify and discuss issues of concern in class and/or school. Create a solution for one issue and describe how this solution can bring about improvements. Share your identified issue and solution on a poster.
WS 8 BARBARA HOWARD

First Black Canadian Woman to Represent Canada in a Major International Athletic Competition and the First Black Teacher in the Vancouver School Board

Read and view the resources and answer the following questions:
Which track and field events did Barbara compete in?

Where did she travel to compete in the British Empire Games (now called the Commonwealth Games)? How did she get there?

How did Barbara feel about her track and field accomplishments when she was 17 years old? How does she feel about them now?

What additional “first” did Barbara achieve as an adult?

Activity: As a group, create and write a “cheer” or “chant” for Barbara Howard that reflects what you have learned about her accomplishments. Perform your cheer for the class.
WS 9 PORTIA WHITE

The First Black Canadian Concert Singer to Win International Acclaim

Read and view the resources and answer the following questions:

Where and when was Portia born?

How did Portia become involved in singing?

What kind of training did she receive?

Who supported Portia, and in what ways did they support her?

What personal and social barriers did Portia face in her pursuit of her dream to become a performance concert singer?

Why does society respond favourably to Portia White and other artists of colour while at the same time discriminating against them?

Activity: Use Reader’s Theatre to retell aspects of Portia’s life, including one of the concerts she performed (as described in Singing Towards the Future).

Follow these steps:

Assign roles (narrator, characters, etc.).
Write a short script using the text resources you read.
Practise your dramatic presentation.
Perform it for the class.
## WS 10 BARRIERS ON THE JOURNEY TO FIRST

<table>
<thead>
<tr>
<th>Black Canadian Firsts</th>
<th>Race</th>
<th>Gender</th>
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<tbody>
<tr>
<td>Elijah McCoy</td>
<td>Could not attend post-secondary school in Ontario for engineering</td>
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<tr>
<td>Marisse Scott</td>
<td>Was denied admission to nursing program</td>
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<td></td>
<td>Was looked down on, as white patients were disdainful of Black nurses</td>
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<tr>
<td>Albert Jackson</td>
<td>Colleagues refused to train him</td>
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<tr>
<td>Andrea Elaine Lawrence</td>
<td>Experienced harsher training than other recruits</td>
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<tr>
<td>Lori Seale-Irving</td>
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<tr>
<td>Jean Augustine</td>
<td>Treated as support staff</td>
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<tr>
<td>Barbara Howard</td>
<td>Black and other visible minority teachers were not hired by the Vancouver school board</td>
<td></td>
</tr>
<tr>
<td>Portia White</td>
<td>Barred from performing in some venues</td>
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</tbody>
</table>
OVERALL QUESTION

How have the contributions of Black Canadians made an impact on society, concerning law and law enforcement?

GUIDING QUESTIONS

• What key characteristics were developed through the personal, professional and/or social struggles that these individuals faced?
• How do the Black community’s historical triumphs and struggles impact the community’s contemporary issues?
• How did race (and/or gender) impact or influence each person? What effect did it have on his/her accomplishments and triumphs and on his/her challenges and struggles?
• What shared experiences have shaped the lives and stories of Black Canadians in Canada?

CURRICULUM CONNECTIONS

Codes below are from the Ontario Curriculum. Find full specific expectation lists here.

Overall Curriculum Expectations:
History:
Grade 7: Canada, 1800–1850: Conflict and Challenges B2
Grade 8: Canada, 1890–1914: A Changing Society B2
Grades 7–8: Visual Art D1

Specific Curriculum Expectations:
Language:
Grade 7: Oral Communication 1.2
Grade 7: Reading 1.6
Grade 7: Writing 1.5
Grade 7: Media Literacy 1.5, 3.4
Grade 8: Oral Communication 1.2
Grade 8: Reading 1.6
Grade 8: Writing 1.5
Grade 8: Media Literacy 1.5, 3.4

LEARNING GOALS

Students will:
• Investigate the idea of being a “difference maker”
• Make connections between policy makers in society and advocate for change in school and perhaps in broader society
• Investigate the importance of making a difference in the world around them
POSSIBLE SUCCESS CRITERIA

- Describe the struggles, accomplishments and impact of two Black Canadians within the law and law enforcement fields
- Describe the process of trying to change policy in the school
- Present an issue and, using the design thinking process, brainstorm possible solutions

MATERIALS REQUIRED FOR THIS LESSON

Students will need:
- Open space in which to collaborate in small groups
- WS 3 Placemat enlarged on chart paper for each group of three to four students
- Writing and erasing utensils
- Access to computers and the Internet for research and planning their presentations
- WS 4 Making a Contribution Graphic Organizer
- Tessa Hill and Lia Valente article

Teachers will need:
- Learning goals and success criteria posted
- Interactive whiteboard
- Chart paper, Markers
- Links:
  - Devon Clunis Article: “From Police Chaplain to Chief,” by Aldo Santin and Bartley Kives, Winnipeg Free Press
  - Devon Clunis Article: “Jamaican Makes History as Canada’s First Black Police Chief,” Share News
  - Devon Clunis – “Black History Month: An Interview with Devon Clunis”
  - Devon Clunis Speech: “The Importance of Difference Makers”
  - Canadian Charter of Rights and Freedoms
  - Ontario Human Rights Code
  - Fred Christie – “This Canadian Stood up to Racism before Rose Parks,” by Rachel Décoste, HuffingtonPost.ca
  - Fred Christie – “Black Verdun Man Fred Christie’s Struggle, Almost 80 Years On,” moishistoiredesnoirs.com
  - Viola Desmond Video: “Heritage Minutes: Viola Desmond”
  - Viola Desmond Video: The Long Road to Justice: The Viola Desmond Story
  - Viola Desmond – Black History Canada Profile
  - Tessa Hill and Lia Valente Article: “Tessa Hill and Lia Valente, Grade 8 Student Activists, Say No to Sex-Ed Protests by Ontario Parents,” by Joshua Ostroff, HuffingtonPost.ca
- WS 1 Student Assessment Checklist
- WS 2 Anecdotal Observations/Conferencing Tracking Template
- WS 3 Placemat enlarged on chart paper for each group of three to four students
- WS 4 Making a Contribution Graphic Organizer
TEACHING AND LEARNING STRATEGIES

 Activating Schema: Oral Discussion and Documentation of Thinking: Placemat, Anchor Chart

 Categorizing Thinking to Build New Knowledge: Research, Making a Contribution Graphic Organizer, Jigsaw Teaching

 Consolidating the Learning Experience: Oral Discussion and Documentation of Thinking: Anchor Chart, Design Solution Presentation

Background Information for Teachers

Before the lesson: Have WS 2 Anecdotal Observations/Conferencing Tracking Template ready on a clipboard to use while students are working collaboratively. You will be projecting an excerpt from a speech given by Devon Clunis on an interactive whiteboard. Students will have the opportunity to try to effect change—to be policy makers/changers around a situation at school. There are no right or wrong answers and students may not have a viable solution to address the situation. What is important is the process of identifying the problem and brainstorming how to start to address the issue. You may need to review the idea of “design thinking process,” in which students collaborate as they design solutions for a given problem/situation. This empowers students to create impactful solutions for complex challenges.

STEP A: ASSESSMENT AS LEARNING

 Activating Schema: Oral Discussion and Documentation of Thinking: Placemat, Anchor Chart

Divide the class into small groups of three to four students. Give each group an enlarged copy of WS 3 Placemat. Project the following excerpt from a speech given by Devon Clunis, Canada’s first Black Canadian chief of police (and a “difference maker”) onto an interactive whiteboard (and/or give copies to students to follow along with). Read it over with the class.

"I have to tell you honestly that when I became a police officer, I did not set out to make any type of history. I simply set out to make a difference by impacting the lives of young people in a positive way, the same way my life had been impacted. I was initially driven by a desire to set an example for Black youth in our city, to break the stereotypes seen in mainstream media of what it meant to be Black. I soon realized that the need for role models crossed ethnic boundaries and that the youth didn’t care what you looked like, as long as you cared about them. The main message I want to leave you with . . . is that when given the opportunity, we have a responsibility to be a difference maker, particularly in the lives of young people. Our ability to be difference makers is not dependent on our occupation; it’s certainly not dependent on our ancestry; it’s not dependent on our social status or any other limitations individuals or society may try to place on us. We simply need to make that our purpose, our driving desire, to make a difference, and set out to find a way."
Tell students that this text is part of a speech that Devon Clunis made. He was—until his retirement in 2016—chief of the Winnipeg Police Service and Canada’s first Black Canadian chief of police. Post the following questions, to guide students’ discussion in small groups:

How does Chief Clunis define being a “difference maker”?
What are some of the stereotypes he might be referring to (for Black youth, youth in general, etc.)?
He states that, “We simply need to make that [being a difference maker] our purpose, our driving desire . . . and set out to find a way.” It’s not that it will be easy, but it can be done! Do you agree with his statement? Why or why not?

Allow students time to jot down their thinking on their segment of WS 3 Placemat. Next, have a large group discussion. Record student responses on the Anchor Chart.

“Consider Chief Clunis’s statement on stereotypes that people have to contend with. What is the definition of stereotypes?” Record it on the Anchor Chart, along with identity.

**Stereotypes:** widely held but fixed and oversimplified images or ideas of a particular type of person or thing.

**Identity:** the quality or condition of being a certain person or thing.

Have students generate identities that might historically be stereotyped or discriminated against and record them on their placemat (these might involve race, age, ability, religion, gender, sexuality, culture, etc.). Record students’ ideas on the Anchor Chart.

“How do we decide what is right, just or fair? In society, there are laws that are supposed to guide us.” Record the definition of law on the Anchor Chart.

**Law:** a rule enacted or customary in a community and recognized as requiring or prohibiting certain actions and enforced by the imposition of penalties.

“Are laws static or can they change?” (They can and do change.) “Why?” Give students time to record ideas on their placemat.

“Laws change to keep up with the ever-evolving views and values of the society. Lawmakers play a critical role in identifying shifts in expectations and values of the society so as to create and pass new laws.”

“The laws we have today are not necessarily the same laws we had 100 years ago. Laws may change because people in society realize that something is not fair or we need to protect people, animals, possessions, etc. We want to do good and be better citizens (or family members or students)—we can always strive to do better.”

“What does equity mean?” (Laws should be applied equally and fairly.) Ask students if they believe this to be the case. Allow for respectful discussion.

“Almost every group has had its challenges regarding treatment of its members and laws that either support them or keep them marginalized, not full members of society. These groups have had to deal with laws that supported their oppression and lack of control.”
Give students the opportunity to reflect and identify discrimination, bias and stereotypes that people may have experienced in Canada (including but not limited to: women, Chinese people, Japanese people, Sikh people, FNMI people, Black people, transgender people, etc.).

“And if we look back to Chief Clunis’s speech: ‘Our ability to be difference makers is not dependent on our occupation; it’s certainly not dependent on our ancestry; it’s not dependent on our social status or any other limitations individuals or society may try to place on us. We simply need to make that our purpose, our driving desire, to make a difference, and set out to find a way.’ It won’t necessarily be easy to do, but it can be done.”

“The Canadian Charter of Rights and Freedoms and the Ontario Human Rights Code enshrine universal entitlement to equality as Canadians. Most Canadians are VERY proud of the fact that we are all equal before the law (when we compare our country to other countries). These laws came about because members of groups whose rights and freedoms were limited fought to have the government denounce different forms of discrimination and recognize and protect ideals of equality”

**Equality**: having the same rank, respect and treatment.

**Facilitator Note**: This could be an extension lesson and/or you may wish to display/review specifics about the [Ontario Human Rights Code and the Canadian Charter of Rights and Freedoms](https://www3.gov.on.ca/eng/laws/charter/).  

**STEP B: ASSESSMENT FOR LEARNING**

**Categorizing Thinking to Build New Knowledge**: Research, Making a Contribution Graphic Organizer, Jigsaw Teaching

“Two people who showed leadership by trying to effect change were Viola Desmond and Fred Christie. Neither was a lawyer, nor involved in law enforcement, yet both were confronted with laws that discriminated against them.”

Viola Desmond challenged racism, discriminatory treatment and segregation of Black people in a movie theatre in Nova Scotia. Fred Christie challenged racism and discrimination against Black people in the tavern at the Montreal Forum in a case that went before the Supreme Court of Canada. Divide students into two sections: one will investigate Viola Desmond, and one will investigate Fred Christie. Within each section, divide students into two groups. Have group members’ view and read the following resources and complete Making a Contribution Graphic Organizer.

**Viola Desmond**

- [Viola Desmond Video: Heritage Minutes: Viola Desmond](https://www.heritageminutes.com/video/viola-desmond)
- Viola Desmond Video: [The Long Road to Justice: The Viola Desmond Story](https://www.tellmeabouteveryone.ca/viola-desmond)
- [Viola Desmond](https://www.blackhistorycanada.ca/profiles/viola-desmond) – Black History Canada Profile

**Fred Christie**
Have students put together a presentation about the person, under the framework of “difference maker.” Students should share seven to 10 key points. Once the groups are ready to teach, they will jigsaw teach another group about their person.

**STEP C: ASSESSMENT AS LEARNING**

**Consolidating the Learning Experience:** Oral Discussion and Documentation of Thinking: Anchor Chart, Design Solution Presentation

“We looked at Viola Desmond and Fred Christie, two people who decided to confront discriminatory laws. While they did not bring about change immediately, their challenges of the discriminatory system and laws did contribute to changes being made eventually. These people decided to take action, and with action one needs to be prepared for consequences (including perhaps being jailed and/or fined).”

“Another way to try and make changes is to become a lawmaker, to be a voice from within the system. Devon Clunis is one example of a person who is trying to effect change from within. Another term to consider is policy maker.” Record this term on the Anchor Chart.

**Policy maker:** a member of a government department, legislature or other organization who is responsible for making new rules, laws, etc.

“Anyone can be a policy-maker.” Have students read the following articles:

- Students Rally Against Racism, University of Toronto
- Demonstrators declare Black hair is beautiful, Toronto District School Board

Have students discuss the articles and consider the following questions:

- What are the underlying concerns in each situation?
- Why were the students and community fighting for a more inclusive educational system?
- What type of inclusivity were they seeking?
- What did both groups achieve by demonstrating and voicing their concerns?
- How does activism inform policy change?

Design Solution Presentation: Divide the class into five groups. Each group will be given a scenario or situation from the list below. There is no right or wrong answer, but groups are to try to find a solution, to act as policy makers or difference makers.

**Situations:** A group of friends report that they overheard an adult calling another student
“ghetto.” Students have decided they want a gender-neutral washroom available for use by anyone. The boys’ team has more time and access to the gym at lunch than the girls’ team. There was an altercation between two diverse groups of students and one calls a Black student a racially derogatory term. Girls are being disciplined for dress-code infractions more often than boys, even though the boys also break the dress code.

“You will work collaboratively to design a solution (or solutions) for the given problem or situation. You can create impactful solutions for complex challenges. Sometimes, just having a conversation—with well-considered facts about an unfair situation—is an important and necessary first step! Perhaps you are planting the seeds of change; it might take a few seasons before change blossoms!” Facilitator Note: Students may need to do some research on how to try to change policy.

Groups will need some time to research and plan. Each group can decide how they wish to present their solution for the given situation.

**WORKSHEETS**

WS 1 Student Assessment Checklist
WS 2 Anecdotal Observations/Conferencing Tracking Template
WS 3 Placemat
WS 4 Making a Contribution Graphic Organizer
## WS 1 STUDENT ASSESSMENT CHECKLIST

<table>
<thead>
<tr>
<th>Level 1: Incomplete, very little evidence of learning</th>
<th>Level 2: With assistance and some evidence of learning</th>
<th>Level 3: Independent and considerable evidence of learning</th>
<th>Level 4: Independent and excellent understanding</th>
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<thead>
<tr>
<th>Name</th>
<th>Activating Schema:</th>
<th>Categorizing Thinking to Build New Knowledge:</th>
<th>Categorizing Thinking to Build New Knowledge:</th>
<th>Consolidating the Learning Experience:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Class Discussion Anchor Chart</td>
<td>Making a Contribution Graphic Organizer</td>
<td>Jigsaw Teaching</td>
<td>Design Solution Presentation</td>
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## WS 2 ANECDOTAL OBSERVATIONS/CONFERENCING TRACKING TEMPLATE

<table>
<thead>
<tr>
<th>Student</th>
<th>Date</th>
<th>Descriptive Feedback Given to Student</th>
<th>Anecdotal Observations</th>
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</table>
WS 3 PLACEMAT
<table>
<thead>
<tr>
<th>Difference Maker (Name, general information)</th>
<th>History (Where they are from, what their childhood was like)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Struggles and Barriers (Did they have any roadblocks in reaching their goals?)</td>
<td>Triumphs (What were some positive moments in their lives?)</td>
</tr>
<tr>
<td>Accomplishments (What contributions have they made to society?)</td>
<td>Additional Information or Interesting Facts</td>
</tr>
</tbody>
</table>
BLACK
CANADIAN
MUSICIANS
KEEPING IT
JAZZY!
BLACK CANADIAN MUSICIANS: KEEPING IT JAZZY!
(5–6 LITERACY BLOCKS)

OVERALL QUESTION

How have the musical contributions of Black Canadians made an impact on society?

GUIDING QUESTIONS

• How does jazz music impact audiences?
• How have Black Canadian community leaders impacted people inside and outside of the arts community?
• In what ways are aspects of Black Canadian heritage passed on through certain social events? (Protests, marches, rallies, public meetings, speeches, singing performances, etc.)
• What were some of the challenges Black Canadian musicians faced and how did their communities help deal with them?
• What characteristics were developed through the personal, professional and/or social struggles that these individuals faced?
• How is obtaining respect part of the work that community leaders do?

CURRICULUM CONNECTIONS

Codes below are from the Ontario Curriculum. Find full specific expectation lists here.

Overall Curriculum Expectations:
Music:
Grades 7–8: C2, C3

Specific Curriculum Expectations:
Language Arts:
Grade 7: Oral Communication 1.4, 1.5, 1.6
Grade 7: Reading 1.4, 1.5, 1.9. 2.4
Grade 7: Media Literacy 1.3, 1.4
Grade 8: Oral Communication 1.4, 1.5, 1.6
Grade 8: Reading 1.4, 1.5, 1.8, 2.4
Grade 8: Media Literacy 1.3, 1.4

LEARNING GOALS

Students will:
• Listen to, interpret and analyze a variety of jazz music
• Understand the impact of jazz music in Canadian culture
• Be introduced to prominent past and present jazz musicians/artists
• Develop an understanding of some trials and triumphs of Black Canadian jazz artists historically and in contemporary contexts
POSSIBLE SUCCESS CRITERIA

• Describe understanding of jazz music and the message it communicates
• Describe the contribution that Black Canadian jazz musicians have made to the music industry
• Describe the historical context of Black Canadian jazz music
• Share understanding of some trials and triumphs of Black Canadian jazz artists historically and in contemporary contexts

CULMINATING TASK

• Develop an artist profile on a Canadian jazz artist/composer

MATERIALS REQUIRED FOR THIS LESSON

Students will need:
• Writing and erasing utensils
• WS 3 Artist Profile (one for each group of four to five students)
• WS 4 Artist Profile—Digging Deeper (one for each group of four to five students)
• Computer and Internet access for each small group of four to five students
• A variety of materials for visual arts (i.e., construction paper, tissue paper, string, paint, markers, etc.)

Teachers will need:
• Learning goals and success criteria posted
• Technology to access and play YouTube videos (i.e., computer, speakers, Internet access)
• Pictures of typical jazz instruments (e.g., trumpet, saxophone, piano, drums, bass, trombone, clarinet, guitar, etc.) if students are not familiar with them
• Book:
• Links:
  – *Lucky* by Molly Johnson
  – *Molly Johnson* biographical information
  – *Hymn to Freedom* by Oscar Peterson
  – *Oscar Peterson* biographical information
  – *All the Things You Are* by Charlie Biddle
  – *Charlie Biddle* biographical information
  – *Morning: Barcarolle* by Nathaniel Dett, performed by Leon Bates
  – *Nathaniel Dett* biographical information
• WS 1 Student Assessment Checklist
• WS 2 Anecdotal Observations/Conferencing Tracking Template
• WS 3 Artist Profile
• WS 4 Artist Profile—Digging Deeper
TEACHING AND LEARNING STRATEGIES

**Activating Schema:** Artist Profile, Oral Discussion and Documentation of Thinking: Artist Profile—Digging Deeper

**Categorizing Thinking to Build New Knowledge:** Extending the Artist Profile, Gallery Walk

**Consolidating the Learning Experience:** Sharing and Reflection

**Background Information for Teachers**

Before the lesson: Have WS 2 Anecdotal Observations/Conferencing Tracking Template ready on a clipboard to use while students are working collaboratively and independently. Using the information links included, read about the artists before starting this lesson in order to gain a stronger understanding of their experiences and musical influences. Consider connections of this musical genre to other genres the students are familiar with. Though only a few artists are introduced in this lesson, consider including other artists to expand learners’ exposure to the genre. You may replace the jazz genre with other genres of music (e.g., gospel, rap, pop, etc.).

**STEP A: ASSESSMENT AS LEARNING**

**Activating Schema:** Artist Profile, Oral Discussion and Documentation of Thinking: Artist Profile—Digging Deeper

Artist Profile: Divide the class into small groups of four or five students and give each group a copy of WS 3 Artist Profile with the photos of four jazz artists. Ask students to collaboratively discuss the pictures and, in the second column, write anything the group knows about the artist. Afterwards, the groups share with the class community what they included in this column. Tell students that you will be playing a 30-second clip of a piece of music (do not show the video). Collaboratively, they are going to decide which artist they believe created or performed this music and, in the third column of WS 3 Artist Profile, in the cell corresponding to the artist they’ve identified, write down what the music was saying to them. Have some groups share their thinking, giving a rationale for why they believe the music matches the artist they selected. Continue this process until you have played a 30-second clip below of each of the four artists.

- **Lucky** by Molly Johnson
- **Hymn to Freedom** by Oscar Peterson
- **Morning: Barcarolle** by Nathaniel Dett, performed by Leon Bates
- **All the Things You Are** by Charlie Biddle

At the end of the exercise, reveal which piece of music corresponds to each artist. Have the students collaboratively consider any wonderings/questions that they have about the music and/or the artists based on what they have experienced at this point. They can record these
thoughts in the fourth column of WS 3 Artist Profile. Share with students that jazz is a type of music that largely originated with Black American and Black Canadian communities. It was a means for them to express themselves and their histories, and to share feelings, emotions, personal stories and social issues. Many people influenced this music in Canada. Students will be learning about a few past and present artists.

Explain that many instruments are used in jazz bands, and each instrument has its own important role in communicating mood, lending to the tempo (beat), supplying melody, etc. If students are not familiar with them, show pictures of typical jazz instruments (e.g., trumpet, saxophone, piano, drums, bass, trombone, clarinet, guitar, etc.). Share with students that they are going to listen to a variety of jazz music by a variety of artists, and they will collaboratively discuss and share what they feel is the “mood” of the music. Share that mood is an expression of feelings about a situation that can take many forms in art and music (e.g., happy, excited, sad, nervous, etc.).

Artist Profile—Digging Deeper: Each group will need a copy of WS 4 Artist Profile—Digging Deeper, along with a computer and links to access the songs previously shared.

Groups will listen to all of the four pieces in their entirety and consider the instruments being used and the mood that they convey to the audience. Once groups have completed WS 4 Artist Profile—Digging Deeper, the groups can join together to discuss their big ideas around their interpretations of the mood of the music and any connections that they make. Then, the students can share as a class.

**STEP B: ASSESSMENT FOR LEARNING**

**Categorizing Thinking to Build New Knowledge:** Extending the Artist Profile, Gallery Walk

Share with students that each of them will be selecting one of the four artists presented (or another artist, with your permission) and developing a more extensive artist profile on him or her. To guide their research, they should focus on the following thinking questions:

When and where were they born?
What are some triumphs and struggles that they experienced?
What are some of their career accomplishments?
What was their influence on music and/or society?
Who were their musical influences?

As part of the profile, the students should include a short list of some musical works by the artist, selecting one to analyze. Within this analysis, the students should focus on the following thinking questions:

What story is the music telling?
What is the mood of the music?
What contributes to the mood of the music?
How did it make you feel? Why?
Gallery Walk: You may choose to have students use art to show their understanding of the piece of music they analyzed, considering the mode, tempo, beat, etc., of the music to create an artwork that represents their interpretation of the piece. This artwork will reflect the mood of the jazz selection by employing different types of materials and using them in different ways. They may use realistic forms, such as the actual shape of an instrument they hear being played, as well as abstract forms, such as swirls, blocks of colour, various line elements (e.g., zigzags), etc. They can do a gallery walk to see how other students expressed what the jazz music communicated to them.

**STEP C: ASSESSMENT OF LEARNING**

**Consolidating the Learning Experience:** Sharing and Reflection

Students gather together in common groups based on the artist they selected. They then share their profile and explain how it responds to the thinking questions. The common group would share their profile with the other groups and have them make connections between the artists presented.

**WORKSHEETS**

WS 1 Student Assessment Checklist
WS 2 Anecdotal Observations/Conferencing Tracking Template
WS 3 Artist Profile
WS 4 Artist Profile—Digging Deeper
### WS 1 Student Assessment Checklist

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</thead>
<tbody>
<tr>
<td>Name</td>
<td>Activating Schema: Artist Profile</td>
<td>Activating Schema: Artist Profile - Digging Deeper</td>
<td>Categorizing Thinking to Build New Knowledge: Extending the Artist Profile</td>
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<tr>
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<td></td>
<td>Categorizing Thinking to Build New Knowledge: Gallery Walk</td>
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<td>Consolidating the Learning Experience: Sharing and Reflection</td>
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## WS 2 ANECDOTAL OBSERVATIONS/CONFERENCING TRACKING TEMPLATE

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</table>
### WS 3 ARTIST PROFILE

<table>
<thead>
<tr>
<th>Artist</th>
<th>What We Know About</th>
<th>What the Music Was Saying to Us</th>
<th>What We Are Wondering</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charlie Biddle</td>
<td></td>
<td></td>
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<tr>
<td>Nathaniel Dett</td>
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<td>Molly Johnson</td>
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<tr>
<td>Oscar Peterson</td>
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</tbody>
</table>
## WS 4 ARTIST PROFILE—DIGGING DEEPER

<table>
<thead>
<tr>
<th>Artist</th>
<th>Instruments heard or seen</th>
<th>Mood of the music</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charlie Biddle</td>
<td></td>
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<tr>
<td>Nathaniel Dett</td>
<td></td>
<td></td>
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<tr>
<td>Molly Johnson</td>
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<td></td>
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<tr>
<td>Oscar Peterson</td>
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BLACK CANADIAN POLITICAL LEADERS
OVERALL QUESTION

How can we use political influence to support social change in our communities?

GUIDING QUESTION

• How have Black Canadian political leaders effected change in Canadian government and for the communities that they serve?

CURRICULUM CONNECTIONS

Codes below are from the Ontario Curriculum. Find full specific expectation lists here.

Overall Curriculum Expectations:
History:
Grade 7: Canada, 1800–1850: Conflict and Challenges B1, B2, B3
Grade 8: Creating Canada, 1850–1890  A1, A2, A3

Specific Curriculum Expectations:
History:
Grade 7: Canada, 1800–1850: Conflict and Challenges B1.1, B2.1, B3.1
Grade 8: Creating Canada, 1850–1890  A1.1, A2.1, A3.1

Language:
Grade 7: Reading 1.4, 1.5, 1.6
Grade 7: Media Literacy 1.2, 3.4
Grade 8: Reading 1.4, 1.5, 1.6
Grade 8: Media Literacy 1.2, 3.4

LEARNING GOALS

Students will:
• Understand the roles and responsibilities that Black Canadian political leaders have had in Canada
• Understand the impact that Black Canadian political leaders have had on government policies and practices
• Understand the impact that Black Canadian political leaders have had on the communities that they serve
• Understand the impact of the role that we each play in our community
POSSIBLE SUCCESS CRITERIA

• Describe the roles and responsibilities that Black Canadian political leaders have had in Canada
• Describe how the roles and responsibilities of Black Canadians have effected change in government and the communities they serve
• Share how we can make a difference in our communities
• Make connections between what Black Canadian political leaders have done and what we can do to make a difference

CULMINATING TASK

• Students collaboratively develop a profile of a Black Canadian political leader using visual images.

MATERIALS REQUIRED FOR THIS LESSON

Students will need:
• Open space in which to mill around to music and collaborate in small groups
• Visual images of political leaders for small groups
• Chart paper
• Markers
• Access to computers and the Internet to conduct research

Teachers will need:
• Learning goals and success criteria posted
• Access to AV equipment (i.e., computer, projector, document camera, speakers, etc.)
• Music to play during Activating Schema
• Whiteboard or chart paper
• Markers
• Books:
• Links/video:
  – Leonard Braithwaite: The Canadian Encyclopedia
  – Leonard Braithwaite Video: The Story of Leonard Braithwaite, CTV Toronto
  – Leonard Braithwaite – “Catherine Fife: Tribute to Leonard Braithwaite” video
  – Leonard Braithwaite – “University of Toronto: Highlighting U of T’s Black History” video
  – Jean Augustine – The Canadian Encyclopedia
  – Rosemary Brown – The Canadian Encyclopedia
  – Lincoln Alexander, – The Canadian Encyclopedia
  – Lincoln Alexander Video: A Linc in Time, Nicole Brooks
- *Lincoln Alexander* Images
- *Ruby Bridges* Biography
- *Ruby Bridges* Video: *Ruby Bridges Story*
- *Little Rock Nine* Background Information
- *Brown v. Board of Education*
- *Brown v. Board of Education* – PBS Video
- Greensboro Sit-ins – “*Sitting Down to Take a Stand*”
- Greensboro Sit-ins Video – “*Woolworth Lunch Counter*”
- WS 1 Student Assessment Checklist
- WS 2 Anecdotal Observations/Conferencing Tracking Template
- WS 3 Visual Images A – *Leonard Braithwaite*
- WS 4 Visual Images B – *Leonard Braithwaite*
- WS 5 School House Image (A Story of Public Schools in Colchester South Township)
- WS 6 Map of Segregated Schools (A Story of Public Schools in Colchester South)
- WS 7 Visual Images A – *Jean Augustine*
- WS 8 Visual Images B – *Jean Augustine*
- WS 9 Visual Images A – *Rosemary Brown*
- WS 10 Visual Images B – *Rosemary Brown*
- WS 11 Visual Images A – *Lincoln Alexander*
- WS 12 Visual Images B – *Lincoln Alexander*
- WS 13 Visual Images C – *Lincoln Alexander*

**TEACHING AND LEARNING STRATEGIES**

**Activating Schema:** Milling to Music

**Categorizing Thinking to Build New Knowledge:** Oral Discussion and Documentation of Thinking: Gallery-Style Picture-Word Induction Model, Finding Out More, Section Share – Top Five, Digging Deeper, Read Aloud, Political Leader Investigation

**Consolidating the Learning Experience:** Sharing What We Have Learned

**Background Information for Teachers**

Before the lesson: This lesson may be divided into several shorter lessons leading to the culminating task. Using the information links included, read about the political leaders before starting this lesson in order to gain a stronger understanding of their accomplishments, experiences and struggles. Have WS 2 Anecdotal Observations/Conferencing Tracking Template ready on a clipboard to use while students are working collaboratively and independently. Consider connections of this lesson to other curriculum areas that the students have experience with. Though only a few Black Canadian political leaders are introduced in this lesson, consider including other Black Canadian political leaders to expand learners’ exposure to a variety of individuals.
STEP A: ASSESSMENT AS LEARNING

Activating Schema: Milling to Music

Let students know that they will be having quick conversations in partners or small groups. When they hear the music, they are to move around the room (they may dance, strut, shuffle, etc., if they choose) and when the music stops, they are to stop and listen for your instruction as to how many are to gather in a group to share. Play some music and have students move around the room. At an appropriate time, stop the music and call out a number (two, three, four or five). The number indicates the number of people to gather together. Students will find people who are immediately around them and ensure that no one is left out.

Each time the music stops and you call out a number, ask one of the following questions for the small groups to discuss:

“Why does an individual get into politics?”
“What type of job/career would lead a person to get into politics?”
“What challenges would face a person who wants to get into politics?”
“What challenges would face a person who is in politics?”
“What would be some of the goals for a politician?”
“What do you know about segregation?”
“What do you know about segregation in Canada?”

After these questions have been asked, have students “mill” back to their desks to have a class discussion about the questions they were asked. Some thinking questions to ask include:

“Did you have difficulty answering any of these questions? Which one(s)?”
“Were there questions that you connected with? Which one(s)?”
“What did you discuss regarding the question about segregation?”
“What is your understanding about segregation in Canada?”

Tell students that they will be learning about political leaders, how they came to become politicians and how their work has had an impact on Canada and the world.

STEP B: ASSESSMENT FOR LEARNING

Categorizing Thinking to Build New Knowledge: Oral Discussion and Documentation of Thinking: Gallery-Style Picture-Word Induction Model (PWIM), Finding Out More, Section Share – Top Five, Digging Deeper, Read Aloud

Have students seated at their desks in small groups with a clear view of the screen where the image will be shown. Do not tell the students the person’s name or gender in advance. Tell students that they will be viewing some images that show different aspects of an individual’s life. They are to view the image and have a discussion in their group as to what
they see, hear, feel, infer and predict about the image to tell the story of the individual. As they collaboratively come up with ideas, they are to write them down so that they can make connections between the images. Select and prepare to show an image of Leonard Braithwaite (from WS 3 Visual Images A – Leonard Braithwaite or WS 4 Visual Images B – Leonard Braithwaite). Do not tell the students who the person is before allowing them to view the image. Before projecting the image on screen, tell students that you will view and discuss the first image together as a class. Project the image and deconstruct it with the students. Encourage discussion using the following probing questions:

“Who are the people in the image?”
“What are they doing?”
“Where are they?”
“How are the different people in the image connected?”
“What information do we get from what we see in the background?”
“What role do you think each person has in the image?”
“Who do you think is the politician in this image? How do you know?”
“What does this image say about who the person is?”
“If we were to ‘zoom out’ on this image, what else/who else might we see in the image?”
“What sounds/words would we be hearing in the image?”
“What do we know about this person based on what we infer in this image?”

Distribute one or two other images (from WS 3 Visual Images A – Leonard Braithwaite and WS 4 Visual Images B – Leonard Braithwaite) to each of the table groups so that each group has different images along with chart paper and markers. Have the students view, discuss and analyze the images at their table group, and remind them to focus on what they see, hear, feel, infer and predict about the image. Remind them to think about all the information they were able to pull out of the first image and encourage them to do the same with this image, remembering to write down all of their ideas on the chart paper. You may want to start the group discussion by asking some of the same probing questions that were asked with the first image.

After a few minutes, have them move as a group to another table group to view, discuss and analyze those images and add to the documentation of thinking that was started by the previous group. They may choose to place a checkmark next to ideas that are the same as theirs. Continue this rotation until each group has visited and contributed to the charts for all of the images of Leonard Braithwaite. As students are working, you should circulate to get a sense of the students’ thinking and the level of their inferences based on the images, asking probing questions to those groups that need it to extend and/or focus their discussion. After the groups have had time to think, discuss, share and document their thinking, bring the class together and have each group share what they know about Leonard Braithwaite. The following questions can be used to help guide the class discussions:

“Do we have an understanding of their role/position in the community?”
“Do we have any clues as to any highlights of their life journey?”
“Do we know who they work for or with?”
“Do we have any clues as to any challenges that they have had in their life journey?”
“What may be their interests/focus?”

As students’/groups’ thinking is confirmed, write big ideas on the whiteboard or on separate chart paper. Share with the students that the individual is Leonard Braithwaite, a prominent Canadian politician.

Finding Out More: Tell the students that they are going to gain more detailed information about Leonard to confirm and/or contradict the inferences that they made based on the images that they viewed as a class. Divide the class into three sections, with more than one group within the section (these groups will be using the same information but working in a smaller group). Each section will use information regarding Leonard Braithwaite to confirm and/or contradict their inferences based on the images.

Section 1: Leonard Braithwaite – The Canadian Encyclopedia
Section 2: The Story of Leonard Braithwaite, CTV Toronto video
Section 3: Catherine Fife: Tribute to Leonard Braithwaite video

Have each group read/view and discuss the information assigned to them. Provide support as needed to help students understand the vocabulary and content. As students gain and/or confirm information about Leonard Braithwaite, they should compare it to the information they pulled out of the images documented earlier and add any new information to their chart paper. Let the students know that they will have the opportunity to share their thinking and new information with the other groups.

Section Share – Top Five: Once each group within each section has completed their documentation, let them know that they will be sharing their findings within their section. Each section should collaboratively decide and write what they feel are the top five things to know about Leonard Braithwaite based on their research. Once each section has developed their top five list, they will share it with the class community. The class should discuss the commonalities and differences between the lists and confirm/contradict the thinking they had in response to the images they viewed at the beginning of the learning experience.

Digging Deeper: As a class, have a discussion about the social issues that Leonard Braithwaite experienced and/or worked to change. Some areas to focus on include the following:

Entering the Air Force
Entering law school
Getting a job as a lawyer
Being the first Black parliamentarian
Lobbying for desegregation in Canadian schools
Fighting for gender equality
Fighting for the rights of racialized minorities
Discuss what the students know about these topics, what they want to know, and Leonard Braithwaite’s contribution to change based on his political career and life experiences. Make connections between his life experiences and the social justice issues that he fought for as a political leader.

**Segregation in Ontario Schools**

One issue that Leonard Braithwaite fought against was segregation in Ontario schools. Have a discussion with students regarding their understanding of segregation. Many may connect with this based on their understanding of civil rights history in the United States. You may want to share about prominent U.S. stories that deal with segregation:

Ruby Bridges: Ruby Bridges (born September 8, 1954) is an American activist known for being the first Black child to desegregate a school, the all-white William Frantz Elementary School in Louisiana, during the New Orleans school desegregation crisis in 1960. [Ruby Bridges Biography](https://www.biography.com/people/ruby-bridges-9683570)  
[Ruby Bridges Video: Ruby Bridges Story](https://www.youtube.com/watch?v=2sXsDyjGyE0)

The Little Rock Nine: A group of nine Black American students enrolled in Little Rock Central High School in 1957. Their enrollment was followed by the Little Rock Crisis, in which the students were initially prevented by the governor of Arkansas from entering the racially segregated school. They then attended after the intervention of President Dwight D. Eisenhower. [Little Rock Nine Background Information](https://www.history.com/topics/civil-rights-movement/little-rock-nine)  
[Thurgood Marshall: Little Rock Nine video](https://www.youtube.com/watch?v=-UyPzIeOY10)  
[Brown v. Board of Education: In this landmark United States Supreme Court case, the Court declared state laws establishing separate public schools for Black and white students to be unconstitutional (1954).](https://www.pbs.org/wgbh/americanexperience/features/brown-v-board-of-education)  
[Brown v. Board of Education – PBS video](https://www.youtube.com/watch?v=H1zF0hXu0e0)

The Greensboro Sit-ins: The Greensboro sit-ins were a series of nonviolent protests in Greensboro, North Carolina, in 1960, which led to the Woolworth department store chain rescinding its policy of racial segregation in the Southern United States.  
[Greensboro Sit-ins – Sitting Down to Take a Stand](https://www.pbs.org/wgbh/americanexperience/features/greensboro-sit-ins)  
[Greensboro Sit-ins Video – Woolworth Lunch Counter](https://www.youtube.com/watch?v=CIhZzGy9i00)

Share with students that Ontario also had laws that prevented Black Canadian students from attending schools with white students. Share the following excerpt from an article in The Globe and Mail:

"In 1964, Ontario still had a law on its books mandating schools segregated by colour. So-called “black” schools had been generally incorporated into the provincial public education system by 1911. But one school, SS Number 11 in Colchester South Township, Essex County, languished under the law, which had never been rescinded.

Under the terms of a dusty clause in the Separate Schools Act, the heads of five or
more families in a ‘city, town or village, being coloured people,’ could petition the local municipal council to establish ‘one or more separate schools for coloured people.’

By all rights, SS 11 should have closed by the early 1960s. A group of black parents had spent a year lobbying to get the doors shut and their children integrated into a new school in the nearby town of Harrow. Somehow, when the new school was being planned, the children from SS 11 were left off the bus routes.”

The Public School Laws of 1846 allowed for anyone born in Britain or of British heritage to attend school in Ontario. The Separate School Act of 1850 was an amendment to this law to deal with the immigration that Ontario was experiencing. This amendment allowed Catholic, Protestant and Black students to set up and organize their own schools if they chose. Some towns in Ontario took advantage of this law by preventing racialized students from attending schools. In many cases, Black Canadian families did not have the resources to start their own school. They attended white schools but had separate benches, separate seats and even separate sides of the room. There was also manipulation of the Separate School Act by existing local trustees to create separate schools for racialized people to prevent certain groups from attending schools in their areas. As time went by, the manipulation of this act became commonplace.

Have students view (either in groups or as a class) WS 5 School House Image and WS 6 Map of Segregated Schools. Discuss how these images are primary resources for the segregation that happened during this time. Encourage discussion by asking the following probing questions:

“Who are the people in the image?”
“What are they doing?”
“Where are they?”
“How are the different people in the image connected?”
“What information do we get from what we see in the background?”
“What role do you think each person has in the image?”
“What does this image say about who the people are?”
“If we were to ‘zoom out’ on this image, what else/who else might we see in the image?”
“What sounds/words might we be hearing in the image?”
“What evidence of segregation do you see in this image?”

Read Aloud/Shared/Guided/Independent Read: Read and/or have students read “To Learn . . . Even a Little: The Letters of Solomon Washington,” which is a fictionalized account of the experience of a young Black Canadian boy in Charlottesville, Canada West, in 1853 being turned away from a local public school because of his race. Have discussions about what this character is experiencing and how this connects with WS 5 School House Image, WS 6 Map of Segregated Schools and their understanding of the Separate School Act.

Some questions to encourage discussion include:

“What does the trustee mean when he says, ‘Because Anglo-Saxon civilization will not be trampled upon by African barbarity!’”
“What evidence is there that Solomon faced racism in his school experience? How do you know?”
“What fears did Solomon’s parents have when Solomon told them what happened when he got into a fight at school?”
“What issues of power are depicted in this story?”
“What connections can you make to the Separate School Act and Solomon’s expulsion from school?”
“What would Solomon’s family not want him to attend the separate school in Simcoe?”

Leonard Braithwaite was the first Black Canadian to be elected to a provincial legislature in Canada and, in his very first speech to the Ontario legislature on February 4, 1964, he stated:

“I refer to Chapter 368 of the Revised Statute of Ontario which is called The Separate Schools Act and which provides for the setting up of Protestant and Coloured separate schools. Now after the Civil War it may have been, Mr. Speaker, that there might have been need for some of these schools in the south western part of our province. Those days have passed. I am certain, Mr. Speaker, that an examination of many of our other laws and statutes will reveal that there are other acts that need to be brought up to date.”

Because Leonard Braithwaite made this issue known to the legislature, one month later on March 20, 1964, Education Minister William Davis (who later became the premier of Ontario) introduced a bill that repealed the 114-year-old act. School SS 11 was closed the following year (1965). Leonard Braithwaite considered this change in law to be his greatest accomplishment.

Share with students that many politicians have had experiences similar to Leonard Braithwaite’s. Through their own life experiences and struggles, which led them to effect change through their political positions, these people have made a difference for many others. Students will now have an opportunity to learn more about other change-making politicians through a collaborative task. Divide students into three sections, with each section having smaller groups within them (i.e., two to three students per group). Each section will be investigating one of the following political leaders:

Section 1: Jean Augustine
WS 7 Visual Images A – Jean Augustine
WS 8 Visual Images B – Jean Augustine

Section 2: Rosemary Brown
WS 9 Visual Images A – Rosemary Brown
WS 10 Visual Images B – Rosemary Brown

Section 3: Lincoln Alexander
WS 11 Visual Images A – [Lincoln Alexander](#)
WS 12 Visual Images B – [Lincoln Alexander](#)
WS 13 Visual Images C – [Lincoln Alexander](#)

Provide each group with the images from the worksheets that are applicable to the political
leader they are investigating, and have them pull out as much information as they can from
the images. Provide them with the following probing questions to consider as they gain
information from the images:

Who are the people in the image?
What are they doing?
Where are they?
How are the different people in the image connected?
What information do we get from what we see in the background?
What role do you think each person has in the image?
What does this image say about who the person is?
If we were to “zoom out” on this image, what else/who else might we see in the image?
What sounds/words might we be hearing in the image?
What do we know about this person based on what we infer in this image?

After they have documented as much information as they can from the images, provide
the students with additional resources to find information (see materials list for videos,
biographical websites, etc.). Students should be encouraged to further research their
political leader.

As they gain and/or confirm information based on their reading of their political leader, they
should compare it to the information they pulled out of the images that they documented
earlier and document any new information. Let the students know that they will have the
opportunity to share their thinking and new information that they gained with the other
groups.

Section Share – Top Five: Once each group within each section has completed their
research, let them know that they will be sharing their findings within their section. During
this sharing, they should discuss what they have learned about the political leader and their
contributions to their community and/or Canada. Each section should collaboratively decide
and write what they feel are the top five things to know about their political leader based on
their research. Once each section has developed their top five lists, they will decide on a way
to creatively share the information to the class community. Some ideas for sharing include:
performing a skit, creating a PowToon, creating an iMovie, making a visual timeline,
creating a life map, and creating an artifact museum.

The class should discuss the commonalities and differences between the political leaders,
and confirm/contradict the thinking they had in response to the learning experiences they
have engaged in regarding Leonard Braithwaite.
STEP C: ASSESSMENT OF LEARNING

Consolidating the Learning Experience: Sharing What We Have Learned

Bring small groups of students together to share their understandings and make connections based on the research they did on Black Canadian political leaders. Have the groups answer the following questions either orally, on paper or via video.

What did the political leader accomplish?
What challenges did they face?
How did they use their career before politics to make a difference in the community?
How did they impact the community throughout their political career?
What social issues were prominent in their political career?
What are you taking away from learning about these Black Canadian political leaders and their contributions to various communities?

WORKSHEETS

WS 1 Student Assessment Checklist
WS 2 Anecdotal Observation/Conferencing Tracking Template
WS 3 Visual Images A – Leonard Braithwaite
WS 4 Visual Images B – Leonard Braithwaite
WS 5 School House Image
WS 6 Map of Segregated Schools
WS 7 Visual Images A – Jean Augustine
WS 8 Visual Images B – Jean Augustine
WS 9 Visual Images A – Rosemary Brown
WS 10 Visual Images B – Rosemary Brown
WS 11 Visual Images A – Lincoln Alexander
WS 12 Visual Images B – Lincoln Alexander
WS 13 Visual Images C – Lincoln Alexander
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WS 3 VISUAL IMAGES A – LEONARD BRAITHWAITE
WS 4 VISUAL IMAGES B – LEONARD BRAITHWAITE
A Story of Public Schools in Colchester South Township. Harrow, ON: Harrow and Colchester South Township School Area Board, 1966.
WS 6 MAP OF SEGREGATED SCHOOLS

A Story of Public Schools in Colchester South Township. Harrow, ON: Harrow and Colchester South Township School Area Board, 1966.
WS 7 VISUAL IMAGES A – JEAN AUGUSTINE

Jean Augustine Park
2115 Lake Shore Boulevard West

Jean Augustine

Jean Augustine with students

Jean Augustine Park
WS 9 VISUAL IMAGES A – ROSEMARY BROWN
WS 10 VISUAL IMAGES B – ROSEMARY BROWN
WS 11 VISUAL IMAGES A – LINCOLN ALEXANDER
WS 12 VISUAL IMAGES B – LINCOLN ALEXANDER
BLACK CANADIAN SCIENTISTS
OVERALL QUESTION

How have the contributions of Black Canadian scientists, health care practitioners/physicians and inventors made an impact on society?

GUIDING QUESTIONS

• What shared experiences have shaped the lives and stories of Black Canadians in Canada?
• What roles do gender and race play when Black Canadians’ stories are shared? Whose voices are heard and whose voices are often silenced?
• What characteristics were developed through the personal, professional and/or social struggles that these individuals faced?

CURRICULUM CONNECTIONS

Codes below are from the Ontario Curriculum. Find full specific expectation lists here.

Overall Curriculum Expectations:
Language:
Grade 7: Oral Communication 1
Grade 7: Reading 1
Grade 7: Writing 3
Grade 8: Oral Communication 1, 2
Grade 8: Reading 2
Grade 8: Writing 2, 3

History:
Grade 7: New France And British North America, 1713–1800 A2
Grade 8: Creating Canada, 1850–1890 A1
Grade 8: Canada, 1890–1914: A Changing Society B2

Specific Curriculum Expectations:
Language:
Grade 7: Media Literacy 1.2, 1.6
Grade 8: Media Literacy 1.2, 1.6

History:
Grade 7: New France And British North America, 1713–1800 A2.2, A3.2
Grade 8: Creating Canada, 1850–1890 A1.2, A2.2
Grade 8: Canada, 1890–1914: A Changing Society B2.2
LEARNING GOALS

Students will:
• Understand the reasoning for an archival gap in the documentation of Black Canadians’ contributions and successes in the broader context of Canada’s development as a nation
• Create biographical stories about Black Canadian scientists, health care practitioners/physicians and inventors using various technologies and programs and present these to classmates; or for ELL or special education students, please refer to the Junior Lesson for modifications and/or accommodations
• Begin to understand what institutional and systemic racism/discrimination look like, feel like and sound like (related to race and gender)
• Begin to use a variety of terms appropriately and in context when discussing issues of discrimination (such as intersectionality, anti-Black racism, racism, prejudice, sexism, racial discrimination, segregation)
• Begin to understand the concept of intersectionality of identities and the impact on people’s livelihood

POSSIBLE SUCCESS CRITERIA

• Collaboratively develop a visual biographical profile of a Black Canadian scientist, health care practitioner/physician or inventor using technology (PowToon, PowerPoint, animation programs, etc.)
• Share these biographies with peers and others

MATERIALS REQUIRED FOR THIS LESSON

Students will need:
• Open space in which to collaborate in small groups
• Writing and erasing utensils
• Access to computers and Internet to conduct research and create media texts
• WS 3 Research—Scientists, Medical Practitioners/Doctors and Inventors
• WS 4 Word Journal (optional), or lined exercise book
• WS 5 Links for Scientists, Medical Practitioners/Doctors and Inventors
• WS 7 Comic Strip Planning Sheet for those who will create a comic strip
• WS 8 Comic Strip Example
• WS 9 Peer Editing Evaluation Sheet
• WS 10 Oral Presentation Rubric: Peer Assessment Rubric

Teachers will need:
• Learning goals and success criteria posted
• Access to dictionaries, computers and the library
• Chart paper
• Markers
• Glossary of Terms
• WS 1 Student Assessment Checklist
TEACHING AND LEARNING STRATEGIES

Activating Schema: Oral Discussion and Documentation of Thinking: Anchor Chart, Research, Word Journal

Categorizing Thinking to Build New Knowledge: Guided Research, Written and Technological Biography

Consolidating the Learning Experience: Oral Presentation, Word Journal

Background Information for Teachers

Before the lesson: This lesson may be divided into several shorter lessons leading to the culminating task. Using the information links provided, read about the medical professionals, inventors and scientists before starting this lesson in order to gain a stronger understanding of their accomplishments, experiences and struggles. Have WS 2 Anecdotal Observations/Conferencing Tracking Template ready on a clipboard to use while students are working collaboratively and independently. Prepare to display the African proverb in Step A to students.

STEP A: ASSESSMENT AS LEARNING

Activating Schema: Oral Discussion and Documentation of Thinking: Anchor Chart, Research, Word Journal

In a large group, have students take out their history textbook and ask them the following questions:

“Whose stories are you reading and learning about in the textbook?”
“Who do you think determines whose stories are documented?”
“Whose stories are you not reading about? Why do you think that is?”

Display the following African proverb for students to read and refer to:

Until the lion has his or her own storyteller, the hunter will always have the best part of the story.
À moins ce que le lion ait son propre narrateur, le chasseur aura toujours la belle part de l’histoire.
Table Group Activity: Have students share and scribe their thoughts about the African proverb. What does the quote mean to them? Provide students with 10 minutes to discuss the quote and its impact on them and on what they see in society. Provide students with WS 3 Research—Scientists, Medical Practitioners/Doctors and Inventors. Have students (individually or in pairs) research the names listed and fill in the required information. Students may use the Internet, library books, etc., for approximately 40 to 60 minutes. They should also check their history textbook to see if any of the people on the list are included there. You might ask the following questions to help students remain on task:

“Did you check this site?”
“Did you read further into the article?”
“Did you check images?”

Have students return to their desks. Ask the following critical questions of students and discuss as a large group:

“Whom were you able to find information on?”
“Why were some of the names more difficult to gather information on?”
“Who usually scribes the history of accomplished people?”
“How do gender, race and history impact these searches?”

Ask students what they think an archive, an archival gap and a historical archival gap are. Discuss the terms’ meanings as a whole class. Write each term on the Anchor Chart and list students’ ideas under each one.

**Archive:** (1) a collection of records of or about an institution, family, etc.; (2) a place where such records are kept; (3) (computing) data transferred to a memory key or hard drive for long-term storage rather than frequent use.

**Archival gap:** a deficiency in a collection of recorded information where information is missing.

Define the terms on the Anchor Chart. You might mention that several common phrases—bridge a gap, close a gap, fill a gap, stop a gap—mean “remedy a deficiency.” Give each student a copy of WS 4 Word Journal (alternatively, they may record their work in a lined student exercise book) and have them print these terms, define them and use them in a sentence.

**Facilitator Note:** Allow students to identify a possible reason for the archival gap.

**Categorizing Thinking to Build New Knowledge:** Guided Research, Written and Technological Biography. Review the term archival gap and discuss how students attempted to research several Black Canadian inventors, medical practitioners/ doctors and scientists and uncovered very little information on these early leaders.

Provide students with WS 5 Links for Scientists, Medical Practitioners/Doctors and Inventors. Have students return to computers and work in pairs to complete WS 3 Research—
Scientists, Medical Practitioners/Doctors and Inventors. Provide enough time for students to investigate at least five to eight of the names on the worksheet. Explain to students that, in pairs, they will be creating a written biography of one of the individuals listed on WS 3 Research—Scientists, Medical Practitioners/Doctors and Inventors. The project will be either a comic strip (for ELL or special education students) in written form (use WS 7 Comic Strip Planning Sheet and WS 8 Comic Strip Example), or a video made using computer graphic design. If students wish to create a video, using PowToon or stop-motion animation for example, they are required to submit the script for their video in advance.

Ask students what type of information must be gathered and researched when writing a biography on an individual. This might include the person’s name, date of birth, date of death, occupation, country of birth and country of residence, challenges the person faced and contributions the individual made to their field and society. As an extension, students may include a quote from the individual or someone else, or lyrics to conclude their project. Provide students with WS 6 5 Ws and H to record and organize their research. Remind students that by creating a written history of one of the individuals highlighted, they are reducing the archival gap and promoting inclusion and equity in education. Students are to present their final biographies to classmates. Provide them with WS 8 Peer Editing Evaluation Sheet and WS 9 Oral Presentation Rubric: Peer Assessment Rubric to assist them in evaluating their process and interaction with their partner.

**Consolidating the Learning Experience:** Oral Presentation, Word Journal

Students present their final biographies to classmates.

Introduction of Terms and Definitions: Have students take out their WS 4 Word Journal (alternatively, they may record their work in a lined student exercise book). Tell students that they will record new words encountered in this unit in order to build their vocabulary. Provide dictionaries or a computer to search for definitions and pronunciation, and have students use each word in a sentence.

Introduce the following terms to students: anti-Black racism, intersectionality, prejudice, racial discrimination, racism, segregation and sexism.

**Anti-Black racism:** antagonism toward Black people, particularly as a result of prejudice. Intersectionality: the interconnected nature of social categorizations such as race, class and gender as they apply to a given individual or group, regarded as creating overlapping and interdependent systems of discrimination or disadvantage.

**Prejudice:** a preconceived opinion.

**Racial discrimination:** unfavourable or differential treatment based on prejudice about race.

**Racism:** A belief in the superiority of a particular race, and antagonism toward people of other races, particularly as a result of this prejudice. These beliefs can be deeply rooted in
the rules, procedures, and practices of social systems and public and private institutions and intentionally or unintentionally prevent or limit members of racialized groups from being fully and equally included while preserving privilege and racial gaps in various areas including education, employment, wealth and social status.

**Segregation:** the enforced separation of groups in a community.

**Sexism:** prejudice or discrimination, especially against women, on the grounds of sex; behaviour or attitudes derived from a stereotype of sexual roles.

As a whole class, discuss what the terms mean. Ask students to make connections between the terms and the life stories of the individuals they researched. Provide time for students to share personal stories or examples using these terms.

**WORKSHEETS**

WS 1 Student Assessment Checklist  
WS 2 Anecdotal Observations/Conferencing Tracking Template  
WS 3 Research—Scientists, Medical Practitioners/Doctors and Inventors  
WS 4 Word Journal  
WS 5 Links for Scientists, Medical Practitioners/Doctors and Inventors  
WS 6 5 Ws and H Graphic Organizer  
WS 7 Comic Strip Planning Sheet  
WS 8 Comic Strip Example  
WS 9 Peer Editing Evaluation Sheet  
WS 10 Oral Presentation Rubric: Peer Assessment Rubric
**WS 1 STUDENT ASSESSMENT CHECKLIST**

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<td>Oral Discussion</td>
<td>Guided Research</td>
<td>Written Biography</td>
<td>Technological Presentation</td>
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**Level 1:** Incomplete, very little evidence of learning  
**Level 2:** With assistance and some evidence of learning  
**Level 3:** Independent and considerable evidence of learning  
**Level 4:** Independent and excellent understanding
### WS 2 ANECDOTAL OBSERVATIONS/CONFERENCING TRACKING TEMPLATE

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<td>Anna Jarvis</td>
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<td>Thomas Massiah</td>
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<td>Elijah McCoy</td>
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<td>Miriam Rossi</td>
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<td>Douglas Salmon</td>
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<td>Robert Sutton</td>
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<tr>
<td>Word</td>
<td>Pronunciation</td>
<td>Definition</td>
<td>Use the word in a sentence</td>
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4. Word: ____________________________
   Pronunciation: ______________________
   Definition: __________________________
   Use the word in a sentence: ______________
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5. Word: ____________________________
   Pronunciation: ______________________
   Definition: __________________________
   Use the word in a sentence: ______________
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6. Word: ____________________________
   Pronunciation: ______________________
   Definition: __________________________
   Use the word in a sentence: ______________
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7. Word: ____________________________________________

Pronunciation: ____________________________________

Definition: ________________________________________

Use the word in a sentence: __________________________

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8. Word: __________________________________________

Pronunciation: ____________________________________

Definition: ________________________________________

Use the word in a sentence: __________________________

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9. Word: __________________________________________

Pronunciation: ____________________________________

Definition: ________________________________________

Use the word in a sentence: __________________________

_________________________

_________________________
## WS 5 LINKS FOR SCIENTISTS, MEDICAL PRACTITIONERS/DOCTORS AND INVENTORS

| Name: Anderson Ruffin Abbott | Link: [Canadian History for Kids Article](#)  
|                            | Link: [Buxton Museum Virtual Exhibit](#)  
|                            | Link: [Heritage Trust – Featured Plaque of the Month, February 2009](#)  
|                            | Link: [Black History Canada Profile](#)  
|                            | Link: [CBC News Article: “Black Doctor from Canada Served in U.S. Civil War, Attended Dying Abe Lincoln”](#)  
|                            | Link: [Video: “Dr. Anderson Ruffin Abbot: An Afro Canadian Pioneer”](#)  
| Name: Alexander Thomas Augusta | Link: [Wikipedia Article: Alexander Thomas Augusta](#)  
|                            | Link: [National Institute of Health/National Library of Medicine Article: Dr. Alexander T. Augusta](#)  
|                            | Link: [Video: “Voices of the Civil War”](#)  
| Name: Philip Edwards | Link: [Race and Ethnic Relations: Black History Month Article – Philip Edwards](#)  
|                            | Link: [Canada’s Sport Hall of Fame Winner: Philip Edwards](#)  
|                            | Link: [1936 Olympic Athletes: Philip Edwards](#)  
|                            | Link: [Canada’s Sports Hall of Fame: Honoured Member Stories](#)  
|                            | Link: [Journal of Olympic History Article: Philip Edwards](#)  
|                            | Link: [McGill Athletics and Recreation – Hall of Fame: Philip Edwards](#)  
| Name: Sarah Helen McCurdy Fitzbutler | Link: [Louisville Medicine: Greater Louisville Medical Society Article](#)  
|                            | Link: [University of Louisville Article: Sarah Helen McCurdy Fitzbutler](#)  
| Name: William Henry Fitzbutler | Link: [Louisville Medicine: Greater Louisville Medical Society Article](#)  
|                            | Link: [University of Louisville Article: William Henry Fitzbutler](#)  
| Name: Anna Jarvis | Link: [Article: “Oakville Doctor’s Service to Be Recognized at Toronto Gala”](#)  
|                            | Link: [Article: “Reflections on My Career: Serendipity and Great Mentors”](#)  
|                            | Link: [Video: “Dr. D. Anna Jarvis – Vice Chancellor’s Award Honouree 2014 UWI Toronto Benefit Gala”](#)  
| Name: Sophia Jones | Link: [Spelman College Article: “Sophia B. Jones Charts a Course of Success for African-American Doctors”](#)  
|                            | Link: [Chatham This Week Article: “Gunsmith’ Jones Saw Opportunity in Chatham”](#)  
| Name: William Allen Jones | Link: [Black History Awareness Society – William Allen Jones](#)  
|                            | Link: [Canadian Black History Interactive Map and Timeline](#)  
| Name: Thomas Massiah | Link: [The Toronto Observer Article – “Black History Month Brings Prominent Activist to Malvern”](#)  

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<table>
<thead>
<tr>
<th>Name</th>
<th>Source</th>
</tr>
</thead>
</table>
| Elijah McCoy       | Google Search: [Elijah McCoy](https://www.google.com/search?q=Elijah+McCoy)  
|                    | The Black Inventor Online Museum: [Elijah McCoy](https://www.blackinventor.com/Elijah-McCoy)  
|                    | Video: Elijah McCoy – “The Real McCoy”  
|                    | Video: “A Moment in Black History” – Elijah McCoy, Inventor” |
| Nathan Mossell     | Wikipedia Article: [Nathan Francis Mossell](https://en.wikipedia.org/wiki/Nathan_Francis_Mossell)  
|                    | University of Pennsylvania Article: “A Principled Man”  
|                    | BlackPast.org Article: [Nathan Mossell](https://blackpast.org/author/nathan-francis-mossell) |
|                    | “Dr. Miriam Rossi Honoured by Youth Mentorship Network” |
| Douglas Salmon     | [Dr. John Douglas Salmon](https://www.utoronto.ca/medicine/about-us/about-the-dean/recognized-dean) Biography  
|                    | U of T Magazine Article: “Recognizing a Trailblazer” |
| Robert Sutton      | Toronto Star Article: “Pediatrician Made Us Cry for the Right Reasons” |
| 100 Accomplished   | [100 Accomplished Black Canadian Women](https://100accomplishedblackcanadianwomen.com)  
| Black Canadian     | Women |
| 100 Accomplished   | [100 Accomplished Black Canadian Women](https://100accomplishedblackcanadianwomen.com)  
| Black Canadian     | Women |
# WS 6 5 WS AND H

Name of Person:
(Circle one) Scientist  Physician  Inventor

<table>
<thead>
<tr>
<th>Who Is This?</th>
<th>What Did They Do? Give Examples of What They Did</th>
<th>Where Did They Do It?</th>
<th>Why Did They Do It? Was It Easy or Difficult? Why?</th>
<th>How Did They Do It?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tell about this Person</td>
<td></td>
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</tr>
</tbody>
</table>
### WS 7 COMIC STRIP PLANNING SHEET

<table>
<thead>
<tr>
<th>Scene and Actions</th>
<th>Characters</th>
<th>Landscape and Props</th>
<th>Caption</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2</td>
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<td>3</td>
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<td></td>
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<tr>
<td>4</td>
<td></td>
<td></td>
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</tbody>
</table>
http://www.thecurriculumcorner.com/thecurriculumcorner456/comic-strip-writing-templates/
### WS 9 PEER EDITING EVALUATION SHEET

Check the box with the best answer:

<table>
<thead>
<tr>
<th>Name of Partner:</th>
<th>Always</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>I added to my partner’s writing.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I asked questions in my writing.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I answered my partner’s questions.</td>
<td></td>
<td></td>
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<tr>
<td>I included drawings with my writing.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>I used the prompt chart.</td>
<td></td>
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<tr>
<td>I used examples from the book in my writing.</td>
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</tbody>
</table>

What do you know about your partner’s famous person from reading their research?
WS 10 ORAL PRESENTATION RUBRIC: PEER ASSESSMENT RUBRIC

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4 Excellent</th>
<th>3 Good</th>
<th>2 Satisfactory</th>
<th>1 Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparedness</td>
<td>Student is completely prepared and has obviously rehearsed.</td>
<td>Student seems pretty prepared but might have needed a couple more rehearsals.</td>
<td>Student is somewhat prepared but it is clear that rehearsal was lacking.</td>
<td>Student does not seem at all prepared to present.</td>
</tr>
<tr>
<td>Posture and Eye Contact</td>
<td>Student stands up straight, looks relaxed and confident, and establishes eye contact with everyone in the room during the presentation.</td>
<td>Student stands up straight and establishes eye contact with everyone in the room during the presentation.</td>
<td>Student sometimes stands up straight and establishes eye contact.</td>
<td>Student slouches and/or does not look at people during the presentation.</td>
</tr>
<tr>
<td>Content</td>
<td>Student shows a full understanding of the topic.</td>
<td>Student shows a good understanding of the topic.</td>
<td>Student shows a good understanding of parts of the topic.</td>
<td>Student does not seem to understand the topic very well.</td>
</tr>
<tr>
<td>Screen Design</td>
<td>The screen design is very attractive and complements the subject matter.</td>
<td>The screen design is attractive and appropriate for the subject matter.</td>
<td>The screen design is acceptable.</td>
<td>The screen design is distracting. It doesn’t complement the subject matter.</td>
</tr>
<tr>
<td>Media (e.g., audio, graphics, movie clip, animation, etc.)</td>
<td>At least four different types of media are used in the presentation.</td>
<td>Three types of media are used in the presentation.</td>
<td>Two types of media are used in the presentation.</td>
<td>Only one type of media is used in the presentation.</td>
</tr>
<tr>
<td>Text and Graphics</td>
<td>The text and graphics complement each other and add to the comprehension of the subject matter.</td>
<td>The text and graphics complement each other.</td>
<td>The text and graphics don’t really complement each other.</td>
<td>The text and graphics do not match.</td>
</tr>
</tbody>
</table>
Acceptance. An affirmation and recognition of people whose race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, age, marital status, family status, abilities or other, similar characteristics or attributes are different from one's own. Acceptance goes beyond tolerance, in that it implies a positive and welcoming attitude.

Accommodation. An adjustment made to policies, programs, guidelines or practices, including adjustments to physical settings and various types of criteria, that enables individuals to benefit from and take part in the provision of services equally and to participate equally and perform to the best of their ability in the workplace or an educational setting. Accommodations are provided so that individuals are not disadvantaged or discriminated against on the basis of the prohibited grounds of discrimination identified in the *Ontario Human Rights Code* or other factors. (Refer to the Ontario Human Rights Commission’s Guidelines on Accessible Education and Policy and Guidelines on Disability and the Duty to Accommodate, at ohrc.on.ca.)

African Canadian**. A Canadian of African descent.

Anti-Black racism**. Prejudice, stereotyping and discrimination directed against Black people. Anti-Black racism may be evident in organizational and institutional structures, policies, procedures and programs, as well as in the attitudes and behaviours of individuals.

Anti-discrimination education. An approach that seeks to eliminate from an educational system and its practices all forms of discrimination based on the prohibited grounds identified in the *Ontario Human Rights Code* and other factors. Anti-discrimination education seeks to identify and change educational policies, procedures and practices that may unintentionally condone or foster discrimination, as well as the attitudes and behaviours towards a group that underlie and reinforce such policies and practices. It provides teachers and students with the knowledge and skills that will enable them to critically examine issues related to discrimination, power and privilege. Anti-discrimination education promotes the removal of discriminatory biases and systemic barriers.

Anti-racist**. Seeking the elimination of racism in all its forms, including systemic, institutional, structural, subtle, and individual racism.

Anti-racist education. An approach that integrates the perspectives of Aboriginal and racialized communities into an educational system and its practices. Antiracist education seeks to identify and change educational policies, procedures and practices that may foster racism, as well as the racist attitudes and behaviours that underlie and reinforce such policies and practices. It provides teachers and students with the knowledge and skills that will enable them to critically examine issues related to racism, power and privilege. Antiracist education promotes the removal of discriminatory biases and systemic barriers based on race.
Barrier. An obstacle to equity that may be overt or subtle, intended or unintended, and systemic or specific to an individual or group, and that prevents or limits access to opportunities, benefits or advantages that are available to other members of society.

Bias. An opinion, preference, prejudice or inclination that limits an individual’s or a group’s ability to make fair, objective or accurate judgments.

Black**. A person with dark skin who comes from Africa (or whose ancestors came from Africa) who identifies as Black or who is labelled as Black.

Code grounds. The grounds of discrimination under the Ontario Human Rights Code: race, ancestry, place of origin, colour, ethnic origin, citizenship, creed (religion), sex, sexual orientation, gender identity, gender expression, disability, age, marital status (including same-sex partners), family status, receipt of public assistance (in housing accommodation only), and record of offences (in employment only). People are also protected from discrimination based on intersecting grounds (see intersectionality), or association with someone who identifies with a Code ground, or when they are perceived to be a member of a group identified by a Code ground. (Refer to ohrc.on.ca/en/commission/about.)

Colour line**. Social or political barrier/restrictions imposed by whites on non-whites based on differences in skin colour. The social and legal practice of individuals, businesses or government institutions not allowing people of a different skin colour to do the same things or be in the same places as white people.

Culture. The totality of ideas, beliefs, values, knowledge, language and way of life of a group of people who share a certain historical background.

Discrimination. Unfair or prejudicial treatment of individuals or groups on the basis of grounds set out in the Ontario Human Rights Code (e.g., race, sexual orientation, disability) or on the basis of other factors. Discrimination, whether intentional or unintentional, has the effect of preventing or limiting access to opportunities, benefits or advantages that are available to other members of society. Discrimination may be evident in organizational and institutional structures, policies, procedures and programs, as well as in the attitudes and behaviours of individuals.

Diversity. The presence of a wide range of human qualities and attributes within a group, organization or society. The dimensions of diversity include, but are not limited to, ancestry, culture, ethnicity, gender identity, gender expression, language, physical and intellectual ability, race, religion, sex, sexual orientation and socio-economic status.

Dominant group. A group that is considered the most powerful and privileged of groups in a particular society and that exercises power and influence over others through social and political means.

Equity. A condition or state of fair, inclusive and respectful treatment of all people. Equity does not mean treating people the same without regard for individual differences.
**Ethnicity.** The shared national, ethnocultural, racial, linguistic and/or religious heritage of a group of people, whether or not they live in their country of origin.

**Fair.** Treating people equally without favouritism or discrimination.

**Gay.** An individual who is emotionally/romantically/sexually/physically attracted to and/or involved with other individuals of the same sex.

**Gender.** A term that refers to those characteristics of women and men that are socially constructed. (See also sex; gender identity.)

**Gender expression.** The manner in which individuals express their gender identity to others. A person’s gender expression is often based on a social construct of gender, which is either stereotypically male or female. However, some individuals who do not see themselves as being male or female but as some combination of the two genders, or as without gender, choose to express their identity in terms of a multiple gender model, mixing both male and female expressions.

**Gender identity.** A person’s sense of self, with respect to being male or female. Gender identity is different from sexual orientation and may be different from birth-assigned sex. (Refer to the Ontario Human Rights Commission’s Policy on Discrimination and Harassment because of Gender Identity at ohrc.on.ca.)

**Harassment.** A form of discrimination that may include unwelcome attention and remarks, jokes, threats, name-calling, touching or other behaviour (including the display of pictures) that insults, offends or demeans someone because of his or her identity. Harassment involves conduct or comments that are known to be, or should reasonably be known to be, offensive, inappropriate, intimidating and hostile.

**Hate crime.** A criminal offence, perpetrated on a person or property, that is motivated by bias or prejudice based on actual or perceived race, ancestry, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, gender identity, sexual orientation or other, similar factors. Hate crimes can involve intimidation, harassment, physical force or threats of physical force against a person or an entire group to which the person belongs. (Any act, including an act of omission, that is not a criminal offence but otherwise shares the characteristics of a hate crime is referred to as a hate incident.)

**Hate propaganda.** Ideas, beliefs and ideologies transmitted in written, oral or electronic form for the purpose of creating, promoting, perpetuating or exacerbating antagonistic, hateful and belligerent attitudes or actions against a particular group or groups of people.

**Human rights.** Rights that recognize the dignity and worth of every person, and provide for equal rights and opportunities without discrimination, regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status, or disability, as set out in the Ontario Human Rights Code or other factors.
Inclusive education. Education that is based on the principles of acceptance and inclusion of all students. Students see themselves reflected in their curriculum, their physical surroundings and the broader environment, in which diversity is honoured and all individuals are respected.

Intersectionality. The overlapping, in the context of an individual or group, of two or more prohibited grounds of discrimination under the Ontario Human Rights Code, or other factors, which may result in additional biases or barriers to equity for that individual or group.

Invisible minority. People who may experience social inequities on the basis of factors that may not be visible, such as a disability or sexual orientation. The term may refer to a group that is small in number or it may connote inferior social position.

Minority group. A group of people within a given society that has little or no access to social, economic, political, cultural or religious power. The term may refer to a group that is small in number or it may connote inferior social position.

Multicultural education. An approach to education, including administrative policies and procedures, curriculum and learning activities, that recognizes the experience and contributions of diverse cultural groups. One of the aims of multicultural education is to promote the understanding of and respect for cultural and racial diversity.

Ontario Human Rights Code (“the Code”). A provincial law that gives everyone equal rights and opportunities, without discrimination, in specific areas such as education, jobs, housing and services. The goal of the Code is to address and prevent discrimination and harassment. (Refer to ohrc.on.ca.)

Positive school climate. The school climate may be defined as the learning environment and relationships found within a school and school community. A positive school climate exists when all members of the school community feel safe, included and accepted, and actively promote positive behaviours and interactions. Principles of equity and inclusive education are embedded in the learning environment to support a positive school climate and a culture of mutual respect.

Power dynamics. The process by which one group defines and subordinates other groups and subjects them to differential and unequal treatment.

Power imbalance. A situation in which an individual or group is able to influence others and impose its beliefs, subjecting other individuals and/or groups to differential and unequal treatment.

Prejudice. The prejudgment (usually negative) of groups or individuals, or preconceived notions about them, based on misinformation, bias or stereotypes.

Privilege. The experience of freedoms, rights, benefits, advantages, access and/or opportunities on the basis of group membership or social context, which is denied or not extended to members of all groups.
Race. A social construct that groups people on the basis of common ancestry and characteristics such as colour of skin, shape of eyes, hair texture and/or facial features. The term is used to designate the social categories into which societies divide people according to such characteristics. Race is often confused with ethnicity (a group of people who share a particular cultural heritage or background). There may be several ethnic groups within a racial group. (Refer to the Ontario Human Rights Commission’s Policy and Guidelines on Racism and Racial Discrimination at ohrc.on.ca.)

Racism**. A belief in the superiority of a particular race, and antagonism toward people of other races, particularly as a result of this prejudice. These beliefs can be deeply rooted in the rules, procedures, and practices of social systems and public and private institutions and intentionally or unintentionally prevent or limit members of racialized groups from being fully and equally included while preserving privilege and racial gaps in various areas including education, employment, wealth, and social status.

Racialization. The process through which groups come to be seen as different and may be subjected to differential and unequal treatment.

Segregation**. The separation or isolation of a race, class or ethnic group by enforced or voluntary residence in a restricted area, by barriers to social intercourse, by separate educational facilities or by other discriminatory means.

Sexism. Prejudice, stereotyping and discrimination directed against people on the basis of their sex or gender. Sexism may be evident in organizational and institutional structures, policies, procedures and programs, as well as in the attitudes and behaviours of individuals.

Social justice. A concept based on the belief that each individual and group within a given society has a right to equal opportunity, civil liberties and full participation in the social, educational, economic, institutional and moral freedoms and responsibilities of that society.

Stereotype. A false or generalized, and usually negative, conception of a group of people that results in the unconscious or conscious categorization of each member of that group, without regard for individual differences. Stereotyping may be based on race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status, or disability, as set out in the Ontario Human Rights Code, or on the basis of other factors.

Systemic discrimination. A pattern of discrimination that arises out of apparently neutral institutional policies or practices that is reinforced by institutional structures and power dynamics and that results in the differential and unequal treatment of members of certain groups.

Visible minority. A group of people who may experience social inequities on the basis of factors that may be visible, such as race, colour and ethnicity, and who may be subjected to differential treatment. The term may refer to a group that is small in number or it may connote inferior social position. (See also racialized group.)
GLOSSARY CREDITS

Government of Ontario, *Equity and Inclusive Education in Ontario Schools: Guidelines for Policy Development and Implementation*, pages 81–91. **Refers to definitions not included or have been modified from the above document.**

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